



Bobcat

Complete each of the following requirements:

1. Learn and say the Scout Oath, with help if needed.
2. Learn and say the Scout Law, with help if needed.
3. Show the **Cub Scout sign**. Tell what it means.
4. Show the **Cub Scout handshake**. Tell what it means.
5. Say the **Cub Scout motto**. Tell what it means.
6. Show the **Cub Scout salute**. Tell what it means.
7. With your parent or guardian, complete the exercises in the pamphlet **How to Protect Your Children From Child Abuse: A Parent's Guide**



Bobcat

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Req



Cyber Chip

Complete each of the following requirements:

1. Read, commit to, and sign the Level I Internet Safety Pledge. (BSA Cyber Chip blue card – can be ordered at scoutshop.org)
2. Watch the video “The Password Rap” and another video of your choosing. (NetSmartz.org)
3. As an individual or with your den, use the Teachable Recipes to demonstrate Internet safety rules to your den leader, den, or pack.
4. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events.

(Grades 4-5)

Req



Cyber Chip



Building a Better World

Complete Requirements 1-6.

1. Explain the history of the United States flag. Show how to properly display the flag in public, and help lead a flag ceremony.
2. Learn about and describe your rights and duties as a citizen, and explain what it means to be loyal to your country.
3. Discuss in your Webelos den the term "rule of law," and talk about how it applies to you in your everyday life.
4. Meet with a government or community leader, and learn about his or her role in your community. Discuss with the leader an important issue facing your community.
5. Show that you are an active leader by planning an activity for your den without your den leader's help. Ask your den leader for approval first.
6. Do at least one of these:
 - (a) Learn about Scouting in another part of the world. With the help of your parent, guardian, or den leader, pick one country where Scouting exists, and research its Scouting program.
 - (b) Set up an exhibit at a pack meeting to share information about the World Friendship Fund.
 - (c) Under the supervision of your parent, guardian, or den leader, connect with a Scout in another country during an event such as Jamboree on the Air or Jamboree on the Internet or by other means.
 - (d) Learn about energy use in your community and in other parts of the world.
 - (e) Identify one energy problem in your community, and find out what has caused it.



Building a Better World

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Req



Duty to God in Action

Complete Requirements 1 and 2 plus at least two others of your choice.

1. Discuss with your parent, guardian, den leader, or other caring adult what it means to do your duty to God. Tell how you do your duty to God in your daily life.
2. Under the direction of your parent, guardian, or religious or spiritual leader, do an act of service for someone in your family, neighborhood, or community. Talk about your service with your family. Tell your family how it related to doing your duty to God.
3. Earn the religious emblem of your faith that is appropriate for your age, if you have not done so already.
4. With your parent, guardian, or religious or spiritual leader, discuss and make a plan to do two things you think will help you better do your duty to God. Do these things for a month.
5. Discuss with your family how the Scout Oath and Scout Law relate to your beliefs about duty to God.
6. For at least a month, pray or reverently meditate each day as taught by your family or faith community.



Duty to God in Action

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Outdoor Adventurer

Complete Option A or Option B.

Option A:

1. With the help of your den leader or family, plan and participate in a campout.
2. On arrival at the campout, with your den and den leader or family, determine where to set up your tent. Demonstrate knowledge of what makes a good tent site and what makes a bad one. Set up your tent without help from an adult.
3. Once your tents are set up, discuss with your den or family what actions you should take in the case of the following extreme weather events which could require you to evacuate:
 - (a) Severe rainstorm causing flooding
 - (b) Severe thunderstorm with lightning or tornadoes.
 - (c) Fire, earthquake, or other disaster that will require evacuation. Discuss what you have done to minimize as much danger as possible.
4. Show how to tie a bowline. Explain when this knot should be used and why. Teach it to another Scout who is not a Webelos Scout.
5. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them while you are working on your Arrow of Light. After one outing, list the things you did to follow the Outdoor Code and Leave No Trace.

Option B:

1. With the help of your den leader or family, plan and participate in an outdoor activity.
2. Discuss with your den or family what actions you should take in the case of the following extreme weather events:
 - (a) Severe rainstorm causing flooding
 - (b) Severe thunderstorm with lightning or tornadoes.
 - (c) Fire, earthquake, or other disaster that will require evacuation. Discuss what you have done to minimize as much danger as possible.
3. Show how to tie a bowline. Explain when this knot should be used and why. Teach it to another Scout who is not a Webelos Scout.
4. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them while you are working on your Arrow of Light. After one outing, list the things you did to follow the Outdoor Code and Leave No Trace.

Req



Outdoor Adventurer

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Scouting Adventure

Complete Requirements 1-6.

1. Prepare yourself to become a Scout by completing at least a-c below:
 - (a) Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meanings to your den leader, parent, or guardian.
 - (b) Explain what Scout spirit is. Describe for your den leader, parent, or guardian some ways you have shown Scout spirit by conducting yourself according to the Scout Oath, Scout Law, Scout motto, and Scout slogan.
 - (c) Give the Scout sign, salute, and handshake. Explain when to use each.
 - (d) Describe the First Class Scout badge, and tell what each part stands for. Explain the significance of the First Class Scout badge.
 - (e) Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.
2. Visit a Scouts BSA troop meeting with your parent or guardian and, if possible, with your den members and leaders. After the meeting, do the following:
 - () Visit a Scouts BSA troop meeting
 - (a) Describe how the Scouts in the troop provide its leadership.
 - (b) Describe the four steps of Scout advancement.
 - (c) Describe ranks in Scouts BSA and how they are earned.
 - (d) Describe what merit badges are and how they are earned.
3. Practice the patrol method in your den for one month by doing the following:
 - (a) Explain the patrol method. Describe the types of patrols that might be part of a Scouts BSA troop.
 - (b) Hold an election to choose the patrol leader.
 - (c) Develop a patrol name and emblem (if your den does not already have one), as well as a patrol flag and yell. Explain how a patrol name, emblem, flag, and yell create patrol spirit.
 - (d) As a patrol, make plans with a troop to participate in a Scouts BSA troop's campout or other outdoor activity.
4. With your Webelos den leader, parent, or guardian, participate in a Scouts BSA troop's campout or other outdoor activity. Use the patrol method while on the outing.
5. Do the following:
 - (a) Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.
 - (b) Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
6. Demonstrate your knowledge of the pocketknife safety rules and the pocketknife pledge. If you have not already done so, earn your Whittling Chip card.



Scouting Adventure

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Complete Requirements 1-4 and at least two others.

1. State the safety precautions you need to take before doing any water activity.
2. Discuss the importance of learning the skills you need to know before going boating.
3. Explain the meaning of "order of rescue" and demonstrate the reach and throw rescue techniques from land.
4. Attempt the BSA swimmer test.
5. Demonstrate the precautions you must take before attempting to dive headfirst into the water, and attempt a front surface dive.
6. Learn and demonstrate two of the following strokes: crawl, sidestroke, breaststroke, or elementary backstroke.
7. Invite a current or former lifeguard, or member of a rescue squad, the U.S. Coast Guard, U.S. Navy, or other armed forces branch who has had swimming and rescue training to your den meeting. Find out what training and other experiences this person has had.
8. Demonstrate how to correctly fasten a life jacket that is the right size for you. Jump into water over your head. Swim 25 feet wearing the life jacket. Get out of the water, remove the life jacket, and hang it where it will dry.
9. If you are a qualified swimmer, select a paddle of the proper size, and paddle a canoe with an adult's supervision.

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Art Explosion

Complete Requirements 1-3. Requirement 4 is optional.

1. Visit an art museum, gallery, or exhibit. Discuss with an adult the art you saw. What did you like?
2. Create two self-portraits using two different techniques, such as drawing, painting, printmaking, sculpture, and computer illustration.
3. Do two of the following:
 - (a) Draw or paint an original picture outdoors, using the art materials of your choice.
 - (b) Use clay to sculpt a simple form.
 - (c) Create an object using clay that can be fired, baked in the oven, or air-dried.
 - (d) Create a freestanding sculpture or mobile using wood, metal, papier-mâché, or found or recycled objects.
 - (e) Make a display of origami or kirigami projects.
 - (f) Use a computer illustration or painting program to create a work of art.
 - (g) Create an original logo or design. Transfer the design onto a T-shirt, hat, or other object.
 - (h) Using a camera or other electronic device, take at least 10 photos of your family, a pet, or scenery. Use photo-editing software to crop, lighten or darken, and change some of the photos.
 - (i) Create a comic strip with original characters. Include at least four panels to tell a story centered on one of the points of the Scout Law. Characters can be hand-drawn or computer-generated.
4. Choose one of the following methods to show your artwork:
 - (a) Create a hard-copy or digital portfolio of your projects. Share it with your family and members of your den or pack.
 - (b) Display your artwork in a pack, school, or community art show.

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Art Explosion

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Complete the following Requirements.

1. Develop an awareness of the challenges of the blind or visually impaired through participation in an activity that simulates blindness or visual impairment. Alternatively, participate in an activity that simulates the challenges of being deaf or hard of hearing.
2. Engage in an activity that simulates mobility impairment. Alternatively, take part in an activity that simulates dexterity impairment.
3. With your den, participate in an activity that focuses on the acceptance of differences in general.
4. Do two of the following:
 - (a) Do a Good Turn for residents at a skilled nursing facility or retirement community.
 - (b) Invite an individual with a disability to visit your den, and discuss what activities he or she currently finds challenging or found challenging in the past.
 - (c) Attend a disabilities event such as a Special Olympics competition, an adaptive sports event, a performance with sign language interpretation, or an activity with service dogs. Tell your den what you thought about the experience.
 - (d) Talk to someone who works with people who have disabilities. Ask what that person does and how he or she helps people with disabilities.
 - (e) Using American Sign Language, sign the Scout Oath.
 - (f) With the help of an adult, contact a service dog organization, and learn the entire process from pup training to assignment to a client.
 - (g) Participate in a service project that focuses on a specific disability.
 - (h) Participate in an activity with an organization whose members are disabled.



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Build It

Complete the following Requirements.

1. Learn about some basic tools and the proper use of each tool. Learn about and understand the need for safety when you work with tools.
2. With the guidance of your Webelos den leader, parent, or guardian, select a carpentry project and build it.
3. List the tools that you use safely as you build your project; create a list of materials needed to build your project. Put a checkmark next to the tools on your list that you used for the first time.
4. Learn about a construction career. With your Webelos den leader, parent, or guardian, visit a construction site, and interview someone working in a construction career.

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Build It

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Complete Requirements 1 and 2.

1. Complete a. and your choice of b. or c.
 - (a) On a campout or outdoor activity with your den or family, cook two different recipes that do not require pots and pans.
 - (b) With the help of an adult, demonstrate one way to light a fire without using matches.
 - (c) Using tree limbs or branches that have already fallen or been cut, build a shelter that will protect you overnight.
2. Do all of the following.
 - (a) Learn what items should be in an outdoor survival kit that you can carry in a small bag or box in a day pack. Assemble your own small survival kit, and explain to your den leader why the items you chose are important for survival.
 - (b) With your den, demonstrate two ways to treat drinking water to remove impurities.
 - (c) Discuss what to do if you become lost in the woods. Tell what the letters "ST-O-P" stand for. Tell what the universal emergency signal is. Describe three ways to signal for help. Demonstrate one of them. Describe what you can do to help rescuers find you.
 - (d) Make a list of four qualities you think a leader should have in an emergency and why they are important to have. Pick two of them, and act them out for your den. Describe how each relates to a point of the Scout Law. Describe how working on this adventure gave you a better understanding of the Boy Scout motto.

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Castaway

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Earth Rocks!

Complete all Requirements.

1. Do the following:
 - (a) Explain the meaning of the word "geology."
 - (b) Explain why this kind of science is an important part of your world.
2. Look for different kinds of rocks or minerals while on a rock hunt with your family or your den.
3. Do the following:
 - (a) Identify the rocks you see on your rock hunt. Use the information in your handbook to determine which types of rocks you have collected.
 - (b) With a magnifying glass, take a closer look at your collection. Determine any differences between your specimens.
 - (c) Share what you see with your family or den.
4. Do the following:
 - (a) With your family or den, make a mineral test kit, and test minerals according to the Mohs scale of mineral hardness.
 - (b) Record the results in your handbook.
5. Identify on a map of your state some geological features in your area.
6. Do the following:
 - (a) Identify some of the geological building materials used in building your home.
 - (b) Identify some of the geological materials used around your community.

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Earth Rocks!

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Engineer

Complete Requirements 1 and 2. Requirements 3 and 4 are optional.

1. Pick one type of engineer. With the help of the Internet, your local library, or an engineer, discover three things that describe what that engineer does. (To use the Internet, be sure that you have a current Cyber Chip or that you have permission from your Webelos den leader, parent, or guardian.) Share your findings with your Webelos den.
2. Learn to follow engineering design principles by doing the following:
 - (a) Examine a set of blueprints or specifications. Using these as a model, prepare your own set of blueprints or specifications to design a project.
 - (b) Using the blueprints or specifications from your own design, complete your project. Your project may be something useful or something fun.
 - (c) Share your project with others at a den or pack meeting.
3. Explore other fields of engineering and how they have helped form our past, present, and future.
4. Pick and do two projects using the engineering skills you have learned. Share your projects with your den, and also exhibit them at a pack meeting.

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Engineer

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Game Design

Do all of these:

1. Decide on the elements for your game.
2. List at least five of the online safety rules that you put into practice while using the Internet on your computer or smartphone. Skip this if your Cyber Chip is current.
3. Create your game.
4. Teach an adult or another Scout how to play your game.

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Game Design

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Into the Wild

Do six from requirements 1 through 9.

1. Collect and care for an "insect, amphibian, or reptile zoo." You might have crickets, ants, grasshoppers, a lizard, or a toad (but be careful not to collect or move endangered species protected by federal or state law). Study them for a while and then let them go. Share your experience with your Webelos den.
2. Set up an aquarium or terrarium. Keep it for at least a month. Share your experience with your Webelos den by showing them photos or drawings of your project or by having them visit to see your project.
3. Watch for birds in your yard, neighborhood, or town for one week. Identify the birds you see, and write down where and when you saw them.
4. Learn about the bird flyways closest to your home. Find out which birds use these flyways.
5. Watch at least four wild creatures (reptiles, amphibians, arachnids, fish, insects, or mammals) in the wild. Describe the kind of place (forest, field, marsh, yard, or park) where you saw them. Tell what they were doing.
6. Identify an insect, reptile, bird, or other wild animal that is found only in your area of the country. Tell why it survives in your area.
7. Give examples of at least two of the following:
 - o (a) A producer, a consumer, and a decomposer in the food chain of an ecosystem
 - o (b) One way humans have changed the balance of nature
 - o (c) How you can help protect the balance of nature
8. Learn about aquatic ecosystems and wetlands in your area. Talk with your Webelos den leader or family about the important role aquatic ecosystems and wetlands play in supporting life cycles of wildlife and humans, and list three ways you can help.
9. Do ONE of the following:
 - o (a) Visit a museum of natural history, a nature center, or a zoo with your family, Webelos den, or pack. Tell what you saw.
 - o (b) Create a video of a wild creature doing something interesting, and share it with your family and den.

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Into the Wild

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Into the Woods

Complete at least Requirements 1-4 and one other.

1. Identify two different groups of trees and the parts of a tree.
2. Identify four trees common to the area where you live. Tell whether they are native to your area. Tell how both wildlife and humans use them.
3. Identify four plants common to the area where you live. Tell which animals use them and for what purpose.
4. Develop a plan to care for and then plant at least one plant or tree, either indoors in a pot or outdoors. Tell how this plant or tree helps the environment in which it is planted and what the plant or tree will be used for.
5. Make a list of items in your home that are made from wood and share it with your den. OR: With your den, take a walk and identify useful things made from wood.
6. Explain how the growth rings of a tree trunk tell its life story. Describe different types of tree bark and explain what the bark does for the tree.
7. Visit a nature center, nursery, tree farm, or park, and speak with someone knowledgeable about trees and plants that are native to your area. Explain how plants and trees are important to our ecosystem and how they improve our environment.

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Into the Woods

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Sports

Complete all Requirements.

1. Show the signals used by officials in one of these sports: football, basketball, baseball, soccer, or hockey.
2. Participate in two sports, either as an individual or part of a team.
3. Complete the following requirements:
 - (a) Explain what good sportsmanship means.
 - (b) Role-play a situation that demonstrates good sportsmanship.
 - (c) Give an example of a time when you experienced or saw someone showing good sportsmanship.

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Sports

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Complete the following requirements:

1. Learn the safety rules of using a yo-yo and follow them at all times.
2. Using a real yo-yo string, a regular string, or a piece of yarn, show how to find the proper yo-yo string length for you.
3. Explain why it is important to have the correct string length and to be in the right location before throwing a yo-yo.
4. Demonstrate how to properly string a yo-yo and how to create a slip knot
5. In an area where there are no hazards or other people, conduct the pendulum experiment with a yo-yo. Explain what happens to the yo-yo when the string is longer.
6. Show that you can properly wind a yo-yo.
7. Demonstrate one of the following:
 - (a) Gravity pull
 - (b) Sleeper
 - (c) Breakaway



Yo-Yo

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Protect Yourself Rules

Complete each of the following:

1. Watch the "Protect Yourself" video lessons for this adventure.
2. Know the six Protect Yourself Rules.
3. Describe what cyberbullying is and identify things you should never tell about yourself to others when online.
4. Describe three ways to get out of a situation with someone who is making you feel unsafe.
5. List five safe adults you could tell if someone has made you feel unsafe.



Protect Yourself Rules

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Modular Design

Complete the following requirements.

There are no adventure loops or pins to purchase for this adventure.

1. Learn what modular design is and identify three things that use modular design in their construction.
2. Identify three benefits of using modular design.
3. Using modular-based building pieces, build a model from a set of instructions.
4. Using modular-based building pieces, build a model without using a set of instructions. The model may represent something real or fictional.
5. Using the model you made in requirement 4, create a set of step-by-step instructions on how to make your model. Have someone make your model using your instructions.
6. Share your model with your den and/or family. Explain what your model is designed to do.
7. With your parent or legal guardian's permission, watch a video demonstrating how something was built using modular design.

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Modular Design

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