

SRI LANKA SCOUT ASSOCIATION COLOMBO DISTRICT PROGRAMME TEAM



Requirement's for Scout Award



2021 .06.30



SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM

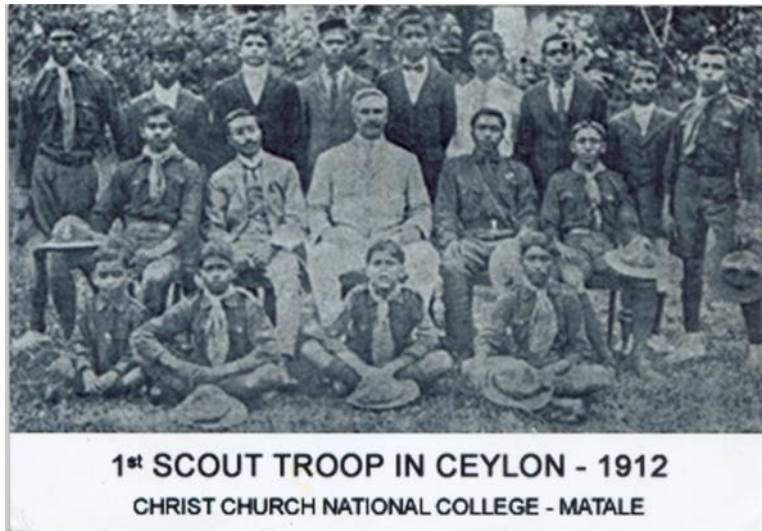


1. Scout Movement in Sri Lanka

- Know in brief, the history of the Scout Movement of Sri Lanka

HISTORY OF THE SCOUT MOVEMENT OF SRI LANKA

- 1912 - In 1912, the first recorded troop of Boy Scouts in Sri Lanka was formed at Christ Church College, Matale by District Civil Engineer, Francis George Stevens.



- 1916 - The Boy Scouts Association of the United Kingdom formed its Ceylon Branch.
- 1917 - First all Ceylon Rally at Havelock Race Course, Colombo.
- 1921 - 1921 - B.P.'s visit to Sri Lanka with Lady Olave Baden-Powell; Scouting started in Prisons.
- 1934 - Lord and Lady Baden-Powell visit Sri Lanka^[5]
- 1952 – 1st Ceylon Jamboree at Koombi Kele, Colombo. (near the present BMICH, Colombo.)
- 1953 - The Boy Scouts Association Ceylon Branch is succeeded by the Ceylon Boy Scouts Association.

- 1957 - Ceylon Boy Scouts Council (Incorporation) Act passed by the parliament^{t(1)} nationalising the former Ceylon branch of The Boy Scouts Association of the United Kingdom under the control of the Ceylon Boy Scouts Council
(THE SCOUT ASSOCIATION WAS INAUGURATED BY AN ACT OF PARLIAMENT ON 27TH MARCH 1957-ACT No 13)
- 1962 - Golden Jubilee Jamboree at Race Course, Colombo
- 1990 - 1st SAARC Jamboree at Vihara Maha Devi Park, Colombo. Chief Commissioner Rex Jayasinghe dies just before Jamboree. J. Lionel Silva becomes Chief Commissioner.
- 2009 - First female Cub Scouts invested on 23 January
- 2012 The Sri Lanka Scout Association celebrated 100 years of Scouting in Sri Lanka, organised a centenary Scout walk, issued a new stamp and a Rs.2/= coin and were host of the Asia-Pacific Scout Jamboree at Gam Udawa & Kandalama sites Dambulla, Matale District in the Central Province of Sri Lanka from 31 March to 7 April 2012 with approximately 8,000 Scouts including overseas participants from 23 countries.
- 2012 - 29th APR and Sri Lanka Centenary Scout Jamboree, Dambulla.
- 2016 – 100 years of Cub Scouting in Sri Lanka and World
- 17 Aug 2017 - Deputy Chief Commissioner Mr. Janaprieth Salinda Fernando elected to World Scout Committee member for the term 2017- 2020

All Ceylon Rally's

1. 1st All Ceylon Rally, Havelock Race Course,Colombo,1917
2. 2nd All Ceylon Rally, Barracks,Kandy,1918
3. 3rd All Ceylon Rally, Kandy,1919
4. 4th All Ceylon Rally, Havelock Race Course,Colombo,1921 (Lord & Lady BP Arrivals)
5. 5th All Ceylon Rally, Kandy,1922 (Eastern tour of the Prince of Wales 23 March 1922)
6. 6th All Ceylon Rally, Colombo,1924 (Farewell Ceremony of The British Governor William Manning)

National Scout Jamboree

National Jamboree is organised by National HQ.

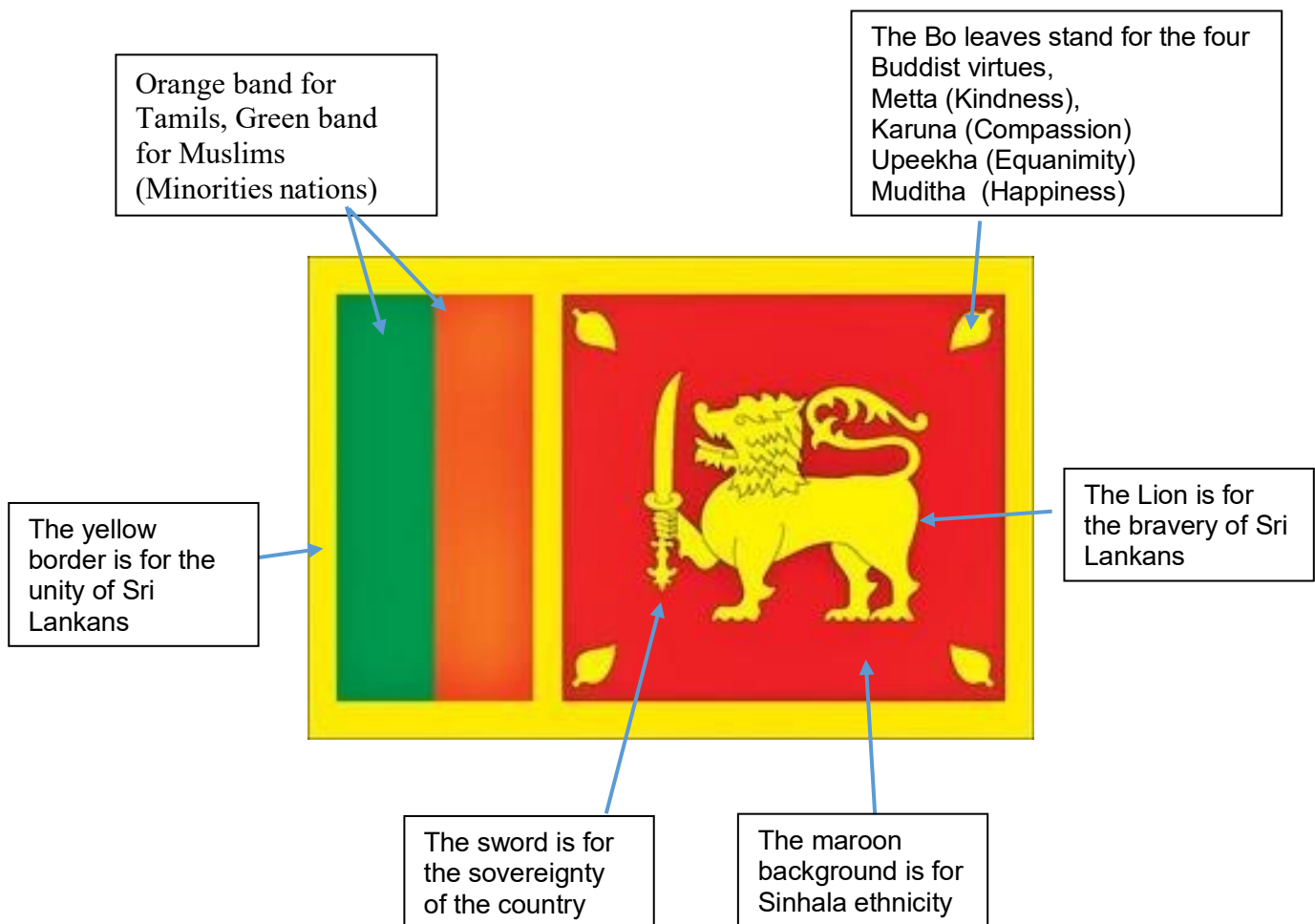
1. 1st National Scout Jamboree, Bullers Road,Colombo, 1952
2. 2nd National Scout Jamboree, Havelock Race Course, Colombo,1962
3. 3rd National Scout Jamboree, Harischandra Ground, Anuradhapura - 26 February to 4 March 1983
4. 4th National Scout Jamboree, Welagedara Ground, Kurunegala,1992
5. 5th National Scout Jamboree, Kandy, 1998
6. 6th National Scout Jamboree, Balapitiya,2002
7. 7th National Scout Jamboree, Nuwara Eliya,2006
8. 8th National Scout Jamboree, Angunakolapelessa, 2010
9. 9th National Scout Jamboree, Jaffna, 20 to 26 February 2016



2. National Flag and National Symbols

- Know the structure of the National flag, and the basic meaning of the symbols that it signifies.
- Know about the National Sport, National Flower, National Tree, National Bird and the Government Crest

The Lion Flag



- Our national flag which depicts a sword bearing lion, two green and yellow strips and Bo leaves which is hoisted at all national functions however, is not the original flag that was unfurled at the first Independence Day celebrations in 1948.
- The need for such a national flag was discussed and eventually a motion was also tabled in the State Council by the then MP for Batticaloa, A. Sinnalebbe on January 16, 1948, stating that the Lion flag used by our last king, Sri Wickrama Rajasinghe (which was taken to Britain way back in 1815) should become our national flag.
- The national flag that we have today which was recommended by the special committee was presented to Parliament by Premier D. S. Senanayake and was adopted only on March 6, 1951

The special advisory committee members comprised

1. S. W. R. D. Bandaranaike (Chairman),
 2. Sir John Kotalawela,
 3. J. R. Jayewardene,
 4. T. B. Jayah,
 5. Dr. L. A. Rajapaksa,
 6. G. G. Ponnambalam
 7. S. Nadesen (Senator)
 8. Dr. Senarath Paranavithana (Secretary)
- But there was disagreement and so, the Prime Minister D. S. Senanayake appointed a national Advisory Committee to look into this. But, as no final decision for a different flag was made, the Lion flag fluttered at the Independence celebrations in 1948.
 - However, when Sri Lanka became a republic in 1972, the stylised Bo leaves were replaced with natural Bo leaves. It was the amended flag that was unfurled at the Republic Day celebrations on May 22, 1972.

Additional information's about the National Flag you need know

Occasions for Display of the National Flag

The national Flag should be displayed

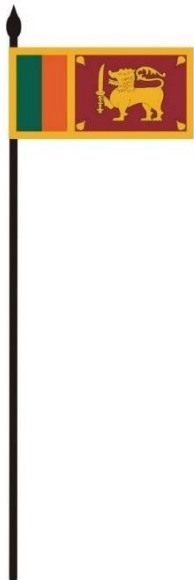
1. On days of National importance, such as the National Day and on such other days as are prescribed by the Government
2. At all State functions.

Display Out of Doors

- The National Flag should always be hoisted slowly and ceremoniously as for lowering
- The National Flag should be flown with the two vertical stripes next to the flag-pole. (See diagram No.1)
- The National Flag must be given pride of place. No other flag should be placed over it. If there are flags of other nations they should be flown at the same level and to the **left of the National Flag of Sri Lanka**, with all the flags must being of equal height. Flag should be have approximately equal size but generally not larger than the National Flag. International usage forbids the display of the flag of one nation above that of another nation in time of peace. (See diagram No.2)
- Religious flags should be displayed at the same level. (See diagram No.3)
- When a number of flags of localities or pennants of societies, school and club flags, etc., are grouped and displayed from staffs with the National Flag, the National Flag should be at the center and at the highest point in the group. (See diagram No.4)
- When the National Flag is displayed from a staff projecting from a window sill, balcony or front of a building, the flag should be placed at the peak of the staff unless the flag is at half-mast. The staff should be at an angle 45 degrees and not horizontal. (See diagram No.5)
- When the National Flag is displayed over the middle of a street it should be flown horizontally along its length with the lion upright. (See diagram No.6)
- Whenever the flag is required to be half-masted it is to be lowered a third of the height of the mast as measured from the peak of the mast. (See diagram No.7)

Display in Processions:

- The National Flag when carried in procession with another flag should be on the marching right. (See diagram No.8)
- If there is another line of other flags the National Flag should be in front of the center of the line. (See diagram No.9)



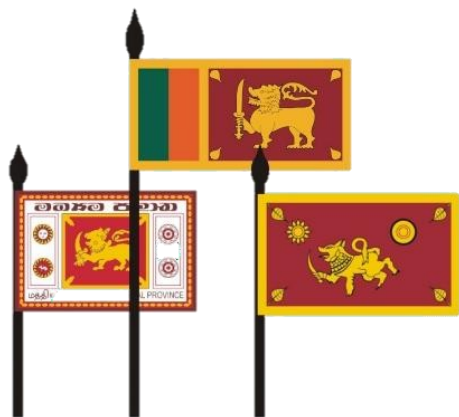
(Diagram No.1)



(Diagram No.2)



(Diagram No.3)



(Diagram No.4)



(Diagram No.5)



(Diagram No.6)



(Diagram No.7)



(Diagram No.8)



(Diagram No.9)



National Game

Volleyball was officially recognised as the national sport of Sri Lanka in 1991. The sport was introduced in 1916 to Sri Lanka. However, there is an opinion that Sri Lankans played a similar sport before its introduction.



National Flower

Manel or Water lily

In February 1986, Nil Manel or blue water lily, was declared as the national flower of Sri Lanka. In year 2016, the national flower was officially announced as the Water Lily, more commonly known as the Manel flower.

The Manel flower consists of light blue and white petals and although it is widely found in the dry zone, it is found in all parts of Sri Lanka and grows in the shallow water. The Manel is most popular for its blended colors and because it blooms from 7 a.m. to 5 p.m., almost the whole day. Manel flowers bloom in shades of pink, blue and white or magenta with yellow in the middle. The



botanical name of the flower is *Nymphaea nouchali*



National Tree

The Ceylon Ironwood (*Mesua ferrea*) or the Na tree which is a rainforest tree indigenous to the lower Wet Zone of the country was named the National Tree in 1986. This tree which grows to about 30 feet in height has a radiant white flower with a golden centre which is used by many Buddhist devotees as offering to the Buddha. The beautiful bright red leaves, mature to a deep green.

The wood of this tree is hardy and has been used to construct even bridges, but the reason it was chosen as our national tree is not because of its hardiness, but its religious connection. It is believed that the Buddha's first visit to Mahiyanganaya was to a grove of Na trees and also that the next Buddha, will attain enlightenment under a Na tree.

National Bird

The bright brown hued fowl, the Sri Lankan Junglefowl (*Gallus lafayettii*), known as the Wali Kukula in Sinhala has been elevated to national status.

It can be found strutting about and scratching the ground for food in typical fowl fashion, in many parks of the country.





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



Emblem of Sri Lanka



Armiger	Democratic Socialist Republic of Sri Lanka
Adopted	1972
Crest	A Dharmachakra azure on a bezant
Blazon	On a circular shield: Maroon, a lion passant Or bearing a Sri Lankan sword Or in its right forepaw; an orle enhanced azure bearing concentrically from the center outwards two annulets argent, the petals of a golden water lily proper, and an annulet Or; a bordure Or
Supporters	Golden symbols of the Sun and the Moon; the stalks of rice growing from the vase surrounding the shield
Compartment	A traditional grain vase
Other elements	An annulet or passing under the crest and vase surrounding the stalks of rice; a bordure azure surrounding the entire arms

The **national emblem of Sri Lanka** is used by the State of Sri Lanka and the Sri Lankan government in connection with the administration and government of the country. The current emblem has been in use since 1972 and created under the ideas and guidance of Nissanka Wijeyeratne. At the time, he was Permanent Secretary to the Ministry of Cultural Affairs and Chairman of the National Emblem and Flag Design Committee.^[4] The designer of the emblem was Venerable Mapalagama Wipulasara Maha Thera, and the artwork was by S. M. Seneviratne.

The emblem features a gold lion passant, holding a sword in its right paw (the same lion from the flag of Sri Lanka) in the centre on a maroon background surrounded by golden petals of a Blue Lotus the national flower of the country. This is placed on top of a traditional grain vase that sprouts sheaves of rice grains that circle the border reflecting prosperity.

The crest is the Dharmachakra, symbolizing the country's foremost place for Buddhism and just rule. Traditional Sinhalese heraldic symbols for the sun and the moon form the supporters. Sun and Moon, and Lion depicting Buddha is given less prominence than cart wheel of English Buddhism, so it is in great discordance with National Scriptures



3. Rules of Health 2

- Know simple rules of health and practically use them

5 Simple Rules for Amazing Health

Following a healthy lifestyle often seems incredibly complicated.

Advertisements and experts all around you seem to give conflicting advice.

However, leading a healthy life doesn't need to be complicated.

To gain optimal health, lose weight and feel better every day, all you need to do is follow these 5 simple rules.

1. Do Not Put Toxic Things Into Your Body

You can't be healthy if you keep putting disease-promoting substances into your body. These include tobacco and alcohol, but also certain processed foods and ingredients.

2. Lift Things and Move Around

Exercise doesn't just help you look better, it also improves your hormone levels, makes you feel better and reduces your risk of various diseases.

3. Sleep Like a Baby

Getting quality sleep can improve your health in more ways than you can imagine. You'll feel better both physically and mentally and lower your risk of various health problems down the line.

4. Avoid Excess Stress

Stress can wreak havoc on your health, leading to weight gain and various diseases. There are many ways you can reduce your stress.

5. Nourish Your Body With Real Foods

Choosing whole, unprocessed foods such as fruits, vegetables, seeds and whole grains is very important for your health.

6 Rules of Good Health

- Check Your Health
- Healthy Diet
- Exercise & Fitness
- Manage Your Mind
- Quit Smoking, Limit Alcohol
- Safety





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



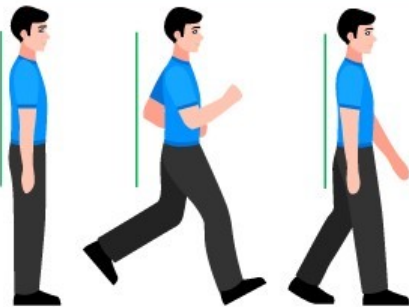
4. Correct Posture and Habits

- Understand the correct methods of doing the following things:
 - Standing, Sitting, Walking, Carrying a weight, Sleeping, and General Smartness
- Follow accepted norms in:
 - Getting permission before entering, Helping others, Thanking, Apologising, Not being proud, etc.

CORRECT POSTURE INCORRECT POSTURE

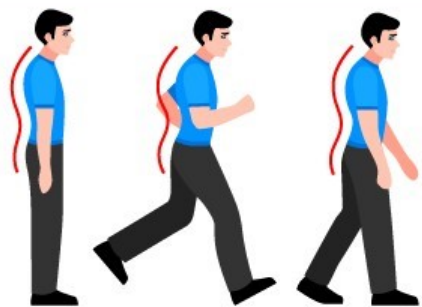
CHECK YOUR POSTURE

Shoulders down and back. Forward facing. Weight mainly distributed on balls of feet.



CHECK YOUR POSTURE

Avoid slumping or rounded shoulders. Engage your abs to prevent this. Adjust your neck.



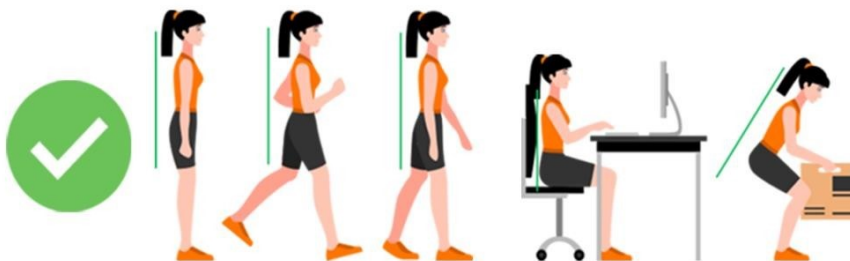
THIS IS RIGHT

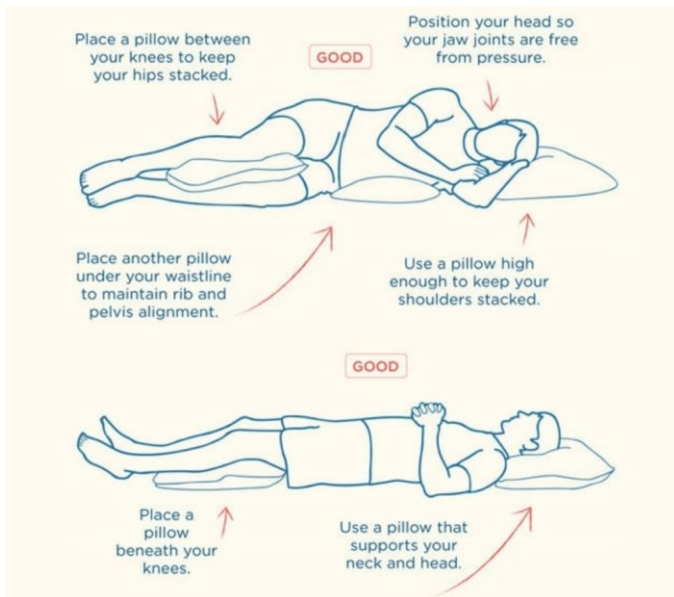
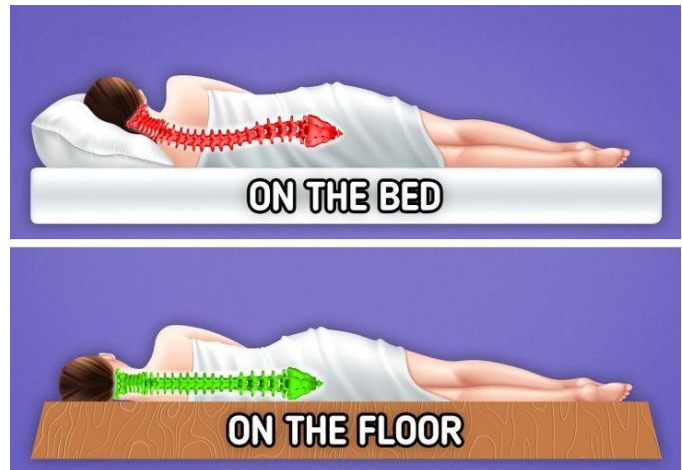
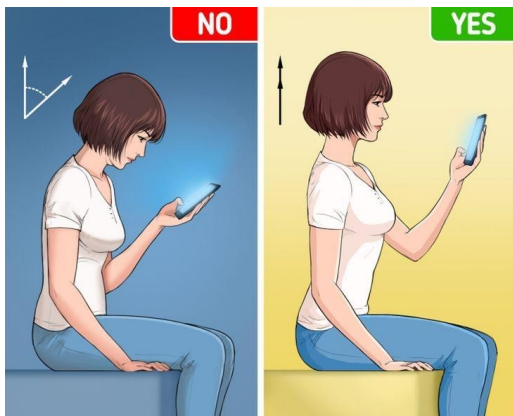
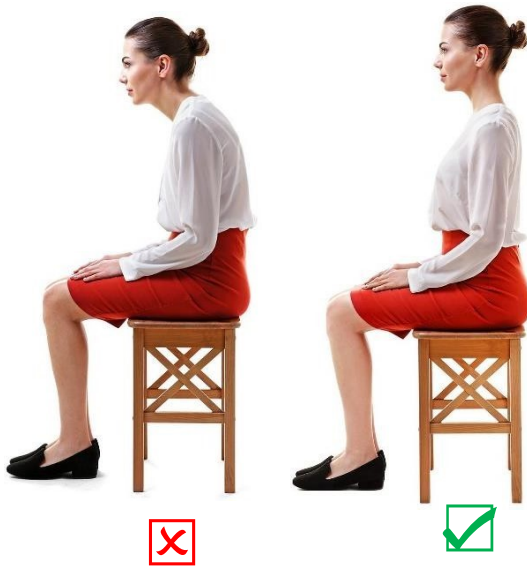
Maintain abs. 90 degree angles on hips and knees. Don't bend your back when picking up objects.



THIS ISN'T RIGHT

Bending your back hurts back function over time. Don't hunch forward. Creates tense shoulders.







5. Social Health 1

- Understand the bad effects of smoking, consumption of alcohol, substance abuse (drug use) and of chewing beetle.
- Collect information about them in the Log Book.
- Make a poster/ a speech of 5 minutes/ write an essay of about 200 words/ write a poem of about 4 verses/ do a short sketch or drama on prevention of smoking, consumption of alcohol, substance abuse and chewing beetle (Do one of them).

What are the harmful effects of smoking?

Smoking **causes cancer**, heart disease, **stroke**, **lung** diseases, diabetes, and chronic obstructive pulmonary disease (**COPD**), which includes **emphysema** and chronic bronchitis. Smoking also increases risk for tuberculosis, certain eye diseases, and problems of the immune system, including rheumatoid arthritis.

Some of the conditions and diseases that can be caused by smoking

- Cancer
- Breathing problems and chronic respiratory conditions
- Heart disease, stroke and blood circulation problems
- Diabetes
- Infections
- Dental problems
- Hearing loss
- Vision loss

Alcohol

In 2018, the per capita **alcohol consumption** in **Sri Lanka** amounted to approximately 4.1 liters per annum. This was an increase from 2005, in which the per capita **alcohol consumption** in **Sri Lanka** amounted to approximately 2.6 liters per annum

The Effects of Alcohol on Your Body

Alcohol's impact on your body starts from the moment you take your first sip.

shrinking brain

Long-term exposure to alcohol can shrink the frontal lobes of your brain.

blackouts

Alcohol can interfere with how your brain makes memories. It's possible to wake up with no recollection of what you did while you were drinking, or even before.

dependence

Alcohol dependence varies from person to person so it's hard to define. You may become physically dependent on alcohol if drinking alcohol starts to affect your ability to perform well in school or work and affects your relationships.

heart damage

Chronic heavy drinking is one of the leading causes of cardiovascular disease.

liver damage

Chronic alcohol use can damage the liver and prevent it from properly removing harmful substances from your body.

pancreatitis

Excessive alcohol consumption or abuse is a leading cause of chronic pancreatitis.

frequent diarrhea

Alcohol consumption can damage your intestines, which may lead to bouts of diarrhea or stomach pain.

infertility

Over a longer period of time, drinking excessive amounts of alcohol may cause infertility.

sexual dysfunction

Men who have alcohol use disorder are more likely to experience erectile dysfunction.

malnutrition

Alcohol prevents your body from properly absorbing the vitamins and minerals from foods you eat.

diabetes complications

Excessive alcohol consumption may prevent your organs from properly balancing your blood sugar levels.

numbness

Tingling, numbness, or pain in your hands and feet may be a sign of damage to your central nervous system.

behavior changes

Alcohol can change your typical behaviors and leave you without the mental clarity to make smart decisions.

hallucinations

For people with alcohol dependence, a sudden withdrawal may cause serious complications, including hallucinations.

slurred speech

Slurred speech is one of the first symptoms of excessive alcohol consumption.

cancer

Chronic drinkers of alcohol are more likely to develop throat, mouth, or esophagus cancers. Breast cancer is also more common in women who drink excessively.

lung infections

People who drink frequently have a hard time fighting off bacteria and viruses, and are more susceptible to illnesses like tuberculosis and pneumonia.

fatigue

Fatigue or feeling tired may be a sign of anemia, which is a possible complication of alcoholism.

stomach distress

Drinking too much can lead to bloating, gas, and painful ulcers.

birth defects

A pregnant woman's heavy drinking can increase a baby's risk for several conditions, including fetal alcohol syndrome and issues with mental development.

thinning bones

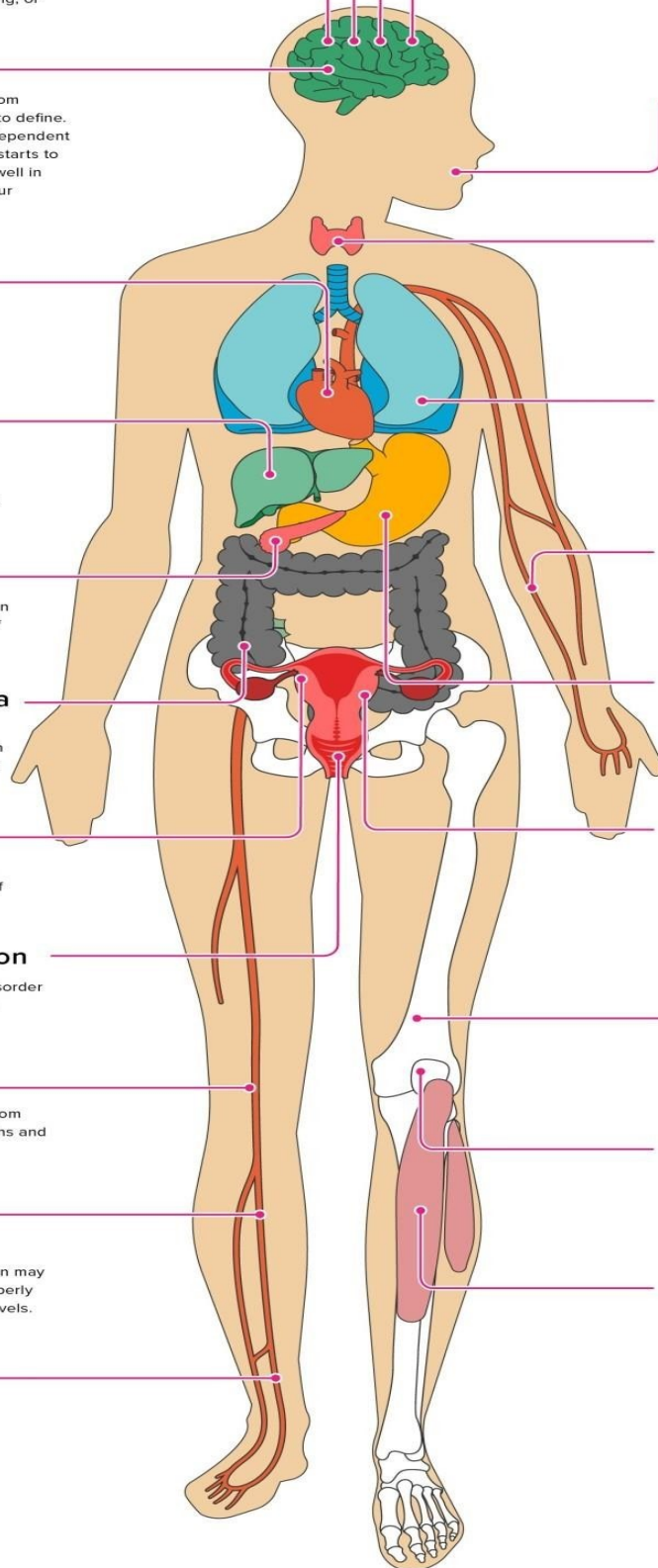
Drinking increases your risk of osteoporosis, or thinning bones.

changes in coordination

Too much alcohol can interfere with your coordination and your ability to balance or walk.

muscle cramps

People who drink often experience muscle cramping, weakness, and eventually muscle death.



Betel nut isn't a controlled substance. However, medical reviews have concluded it's an **addictive** substance with harmful effects that can lead to dependency and withdrawal symptoms.

However, modern research shows many health risks associated with the practice. Regular **chewing** of the **betel nut** has been linked to cancer of the mouth and esophagus, oral submucous fibrosis, and tooth decay



- Tooth & Gum diseases
- Cancer
 - Mouth, throat, stomach, liver, lung, prostate & woman's womb
- Chronic diseases
 - Diabetes
 - Heart Disease
 - High blood pressure
 - Asthma is worse
 - Gutkha syndrome
- Hurts baby in Mom's womb
- Addiction

Health Risks
Many!!!!



SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



6. Preparation for Flag Break/Hoisting

- Be able to prepare a flag break/flag hoisting ceremony



Hold the flag taut. This can be done with as few as two people. One person should stand at one side, near the heading, while the other stands at the other side.

1. The “heading” refers to the portion of the flag that connects to the pole.
2. The face of the flag should be parallel to the ground.



Fold the flag in half lengthwise. Both participants should fold the bottom edge of the flag under so that it meets with the top edge.

- The bottom and top edges should be evenly aligned.

- The center stripe extending from one side to the other should now be halved and at the new bottom, folded edge.



Fold the flag into quarters. Make another lengthwise fold, bringing the new bottom edge up to meet the top edge of the flag.

- The edges should be evenly aligned.
- The half of the center stripe previously facing the ground should now face the top. This center stripe half should be the new top edge



Bring up the bottom third of the length. The person holding the side furthest from the heading should make a width wise fold that shortens a third of the length.

- Fold the edge up and inward.
- Keep the flag taut as you fold.





Roll the remaining length up to the heading. Starting from the newest folded edge, the person not holding the heading should roll up the flag until the entire remaining length is rolled.

- Roll tightly so that the flag will maintain its shape after tied and will not unravel or come undone as it sits.

Tie together with light cotton. Tie a slip knot using light cotton twine to bind the folded and rolled flag together, keeping it in this form until you are ready for the breaking ceremony.

- During the breaking ceremony, the knot will be released and the flag will unfurl on its own





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



8. Outdoor Activity

- Actively take part, in two of the under mentioned activities
 - o Nature ramble
 - o Bird watching
 - o Exploring places of archeological/historical value
 - o One day hike with the Patrol
 - o Any other similar activity.
- Make log entries in the personal Log Book.

Nature ramble



Bird watching

Bird watching, or birding, is a form of wildlife observation in which the observation of birds is a recreational activity or citizen science. It can be done with the naked eye, through a visual enhancement device like binoculars and telescopes, by listening for bird sounds, or by watching public webcams.



Exploring places of archeological/historical value

1. The Sigiriya Rock Fortress

Sigiriya homes one of Sri Lanka's most treasured and most popular ruins. It is a fortress built on a 660 feet tall rock which including all necessary amenities. It is believed to have been built by King Kashyapa and is considered to be the 8th wonder of the world. Sigiriya is only a 4-hour drive from Colombo and the airport, making the journey easy and worth every minute of your time.



2. The ancient city of Polonnaruwa

The second most ancient of Sri Lanka's Kingdoms, Polonnaruwa was made the capital city after the Chola invasion. The ancient ruins of Polonnaruwa contain many Bhramanic constructions from the Chola civilization and is simply heaven for history lovers and sight-seeing enthusiasts owing to the countless ruins to witness, including Polonnaruwa Vatadage, Hetadage, Rankoth Vehera, Nissanka Latha Mandapaya, Gal Vihara and Vatadage.

One day hike with the Patrol





9. Environment Protection for Sustainability

- Understand bad effects/impact of using chemical fertilizer pesticides, weedicides etc.
- Collect information about it and make a verbal report to the Scout Leader.
- Understand the basics of making a compost pit in school or at home
- Plant a tree, maintain and protect it. Use the compost made by the Scout for this plant.

The **chemicals** can bio accumulate in the body over time. Exposure **effects** can range from mild skin irritation to birth defects, tumors, genetic changes, blood and nerve disorders, endocrine disruption, coma or death. Developmental **effects** have been associated **with pesticides**

What is the impact of using chemical fertilizers?

Though **chemical fertilizers** increase crop production; their overuse has hardened the soil, decreased fertility, strengthened pesticides, polluted air and water, and released greenhouse gases, thereby bringing hazards to human health and environment as well.





7 Easy Steps to Composting

1. Choose Your Type of Backyard Compost Bin.

You can use either an open pile or a compost bin. Bins have the advantage of being neat, keeping animals out and preserving heat. You can purchase compost bins from a variety of garden and home stores, or you can build your own compost bin. The size and type of bin you purchase or build will depend on how much compostable material you generate.

2. Choose Your Composter Location.

You should choose a location which is flat, well-drained and sunny. Most importantly you should find a convenient location.



3. Alternate Layers.

Start with a layer of course materials (like twigs) to allow for drainage and aeration. Cover this layer with leaves. Then simply alternate between layers of greens materials (nitrogen-rich material) and browns (carbon-rich material).

Browns	Greens	Don't Compost
Evergreen needles	Green leaves	Invasive weeds gone to seed
Dried leaves	Garden waste	Meat/fish/bones
Paper egg cartons	Flowers	Fat/oil/grease
Paper towels/napkins	Vegetables	Dairy products
Dried grass clippings	Fruit peels	Cooked foods (attracts animals)
Shredded newsprint	Scraps	Pet waste
Bark	Coffee grounds	Plastics
Coffee filters	Tea leaves/bags	Metals
Straw	Egg shells	Glass
Sawdust (limited amt.)	Flowers	Toxic material
Dryer/vacuum lint		Charcoal
Cardboard (cut into small pieces)		Chemical logs
Dead house plants		
Shredded brown paper bags		

4. Add Kitchen and Yard Waste as They Accumulate.

Collect your kitchen compostables in a container in your kitchen. Find a handy place to store this container – on the counter, under the sink or in the freezer. When it is full, empty its contents into the compost bin.

Whenever you add food scraps or yard waste, be sure to top it with a layer of browns. If you do not add browns, your compost will be wet and break down more slowly. If possible, collect and store dry leaves in an old garbage bag in the fall so you can use them in your compost year round.

Depending on the type of compost bin or pile you have chosen there may be specific ways of adding and maintaining compost. Most of the composters you purchase come with instructions; follow these instructions for best results.

5. Continue to Add Layers Until Your Bin is Full.

The bin contents/pile will shrink as it begins to decompose.

6. Maintain Your Compost Bin.

To get finished compost more quickly, check your compost bin and make sure the following conditions are met:

- When you add fresh material, be sure to mix it in with the lower layers.
- Materials should be as wet as a rung-out sponge. Add dry materials or water – whichever is needed – to reach this moisture level.
- Mix or turn the compost once a week to help the breakdown process and eliminate odour.



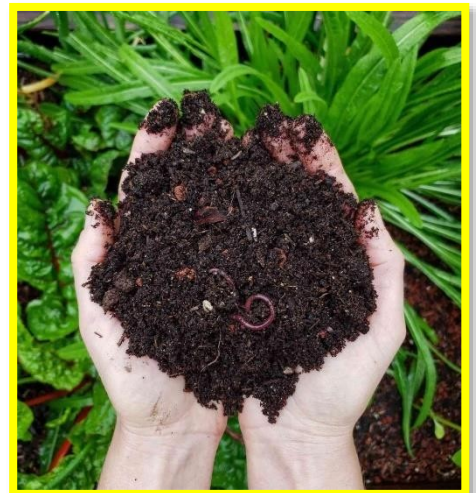
7. Harvest Your Compost.

Finished compost will be dark, crumbly and smell like earth. You should be able to have finished compost within four to six months of starting your bin.

The finished compost will end up at the top of the bin or compost pile. Remove all the finished compost from the bin, leaving unfinished materials in the bin to continue decomposing. Be sure the decomposition process is complete before you use your compost; otherwise, microbes in the compost could take nitrogen from the soil and harm plant growth.

Use Your Compost!

- Sprinkle your lawn a few times a year.
- Use your compost as top dressing for flower beds and at the base of trees and shrubs.
- Mix compost in with garden and flower bed soil.
- Use as a soil conditioner when planting or transplanting trees, flowers and shrubs by filling the hole with half compost and half soil.
- Make 'compost tea.' Fill cheesecloth or an old pillowcase with 1 liter of compost. Tie the top and 'steep' the bag overnight in a garbage can filled with water. This 'tea' can be used to water plants and gardens.





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



10. Safe from Harm 8

- Be able to help a younger scout contact his/her parents
- Know the Emergency Ambulance number and the Emergency Police number
- Know the safety concerns of day to day safe living: Some examples –
 - Climb a Wall or a Fence
 - Playing with Fire
 - Sharp Objects
 - Playing from heights
 - Safe behaviour with swimming pools, streams and rivers
 - How to protect ourselves from mosquitoes, snakes and stray dogs
- Know the different areas of Safety (sexual, physical, psychological, emotional, Internet and telephone etc.) be able to give examples for each
- Be able to explain to the Patrol the methods of reporting in case of abuse or harassment to himself / herself or to somebody else.
- Know what to do if you get lost.



Child abuse is the maltreatment of a child by another person – by adults or children. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional, educational or community setting by those known to them or, more rarely, by others unknown to them e.g. via the internet.

Child abuse and neglectful behavior can and does happen to children from any background, culture, class, ethnicity or faith and can be physical, sexual or emotional. It is important that everyone involved in recognising the signs of child abuse understand the physical indicators and symptoms.

Signs of Physical abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history. Most accidental bruises are seen over bony parts of the body e.g. elbows, knees, shins and are often on the front of the body.

Some children, however, will have bruising that is more likely to be inflicted rather than accidental. Indicators of physical abuse could include bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, this could be on their cheeks, abdomen, back and buttocks. Physical abuse may involve hitting, shaking, throwing, drowning, burning or scalding, poisoning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Signs of Sexual abuse

Sexual abuse involves someone forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. In fact, the majority of children who are sexually abused by a carer will have no visible signs at all, due to the attacker not wanting to leave evidence, amongst many other reasons in the grooming process.

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. The activities may involve physical contact including both penetrative and non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.

They may also include non-contact activities, such as watching sexual activities, encouraging children to behave in sexually inappropriate ways, involving children in looking at, or in the production of, sexual images and grooming a child in preparation for abuse (including via the internet).

Signs of Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Emotional abuse can be difficult to measure, as there are often no outward physical signs. Indicators of emotional abuse may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from interacting socially with other children or adults. It could involve rejecting or ignoring a child completely, using degrading

language or behavior towards them, threatening or bullying them and encouraging them to develop behaviors that are self-destructive.

Emotional abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity. People, who work in specified occupations, including health and education, must report it if they suspect someone is being drawn into terrorism (known as the Prevent duty).

- Be able to explain to the Patrol the methods of reporting in case of abuse or harassment to himself / herself or to somebody else.

Precious children,

Alternative to be careful...

Dear sons and daughters, there are many issues to be aware of in this society where you live, as it is not a pleasant world as you dream. There can be many hidden vicious people around you. You should learn how to protect yourselves from specially, you must be aware of child abuse. “**Abusing**” basically means the improper usage of children. There are four types of improper usage.



- 1. Sexual Abuse
- 2. Physical Abuse
- 3. Emotional Abuse
- 4. Neglecting

Dear sons and daughters, learning how to be protective from these abuses is one of the most important concerns in your lives. If somebody touches you unnecessarily or maltreat you, please don't let it happens.

At that moment;

Please say “don't”.

Move immediately from the place.

Say it to someone trust worthy.

Express it continuously till somebody listen to you



Now do you know how to protect yourselves from these abuses?

Dear Sons and Daughters, “National Child Protection Authority” is a place which you can trust about your protection. This authority acts to protect you from all sorts of abuses. It also takes actions to value all the rights that you own. You must be familiar with ‘1929 Child Line Sri Lanka’ too, if you or your friends are in a danger give an immediate call to “1929”. It is free of cost and it is a “24 hours” active service in all Sinhala, Tamil and English languages. Make “1929” your best friend and call “1929” whenever you are depressed.

Knowing how to use the internet properly is also an important fact. Internet contains the knowledge which is both appropriate and inappropriate for you. The best approach to use the internet is to ask help from your parents. You should know, you are the honour of our country. We always value your protection and you must be aware of that fact. So don't let anybody to use you improperly.



5 Safety Steps for Kids

1. Stop

Once you realise that you are lost, you should stop what you are doing. You should not continue playing, walking or whatever it was that you were doing until you can find your parents again

2. Find a Safe Place Nearby

Safe places are those which are not in the way of traffic, near dangerous machines, large bodies of water, or unstable areas. In other words, you have to make sure that you are not standing in a place where an accident might happen. If you are, you have to move to a safe place nearby.

3. Call Mummy or Daddy's Real Name

Once you are in a safe place, look around. Sometimes your parents might be nearer than you think your parents are and they could just have lost sight of your parent temporarily.

If you have a mobile phone, you can call your parents to tell them you are lost. However, sometimes mobile signals don't go through, phones get lost or phones don't work. In the case of young children, they may not own or know how to operate a phone either. So you need to have another plan for when you can't be contacted.



If you can't call your parents and you can't see them, then you should call your parent's names out loudly. You should call their full name and not mummy or daddy. That it is fine to shout your parent's name out loudly even if you feel embarrassed or if they are in a place like a library.

Shouting out your parent's name is safer than staying quiet. Most predators will look for children who can be led away unnoticed. A shouting child attracts attention and will usually be avoided.

4. Look for a Mother with Kids

Statistically, the safest person you can approach for help is another mother with kids. Men are less likely to help for fear of being accused of being a predator. Whilst older kids may be able to approach service staff or other designated help personnel, younger kids may have trouble distinguishing what different uniforms mean.

Look for a mother with kids nearby, and approach her. You should tell her clearly and firmly "I am lost, can you please help me to call my mother, her name is ... and this is her number". You can show her your parent's phone number and tell her that your parents asked them to stay nearby until she finds them.

5. Use Your Safety Plan

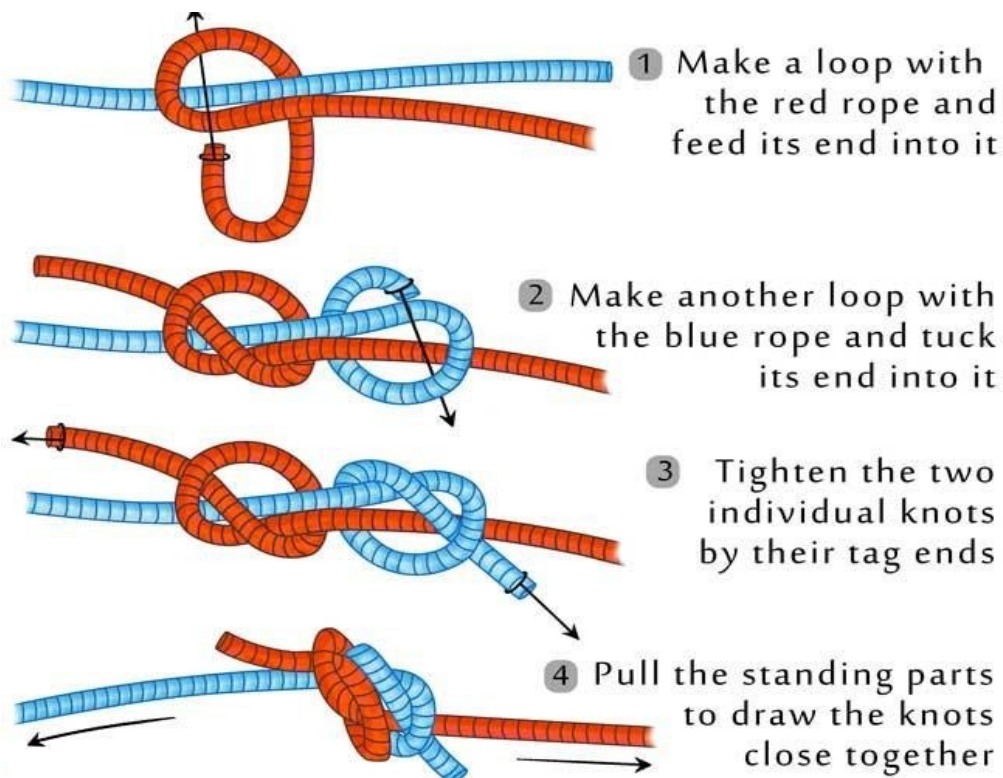
If you don't see a mother with kids who can help nearby and you have completed all the first safety steps then you should follow the safety plan which you had agreed with your parents on.



11. Knots and Lashing 2

- Know how to put the following knots and hitch and know when they could be practically used:
 - o Fisherman's Knot
 - o Man harness Knot
 - o Timber Hitch
 - o Tie Knot
- Know the following lashings and know when they could be used practically.
 - o Square Lashing
 - o Diagonal Lashing
 - o Sheer Lashing

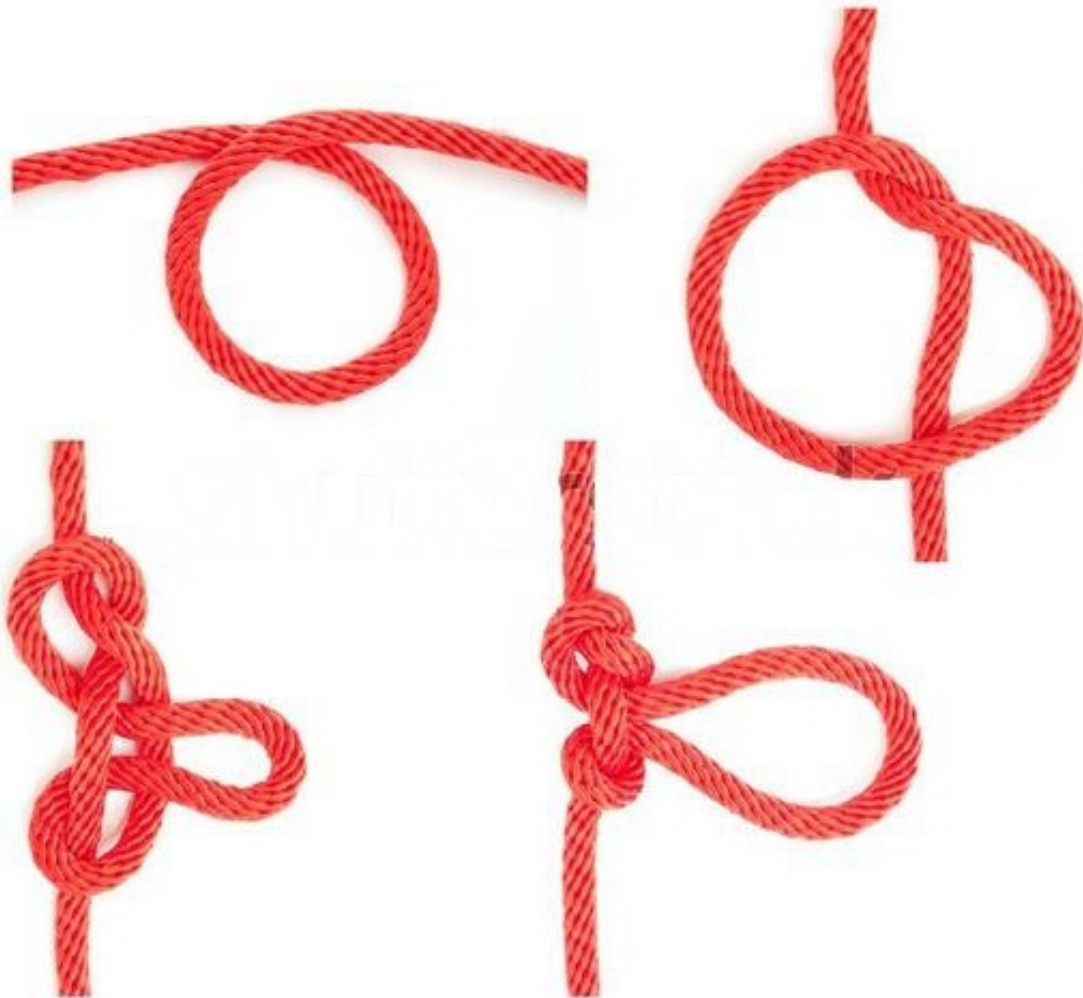
Fisherman's Knot



Fisherman's knot, also known as English knot, consists of two overhand knots each one tied around the standing part of the other one. Though it is mainly used as a bend to join two lines, it can be easily used to connect the ends of a single length of rope to form a loop. The beauty of the knot lies in its symmetry.



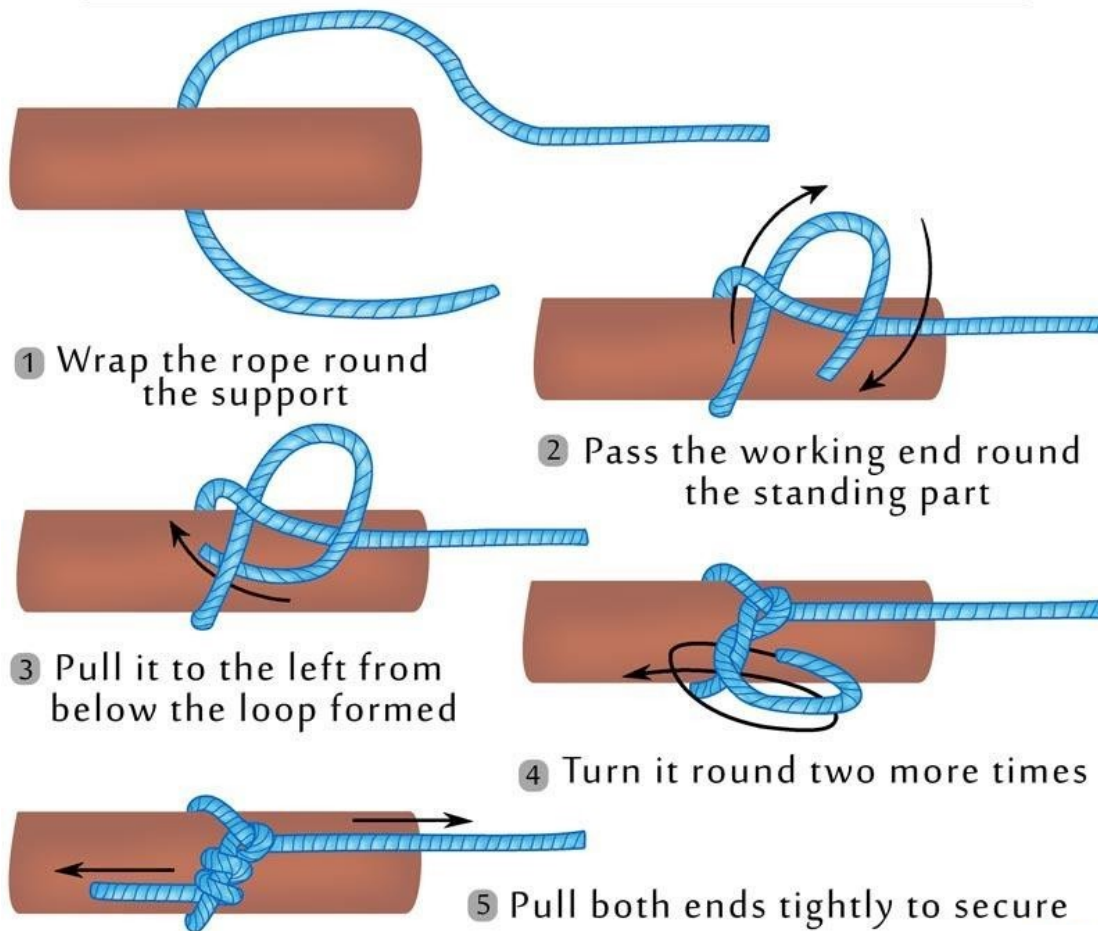
Man harness Knot



The Man harness is a knot with a loop on the bight for non-critical purposes. This knot is used when multiple people are to pull a load. Typically one end of the rope is tied to a load, and one man harness knot per puller will be tied along its length. Each loop is then pulled by a different person.



Timber Hitch

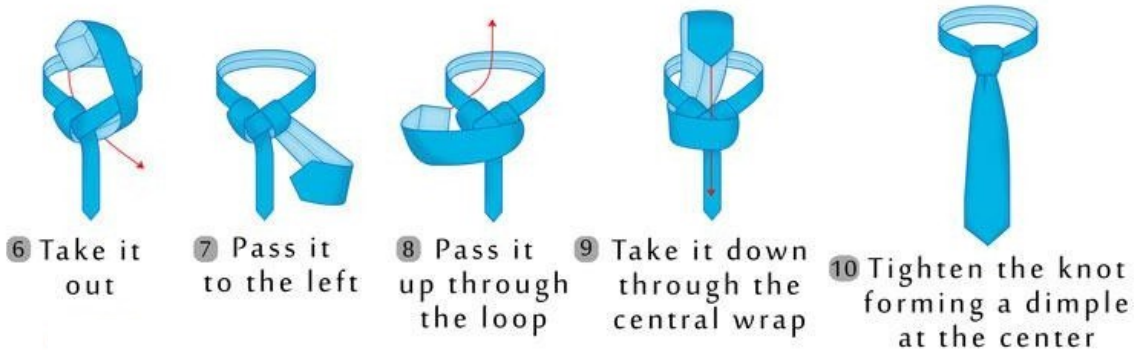
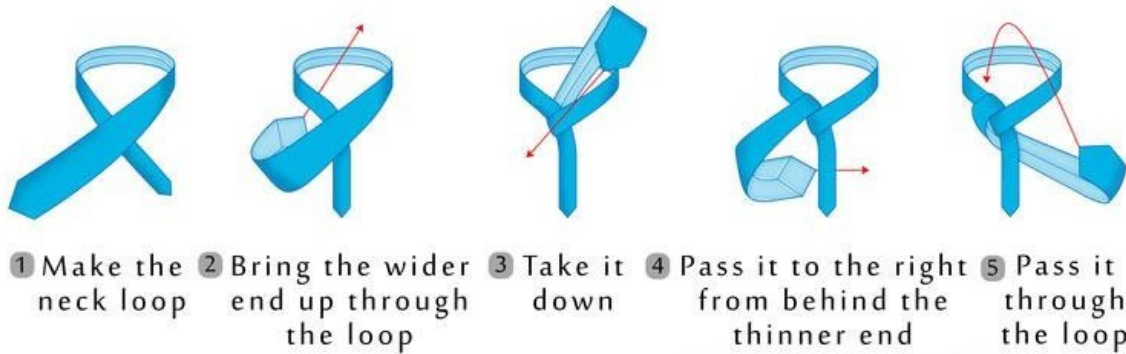


A timber hitch ties a rope to a piece of wood; it is intentionally difficult to undo. use a timber hitch to secure a line to a tree, a log, or to drag a log along the ground.

The timber hitch is used to start a diagonal lashing



Windsor Knot Directions



1. The formation of the dimple or crease in the final step lends it sophistication.
2. Wear it to flaunt a trendsetting style even with an ordinary tie.
3. It suits cutaway and spread collars and should not be teamed with straight point shirt collars (whose points spread out at an angle less than 60 degrees).
4. It doesn't look good on skinny and knitted ties.
5. It can be tied on cravats and scarves too.
6. It is appropriate for job interviews and formal occasions (like business meetings, weddings) but should be avoided in relaxed settings.
7. Many people feel that it looks too big on men with small faces as instead of accentuating the facial frame, it draws attention away from it. Men with wide faces, though, wouldn't have issues with it.
8. For untying it the correct way, loosen the knot first by pulling it gently from side to side and back and forth. This will make the back end come out.



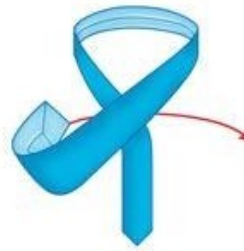
Half Windsor Knot Tutorial



1 Wrap the tie around your neck



2 Lay the wider end over the narrower one



3 Pass the wide end to the right from behind



4 Pass it through the neck loop



5 Take it to the right side



6 Pass it up through the loop



7 Take it down through the central wrap

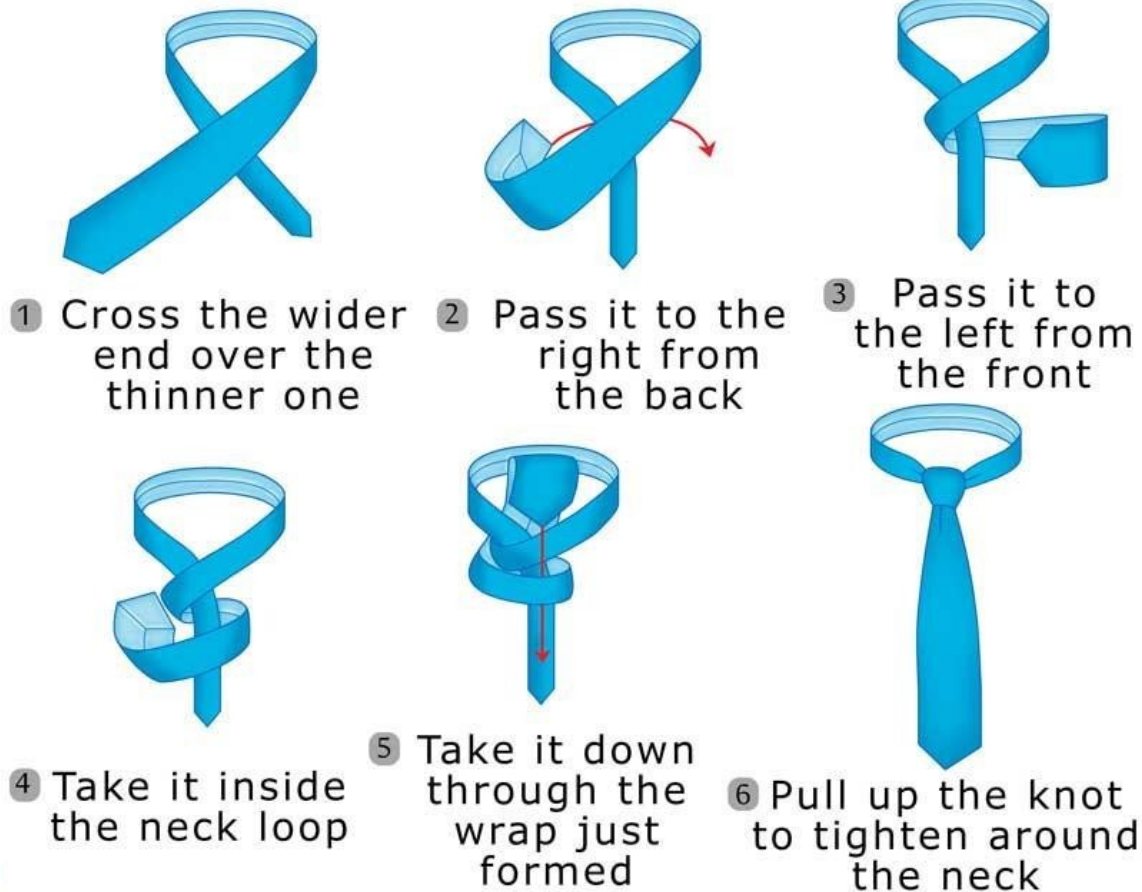


8 Tighten to complete the knot

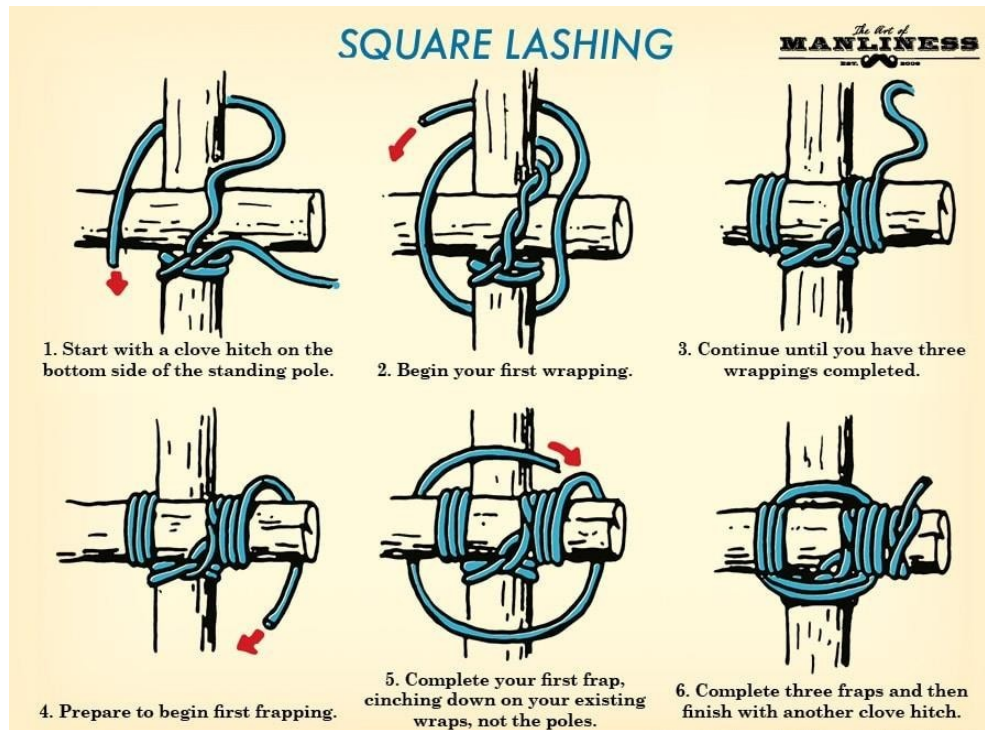
1. Medium to light thickness of neckties is recommended for this knot.
2. It can be tied with skinny ties.
3. It can be tied on cravats too.
4. Avoid making it on knitted ties as the knot could get too big and chunky.
5. It is a good tie knot option for formal occasions such as job interviews, weddings and business meetings.



Four-in-Hand Knot Instructions



1. While doing the last step, create a dimple just below the knot with your hands to give it a touch of class.
2. You can wear it to casual occasions like social outings and parties on a par with formal ones like interviews and business meetings.
3. Appropriate for weddings along with the full Windsor knot.
4. It looks good on tall and medium height
5. Skinny, medium length ties are perfect for it.
6. Though it matches button down collar dress shirts and narrow spread collars best but ok with cutaway and round collars.



Square lashing

So called because the turns of the rope make a square and it is used to fasten any two spars crossing one another, whether they are at right angles or not, so long as they are in contact with each other.

Start with a clove hitch round one spar at the place where the other spar will be crossing it and on the side which the strain will come when the spars are in use.

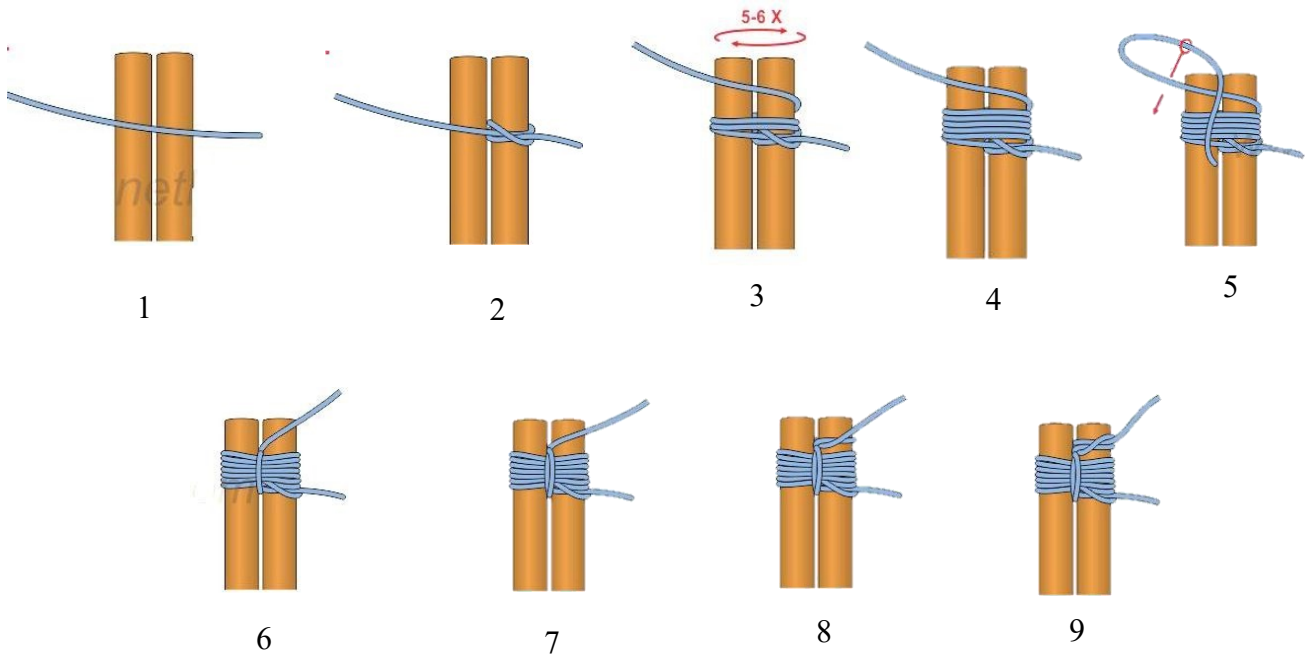
Twist the end of your lashing rope or cord round the standing part to prevent the clove hitch slipping and to avoid having a loose end hanging down.

Start binding the two spars by winding the lashing round; being sure each turn is tight. Continue until you have completed three turns. Then you bind these together by making three complete frapping turns between the spars.

These frapping turns must be very tight, and then finish off with a clove hitch on the opposite spar to which you started. If you still have some cord over do not cut it off, but "lose it" by continuing to make half hitches round the same spar until it is all used up



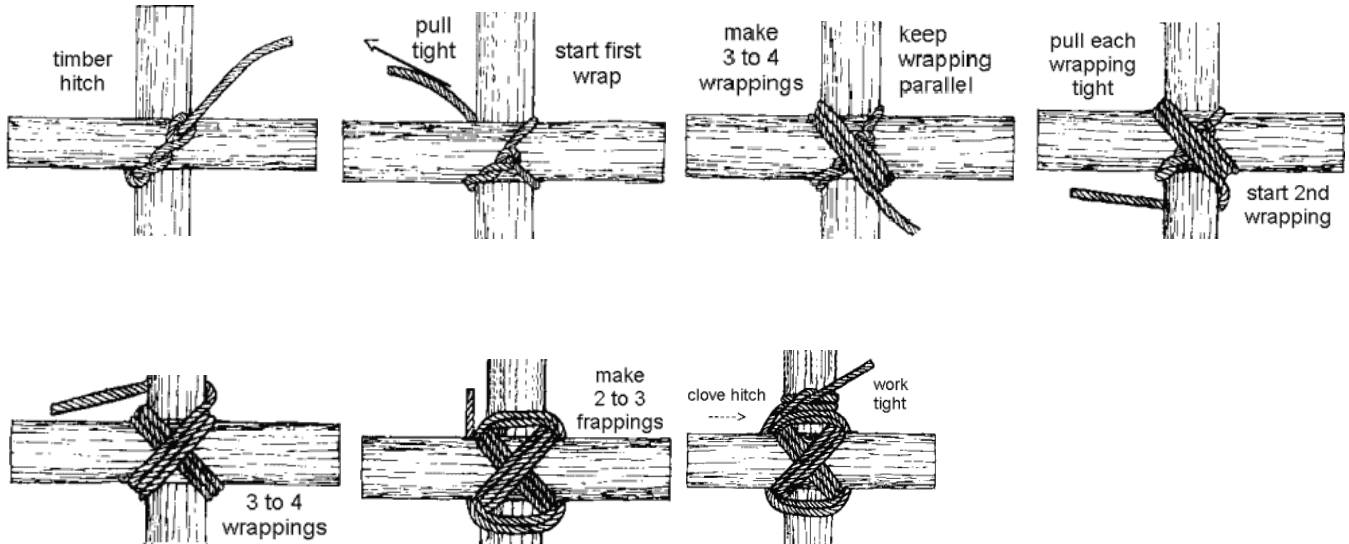
Sheer Lashing



The sheer lashing is used to join two poles together to create shear legs when the butt of the poles are spread apart and to create a long pole and keep them parallel. Two lashing are required one at each end of the overlapping poles. Start with and finish with a Clove Hitch. Wrap and frap as shown. In the case of a shear legs use a frapping whereas in the case of joining two poles do not use a frapping



Diagonal Lashing



Diagonal lashing

This lashing is used when two spars have to be pulled together; it gets its name from the fact that the lashing makes a diagonal form at the intersection of the two spars which it joins together.

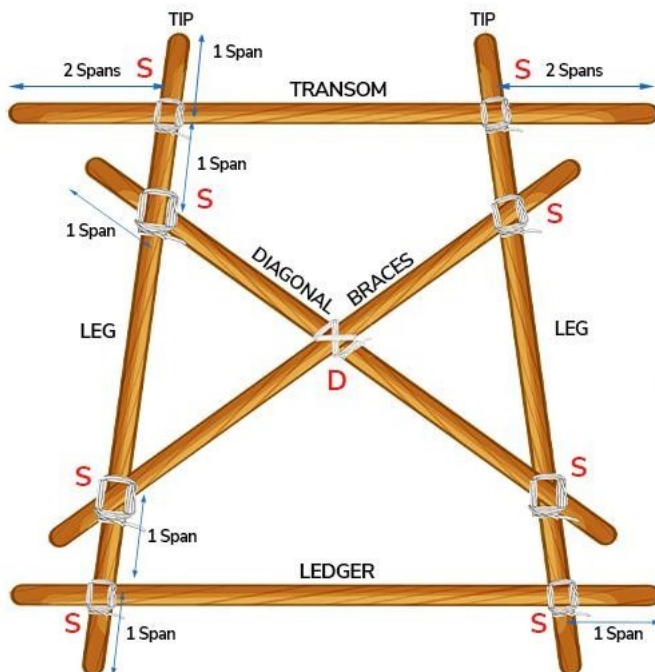
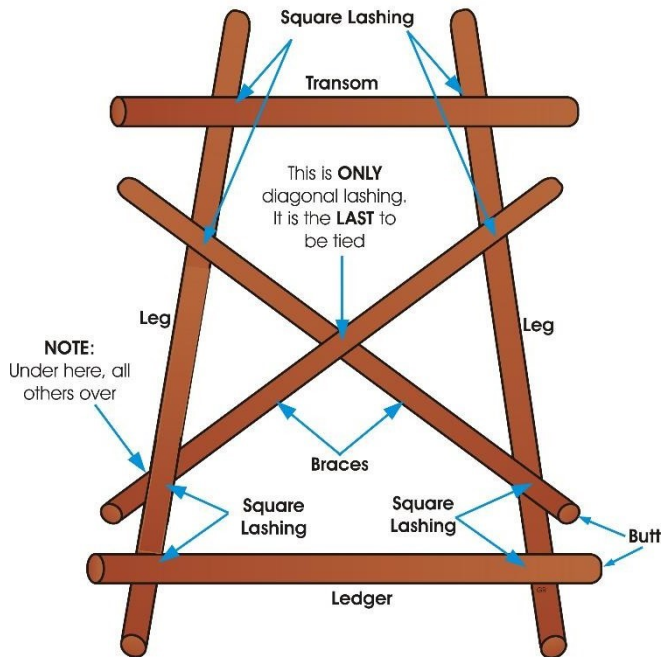
Start with a timber hitch around both spars, pull against the loop, and make three turns around the two spars opposite to the line of the timber hitch. Then round the spars on the other diagonal, as before, seeing that each turn is tight, although you will not be able to make it as tidy as you did with the square lashing.

12. Pioneering Work 1

- Show the ability to make a Trestle and a Portable flag mast, using staves.
- Know about the parts of a rope

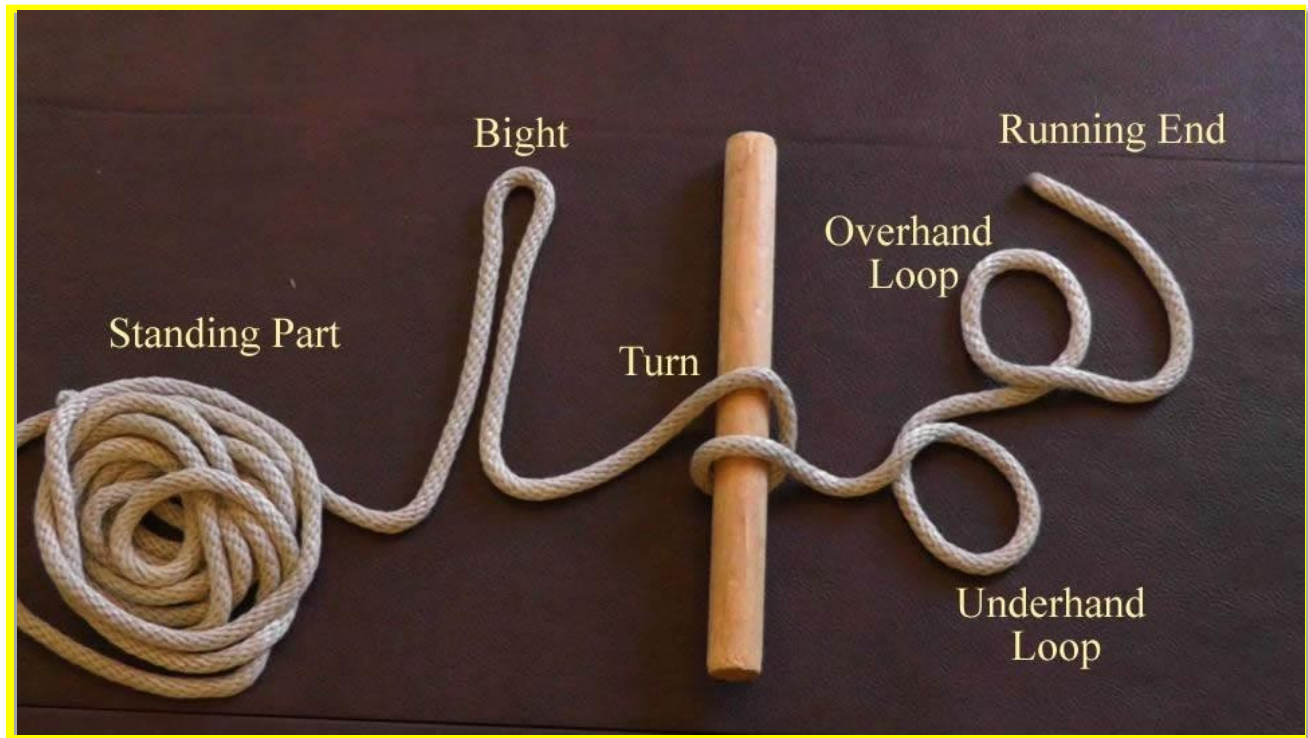
THE TRESTLE

the trestle is the Basic unit of nearly all Pioneering Projects. All lashings must be pulled tight and well finished



S - Square Lashing
D - Diagonal Lashing

Parts of a rope



Standing end (Standing part) is the longer end of the line not involved in the knot, often shown as unfinished. It is often (but not always) the end of the line under load after the knot is complete. For example, when a clove hitch ties a boat to a pier, the end going to the boat is the standing end. The standing part is the section of line between knot and the standing

Bight Any curved section, or slack part between the ends of a line

Loop A full circle formed by passing the working end over itself.

Working end is the active end of a line used in making the knot and may also be called the 'running end'. There are many categories of different knots for different purposes, and some knots may belong to more than one category.

Turn

A single turn is a single pass behind or through an object. A round turn is the complete encirclement of an object; requires two passes. Two round turns circles the object twice; requires three passes

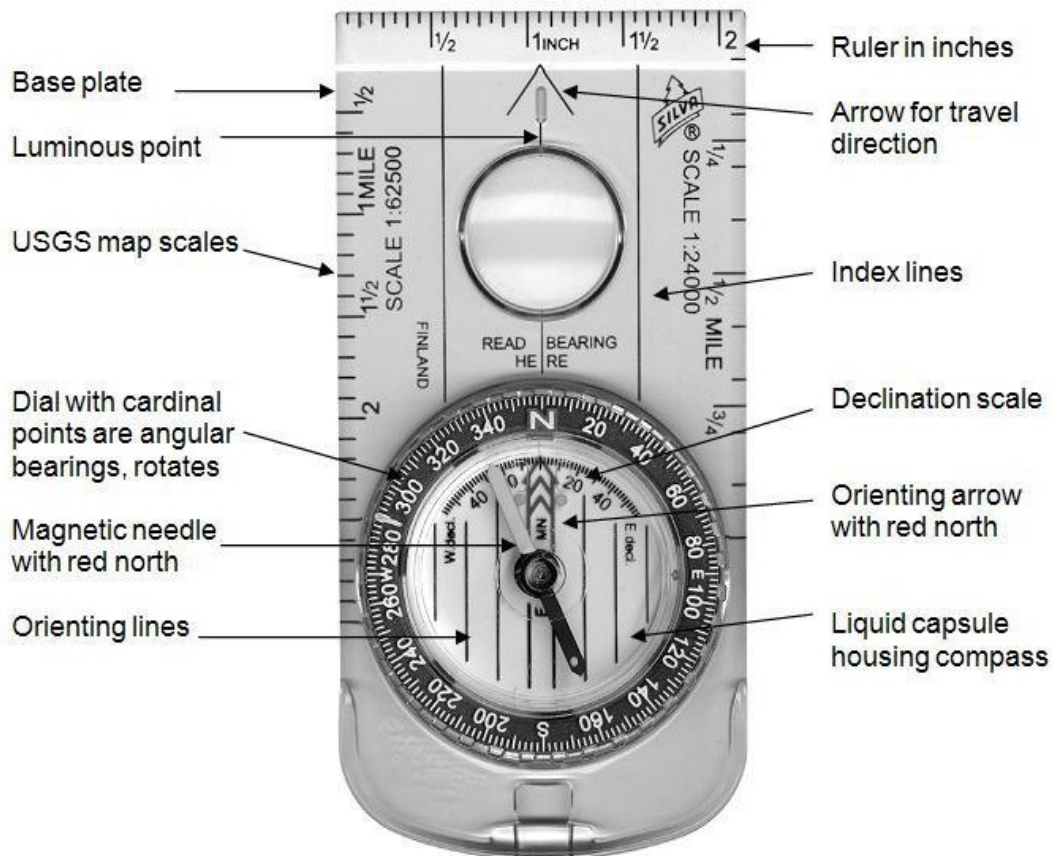


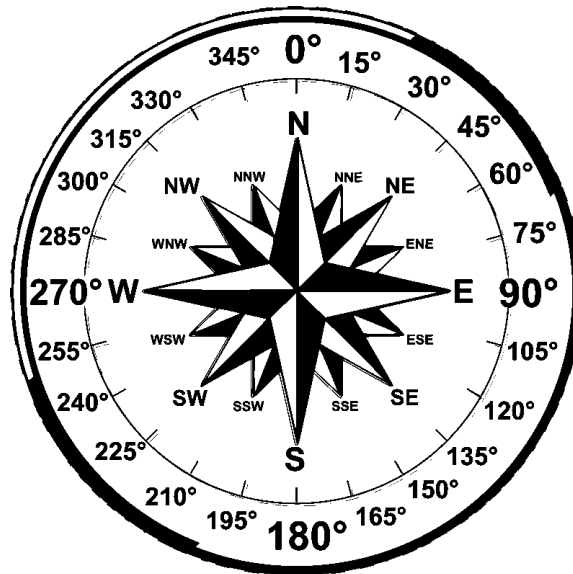
13. Compass and Mapping 1

- Have a basic knowledge of how a magnetic compass work, and be able to show the basic 16 directions shown in the compass.(i.e. North, NE, NNE...)
- Be able to show the ability about the undermentioned:
 - Key elements of the map
 - Conventional signs of a map
- Understand how to use the Global Positioning System (GPS)

Magnetic compass

Magnetic compass, in navigation or surveying, an instrument for determining direction on the surface of Earth by means of a magnetic pointer that aligns itself with Earth's magnetic field.





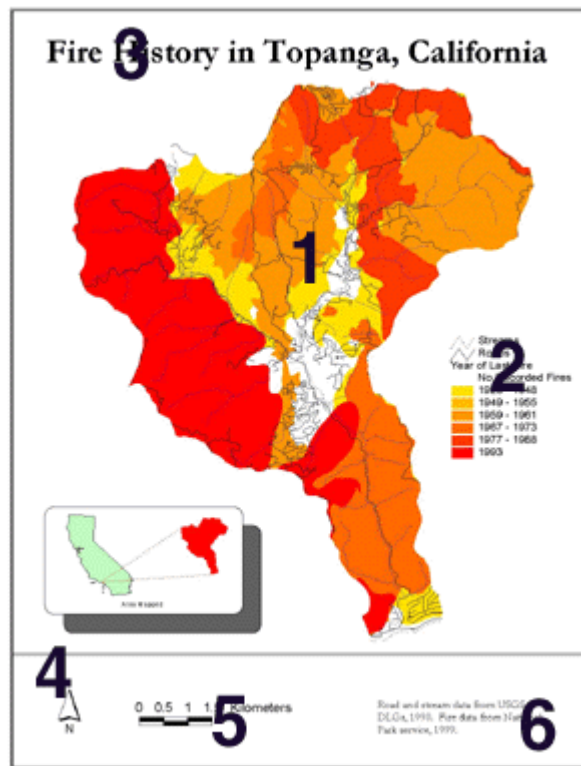
Elements of a Map

Caitlin Dempsey | June 11, 2011 | Maps and Cartography

Maps are the primary tools by which spatial relationships and geographic data are visualized. Maps therefore become important documents. There are several key elements that should be included each time a map is created in order to aid the viewer in understanding the communications of that map and to document the source of the geographic information used.

What are the parts of a map?

Numbered below are descriptions of cartographic elements that are commonly found on a map layout. Some maps have all eight elements while other maps may only contain a few of them.

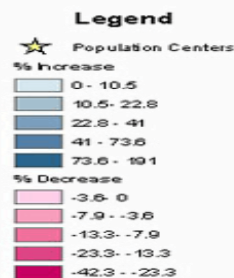


1. Data Frame

The data frame is the portion of the map that displays the data layers. This section is the most important and central focus of the map document. In the example displayed at the end of this article, the data frame contains fire history for the community of Topanga.

2. Legend

The legend serves as the decoder for the symbology in the data frame. Therefore, it is also commonly known as the key. Descriptions detailing any color schemata, symbology or categorization is explained here. In the legend below, the fire history schemata has been categorized with a graduating color scheme. The legend details which colors refer to which years. Without the legend, the color scheme on the map would make no sense to the viewer. The legend tells the viewer that the lighter the color, the longer the last recorded date of fire has been.



3. Title

The title is important because it instantly gives the viewer a succinct description of the subject matter of the map. The title "Fire History in Topanga, California" quickly tells the viewer the subject matter and location of the data.

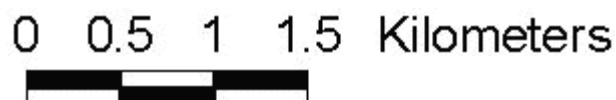
4. North Arrow

The purpose of the north arrow is for orientation. This allows the viewer to determine the direction of the map as it relates to due north. Most maps tend to be oriented so that due north faces the top of the page. There are exceptions to this and having the north arrow allows the viewer to know which direction the data is oriented. To learn more about when to use a North Arrow, read ["To North Arrow or Not to North Arrow"](#).



5. Scale
















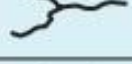
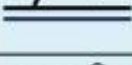
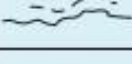



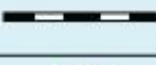




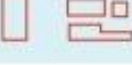
The scale explains the relationship of the data frame extent to the real world. The description is a ratio. This can be shown either as a unit to unit or as one measurement to another measurement. Therefore a scale showing a 1:10,000 scale means that every paper map unit represents 10,000 real world units. For example 1:10,000 in inches means that a measurement of one inch on the map equals 10,000 inches in real life. The second method of depicting scale is a comparison with different unit types. For example, 1":100' means that every inch measure on the paper map represents 100 feet in the real world. This ratio is the same as 1:1200 (1 foot = 12 inches). In addition to text representation as described above, the ratio can be shown graphically in the form of a scale bar. Maps that are not to scale tend to have a "N.T.S" notation which stands for "Not to scale."



6. Citation

The citation portion of a map constitutes the metadata of the map. This is the area where explanatory data about the data sources and currency, projection information and any caveats are placed. In the example below, the citation tells the source and date of the data. Citations help the viewer determine the use of the map for their own purposes.

Conventional Signs and Symbols

 Fort	 Metalled Road
 Church	 Cart track
 Pagoda	 Pack-track
 Graveyard	 Foot-path with bridge
 Chhatri	 Aerodrome
 Mosque	 Light-house
 Temple	 Electric power Line
PO Post Office	 Perennial Stream
PS Police Station	 Dry Stream
RH Rest House	 Canal
CH Circuit House	 Dry River
IB Inspection Bungalow	 Dam with masonry work
 RS Railway station	 Dam with earth work
 Broad Gauge Railway	 Permenant Hut
 Level Crossing	 Temporary Hut
 Metalled Road	 Tower Antiquities



14. B.P. Exercises

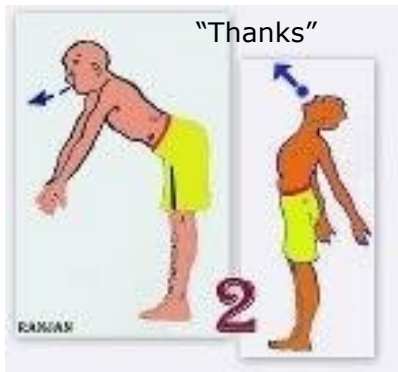
- Be able to do 6 exercises introduced by Lord Baden Powell (B.P. Exercises) to maintain a healthy body, and have made them as a part of the daily routine

I EXERCISE

For the Head: Rub the head and face, firmly over several times with the palms and fingers of both hands. Thumb the muscles of the neck and throat.

II EXERCISE

For the Chest: From upright position bend to the front, arms stretched downwards, with back of the hands together in front of the knees. Breathe out. Raise the hand gradually over the head and lean back as far as possible, drawing a deep breath through the nose as you do. Lower the arms gradually to the sides, breathing out the word "Thanks" through the mouth. Lastly, bend forward again, breathing out the last bit of breath in you, and saying the number of times you have done it in order to keep count.



Repeat this exercise 12 times.

III EXERCISE

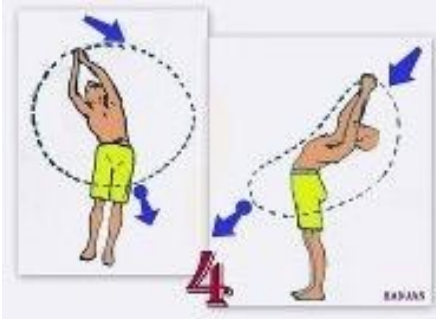
For the Stomach: Standing upright, send out both arms, fingers extended, straight to the front, then slowly swing round to the right from the hips without moving the feet, and point the right arms as far round behind you as you can, keeping both arms level with, or a little higher than, the shoulders. Then, after a pause, swing slowly round as far as you can to the left. Breathe in when pointing to the left. "Body twisting". Breathe out when pointing to the right. Repeat six times, change the breathing to the other side and repeat six times.



IV EXERCISE

For the Trunk: This is also called the "Cone Exercise".

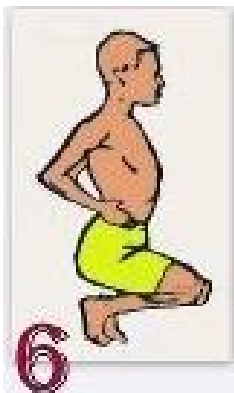
Standing at "Attention" position, raise both hands, as high as possible over the head, and link fingers. Lean backwards, and then sway the arms very slowly round in the direction of a cone, so that the hands make a wide circle above and around the body, the body turning from the hips, and leaning over one side. Then to the front, then to the other side, and then back. After completing the circle, start in the opposite direction. Repeat six times both ways. Breathe in when leaning backward and breathe out when leaning forward.



V EXERCISE

For Lower Body and Back of Legs: Stand with feet slightly apart, touch your head with both hands and look up into the sky, leaning back as far as you can, and then bend forward and downward till your fingers touch your toes, without bending your knees.

Repeat 12 times.



VI EXERCISE

For Legs, Feet and Toes: Stand in 'Attention' position, put the hands on the hips, stand on tip-toe, turn the knees outwards, and bend them slowly down to a squatting position, keeping the heels off the ground the whole time. Then gradually raise the body and come to the first position again.

Repeat this 12 times. Breathe in as body rises and breathe out



16. Fifteen Common Trees

- Be able to identify 15 useful trees (of economic value)
- Mention the location of these tree
- Know where they naturally grow, their use, their general shapes, the shapes of the leaves, Botanical names etc. and record in the Log book.

Example:

Teak Tree

Teak (*Tectona grandis*) is a tropical hardwood tree species in the family Lamiaceae. It is a large, deciduous tree that occurs in mixed hardwood forests. *Tectona grandis* has small, fragrant white flowers arranged in dense clusters (panicles) at the end of the branches. These flowers contain both types of reproductive organs (perfect flowers). The large, papery leaves of teak trees are often hairy on the lower surface. Teak wood has a leather-like smell when it is freshly milled and is particularly valued for its durability and water resistance. The wood is used for boat building, exterior construction, veneer, furniture, carving, turnings, and other small wood projects.^[2]



Tectona grandis is native to south and southeast Asia, mainly Bangladesh, India, Indonesia, Malaysia, Myanmar, Thailand and Sri Lanka, but is naturalised and cultivated in many countries in Africa and the Caribbean. Myanmar's teak forests account for nearly half of the world's naturally occurring teak.^[3] Molecular studies show that there are two centres of genetic origin of teak: one in India and the other in Myanmar and Laos.

Scientific name : *Tectona grandis*
Family : Lamiaceae
Order : Lamiales
Kingdom : Plantae



SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



17. Smartness and Good Order 2

- Be able to march 100 meters correctly with the Patrol
Be able to do Squad drill such as marking time and drills with the staff, etc.



First Position



Second Position



Left Foot Forward



Right Foot Forward

Marching in Quick Time



First Position



Second Position

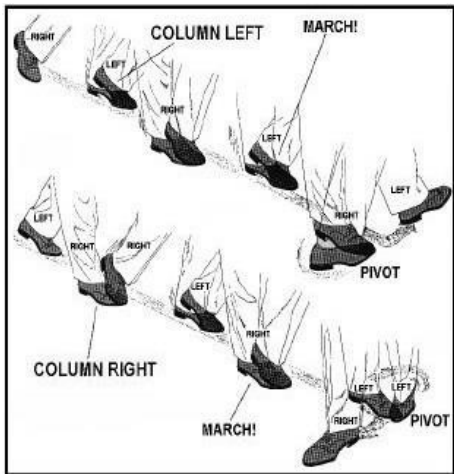
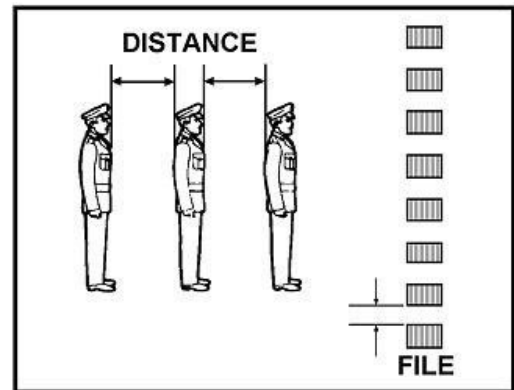
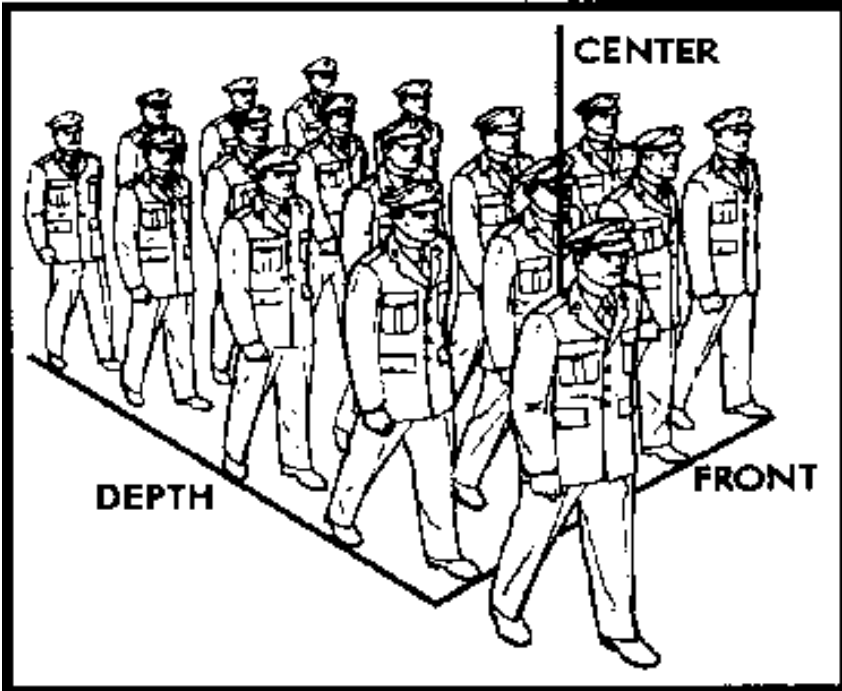
Halting in Quick Time



Saluting to the Right Flank



Saluting to the Left Flank





18. First Aid 2

- Explain what D.R.A.B.C. stands for (i.e., D - Danger, R - Response, A - Airway Clear, B - Breathing, C - Circulation)
- Know how to put an unconscious person to Recovery Position and why a patient should be put into this position
- Explain how Cardiopulmonary Resuscitation (CPR) is given and practice using a mannequin, if possible (Never use a healthy person to practice CPR)
- Show three methods of carrying a casualty with the help of another, and also demonstrate Fireman's lift

What does DRABC stand for?

DRABC is the acronym for the steps in the primary survey procedure that every first aider must complete when they initially come across a casualty. DRABC stands for Danger, Response, Airway, Breathing and Circulation. Although, there is some debate as to whether this is enough steps in some cases. An issue we will get into more detail about later on.

What is the DRABC procedure?

Most people complete the basic DRABC procedure in the order that follows:

Step 1: Danger

Before anything else, it is vital that a first aider assess the overall **danger** of the situation, and whether it is safe for them or any other person to be in it. After all, a first responder cannot help a casualty if they become injured. Not doing a danger assessment could even mean risking their own life and putting additional strain on the emergency service once they arrive. Something that can interfere with the treatment the casualty receives.

For example: If a casualty is in an accident in a vehicle on the motorway, the primary danger here would be other traffic. Therefore, the traffic would need to be stopped before attending to the casualty. Only after you have confirmed that there is no danger can you approach and assess the casualty.



Step 2: Response

The second step isn't about the first aiders response, but about whether the casualty can respond and provide information about their condition.

It is a very valuable stage, as even no-response will inform the first aider about the seriousness of their casualty's condition.

To help you properly conduct step 2, use the mnemonic **AVPU**:

- **Alert:** Check to see if the casualty is **alert** and conscious. Are they talking or moving? If the answer is no, progress to the V stage below.
- **Voice:** Speak to the casualty in a loud **voice**. Be sure to be in their eye line when you do this. If the casualty does not respond, progress to stage P below.
- **Place:** Shake the casualty firmly by placing your hands on their collarbone. Continue to speak to them while you do this, letting them know you are a first aider trying to help them. If you get no response, continue to stage U.
- **Unresponsive:** Once you have completed the steps above with no response, you can class the casualty as unresponsive. Then you can proceed through the ABC steps as outlined below.

Step 3: Airways

Once you have established that their casualty is unresponsive, you must check their **airway**. The airway is a critical step because, at this point, you will be looking to find out why the casualty is unresponsive.

To check your casualty's airway, place them on their back, and use two fingers placed on their forehead and two on the chin to tip their head back gently. Use your fingertips on their chin to lift their mouth and open their airways.

Step 4: Breathing

Now you have opened your casualty's airway, spend 10 seconds checking for signs of normal breathing. If they are not breathing, breathing infrequently, or abnormally you can go to step 5.

If the casualty is unconscious, but breathing normally, put them in the recovery position (when it is safe to do so).

Step 5: Call 1990 / Circulation

If your casualty is not breathing, it's time to call 1990. Do not start CPR until you have called 1990. Your casualty will have a better chance of survival if the emergency services can get to them quickly. Use your speakerphone to make the call if you are on your own. Also, instruct those around you to fetch an AEB while you administer CPR.

Additional steps

Above you can find the basic DRABC steps to be used in the primary survey. However, it is worth noting that some people use an enhanced version known as DR C ABCDEFG. The DR C ABCDEFG method is similar to the hospital care model adapted for first responders.

The benefits of the added steps include a more detailed assessment and an increased focus on preventing further injury and promoting recovery as well as just preserving life.

DR C ABCDEFG

Stage 2.1 – C for catastrophic hemorrhaging

Between the response and the airways stages comes stage 2.1, checking for **catastrophic** hemorrhaging. The reason being that catastrophic blood loss can kill quickly and needs to be stemmed before dealing with issues of airways, breathing, and circulation.

Step 6 – D for Defibrillator

Some people combine step 5 with asking for a **Defibrillator** while others regard it as a stage of its own. Indeed, you must instruct other people around you to get an Automated External Defibrillator – AED, while you are attending to the casualty.

Fortunately, these are now available in many public places, including airports and shopping centers and can help diagnose several serious conditions as well as administer treatment for them.



For others using a more extended model, D stands for **damage**. The idea is that this step to identify the extent of the casualty's injuries and where possible stabilise them.

Step 6: E for everything else

Yes, 'everything else' seems a little broad. However, it can be broken down into three further Es – **evaluate** ABCDs, **endocrine** blood glucose (blood sugar), **environment**. This step aims to prevent further issues as opposed to treatment.

Step 7 – F for Flip

Yes, we have mentioned the recovery position before, but once again some models separate it into its stand-alone step. It's also a good reminder to change the position of your casualty if it is both appropriate, and they have started to breathe independently.

Step 8 – G for Get help

Finally, the very last stage is to get help. Although, if your casualty wasn't breathing, you would have already contacted the emergency services.

However, this more extended model also accommodates conscious casualties. If your casualty is conscious, breathing, and in no immediate life-threatening danger, collecting information first and then contacting the appropriate services can be preferable.

Of course, whether a first responder will choose to use DRABC or the extended version will depend on their level of training, and the particular incident they are attending.

Before Giving CPR

1

Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2

Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or a there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)

3

Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.

4

Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Giving CPR

1

Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.

2

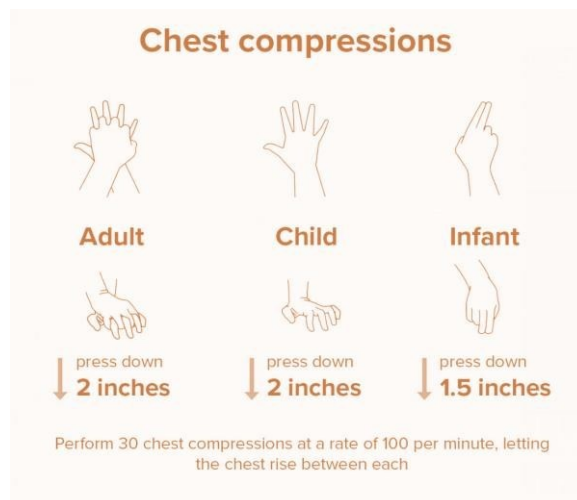
Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.

Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.

3

Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

Note: End the cycles if the scene becomes unsafe or you cannot continue performing CPR due to exhaustion.



FIRST AID CPR

STEP 1



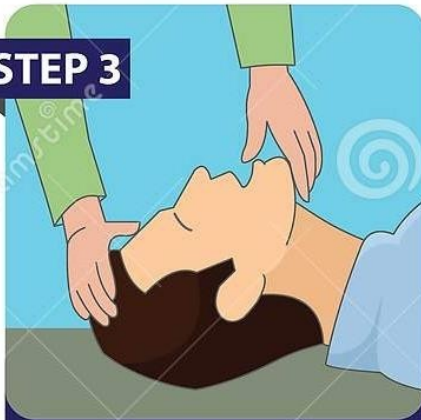
CALL EMERGENCY NUMBER

STEP 2



CHECK VITAL SIGNS

STEP 3



**LIFT CHIN
CHECK BREATHING**

STEP 4



GIVE RESCUE BREATHS

STEP 5



PERFORM CPR

STEP 6



**REPEAT STEP 4 to 5
UNTIL HELP ARRIVES**



First, it's important to realize that a CPR mask, officially known as a barrier device, is for keeping you—the rescuer—safe. It doesn't make rescue breaths more effective than straight mouth-to-mouth. Also, most rescuers aren't going to give rescue breaths anyway. The no longer recommends mouth to mouth during adult CPR.

For an intimate partner or immediate family member, a **barrier device** is almost never necessary unless the patient is known to have an infectious disease. It's probably not even necessary for performing mouth-to-mouth on a stranger in the grocery store, but we'll get to that in a moment.



Ambu bag

TWO Rescuer Handling Techniques

The illustration shows three methods for two rescuers to transport an injured person. On the left, a 'Handed Seat or Swing carry' is shown for a back or leg injury victim, with three circular insets showing '2 Handed seat', '3 Handed seat', and '4 Handed seat' techniques. In the middle, 'The Fore and Aft Method' is shown for an unconscious victim. On the right, 'Arm carry (alternate)' is shown for an unconscious victim, where the victim is seated on a chair.

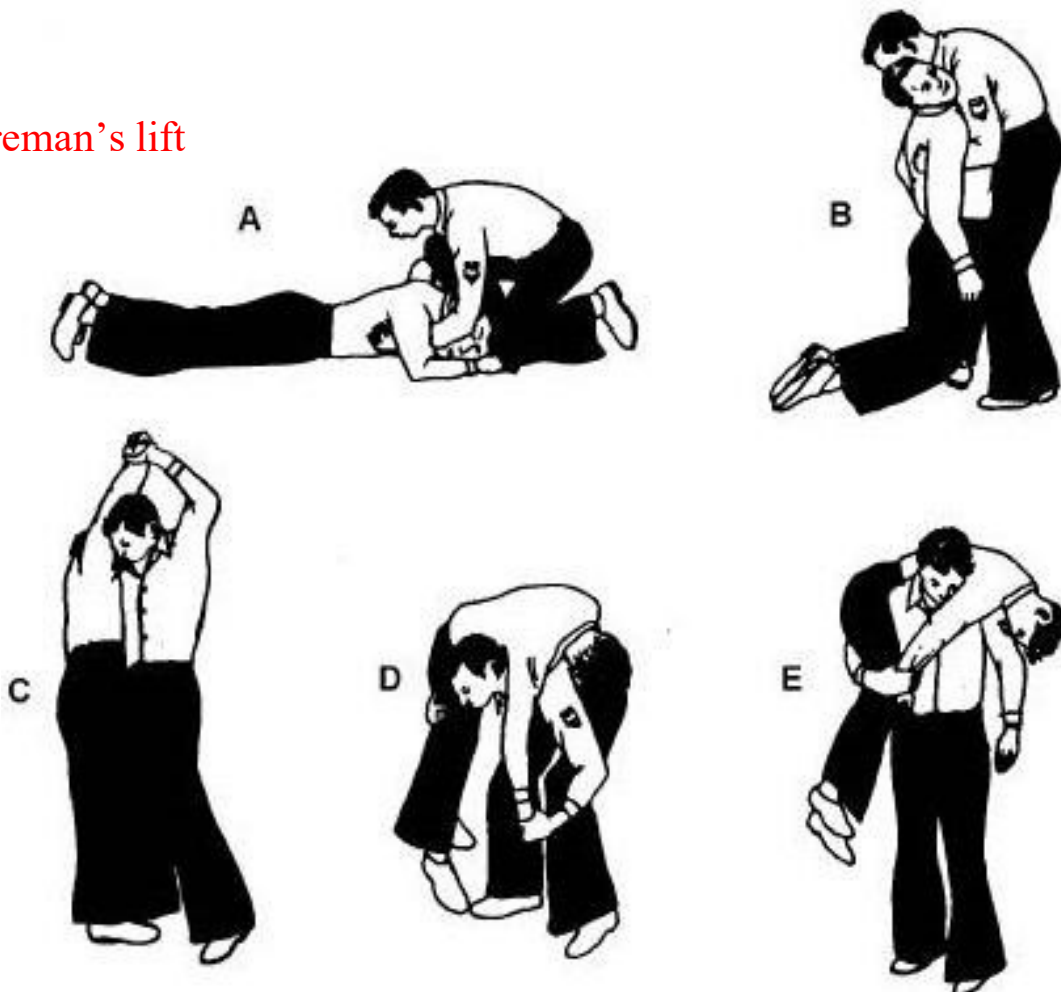
Handed Seat or Swing carry
for back or leg injury victim

The Fore and Aft Method
for an unconscious victim

Arm carry (alternate)
for an unconscious victim

Transport of the injured

Fireman's lift



THE RECOVERY POSITION

Knee on next to the patient on the floor

Keep both legs straight



Take the arm nearest to you



Hold the hand this way



7

Lift the knee up



8

Roll the patient towards to you



9



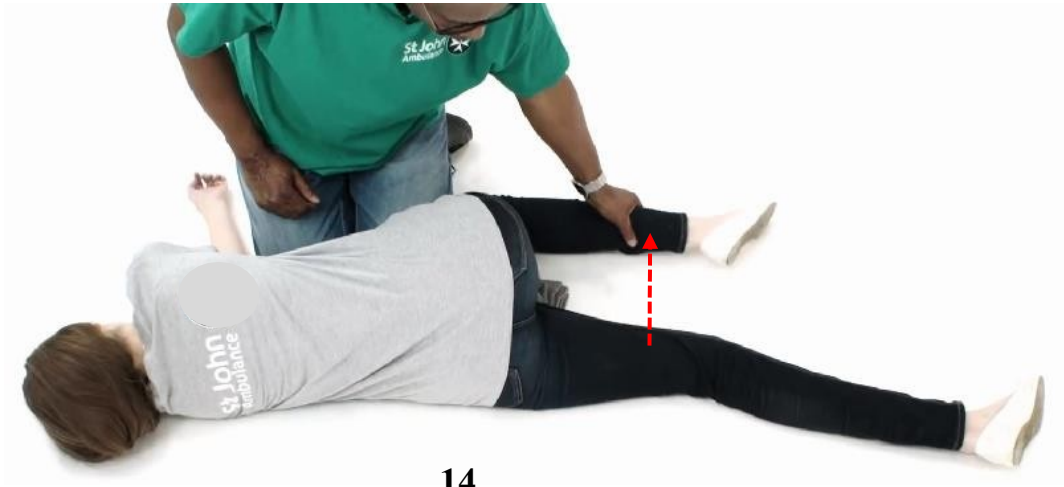
10



11



12



14

Keep the airway open

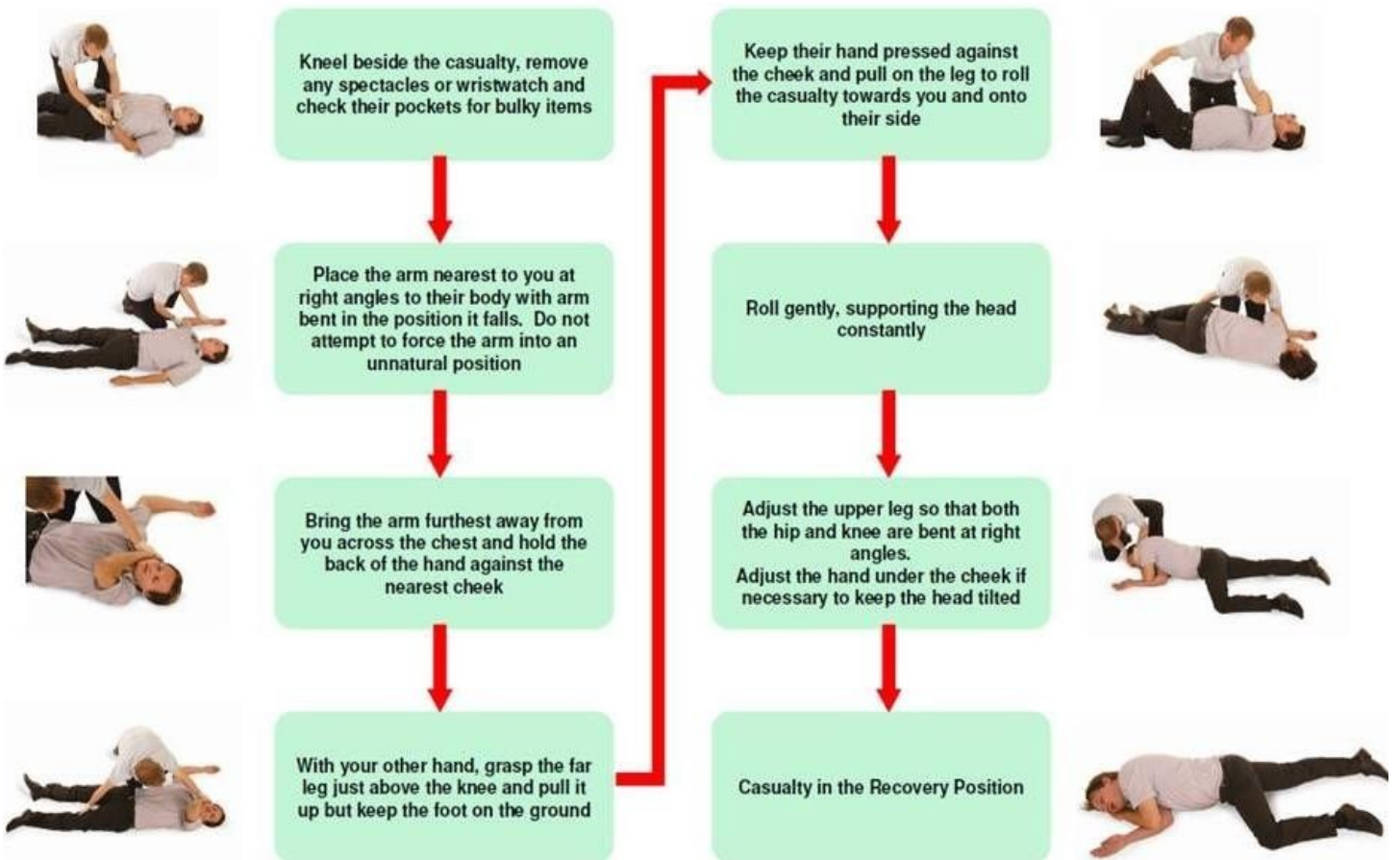


15



16

Recovery Position



FOR YOUNGER CHILDREN AND INFANTS



1

Tilt the head back slightly and lift the chin to open the airway and check for breathing.



Use a Barrier Device

2

If no breathing, give 2 rescue breaths:

CHILD

Pinch the nose shut and make a complete seal over the mouth.

INFANT

Make a complete seal over the mouth and nose.

3

Blow in for 1 second so the chest visibly rises.

REPEAT ONCE



100x
a minute

4

Give 30 chest compressions:

CHILD

Push with 1 or 2 hands about 2 inches deep (about 1/3 - 1/2 chest depth).

INFANT

Push with 2 - 3 fingers about 1.5 inches deep (about 1/3 - 1/2 chest depth).

At least 100x/minute.

5

REPEAT STEPS 3 - 4

Note: Both rescue breathing and chest compressions are practiced in child and infant CPR because blocked airways are the leading cause for cardiac arrests for this age group.





19. IT Literacy 1

- Basic knowledge on key input/output devices attached to the computer system
- Knowledge about basic usage of a computer
- Knowledge about basic storage methods of information

Input Devices

Input devices are the pieces of hardware used by a human (or another system) to communicate with a computer. For instance, a keyboard or computer mouse is an input device for a computer, while monitors and printers are output devices.



Output Devices

An **output device** is any piece of **computer** hardware equipment which converts information into human readable form. It can be text, graphics, tactile, audio, and video. Some of the **output devices** are Visual Display Units (VDU) i.e. a Monitor, Printer graphic **Output devices**, Plotters, Speakers etc.



A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data. You may already know that you can use a computer to type documents, send email, play games, and browse the Web. You can also use it to edit or create spreadsheets, presentations, and even videos.



Primary Storage: Random Access Memory (RAM)

Random Access Memory, or RAM, is the primary storage of a computer.

When you're working on a file on your computer, it will temporarily store data in your RAM. RAM allows you to perform everyday tasks like opening applications, loading webpages, editing a document or playing games. It also allows you to jump from one task to another without losing your progress. In essence, the larger the RAM of your computer, the smoother and quicker it is for you to multitask.

RAM is a volatile memory, meaning it cannot hold onto information once the system turns off. For example, if you copy a block of text, restart your computer, and then attempt to paste that block of text into a document, you'll find that your computer has forgotten the copied text. This is because it was only stored temporarily in your RAM.

RAM makes it possible for a computer to access data in a random order, and thus reads and writes much faster than a computer's secondary storage.

Secondary Storage: Hard Disk Drives (HDD) & Solid-State Drives (SSD)

In addition to RAM, every computer also has another storage drive that's used for storing information on a long-term basis. This is secondary storage. Any file you create or download saves to the computer's secondary storage. There are two types of storage device used as secondary storage in computers: HDD and SSD. While HDDs are the more traditional of the two, SSDs are fast overtaking HDD as the preferred tech for secondary storage.

Secondary storage devices are often removable, so you can replace or upgrade your computer's storage, or move your storage drive to a different computer. There are notable exceptions, like MacBook's, which don't offer removable storage.



Hard Disk

External storage devices

In addition to storage media contained within a computer, there are also digital storage devices that are external from computers. These are commonly used to expand storage capacity on a computer runs low on space, allow more portability, or provide easy file transfers from one device to another.

External storage devices

- External HDDs and SSDs.
- Flash memory devices. ...
- Optical **Storage** Devices. ...
- Floppy Disks. ...
- Primary **Storage**: Random Access Memory (RAM) ...
- Secondary **Storage**: Hard Disk Drives (HDD) & Solid-State Drives (SSD) ...
- Hard Disk Drives (HDD) ...
- Solid-State Drives (SSD)



Memory Card Reader



USB Flash Memory



Media Devices



External Optical Drives



ZIP Drive

Cloud storage

While not exactly a device per se, cloud storage is the newest and most versatile type of storage for computers. “The cloud” is not one place or object, but rather a huge collection of servers housed in data centers around the world. When you save a document to the cloud, you’re storing it on these servers.

Because cloud storage stores everything online, it doesn’t use any of your computer’s secondary storage, allowing you to save space.

Cloud storage offers significantly higher storage capacities than USB flash drives and other physical options. This saves you from having to sift through each device to find the right file.

While external HDDs and SSDs were once favored for their portability, they, too, fall short compared to cloud storage. There aren’t many pocket-friendly external hard drives. While they’re smaller and lighter than a computer’s internal storage drive, they are still tangible devices. The cloud on the other hand, can go with you anywhere without taking up any physical space, and without the physical vulnerabilities of an external drive.



SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



20. Link Language Skills 1

- Learn the alphabet of two languages (from Sinhala, Tamil and English) other than the Scout's own
- Learn at least 15 words used in day to today life in all three languages

அ	ஆ	இ	ஈ	உ	ஊ
a	ā	i	ī	u	ū
எ	ஏ	ஐ	ஓ	ஔ	ஔள
e	ē	ai	o	o	au
க	ங	ச	ஞ	ட	ண
ka	ṅa	ca	ña	ṭa	ṇa
த	ந	ப	ம	ய	ர
ta	na	pa	ma	ya	ra
ல	வ	ழ	ள	ற	ன
la	va	za	ḷa	ṛa	ṇa
ஜ	ஸ	ஷ	ஹ	க்ஷ	ஸ்ரீ
ja	ṣa	śa	ha	kṣa	sri



1. வாருங்கள்	1. එන්න	1. Come
2. பனா	2. යන්න	2. Go
3. சாப்பிடுங்கள்	3. අනුභව කරන්න	3. Eat
4. நள்ளி	4. පාසල	4. School
5. பகாயில்	5. පන්සල	5. Temple
6. புத்தகம்	6. පොත	6. Book
7. பனா	7. පෙන	7. Pen
8. சாரணர்	8. බලදකීෂ	8. Scout
9. வீடு	9. නිවස	9. Home
10. வங்கி	10. බැංකුව	10. Bank
11. கணினி	11. පරිගණකය	11. Computer
12. முடிச்சுகள்	12. ගැට	12. Knots
13. வரநடம்	13. සිතියම	13. Map
14. திரசகாட்டி	14. මාලිමා ය	14. Compass
15. கயிறு	15. කඹය	15. Rope





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



21. Good Habits 2

- Get involved in a small-scale Community Service project with Patrol/others. This could be in the school or in any other place. It should last at least one hour, and write at least 5 sentences about it in the Log Book. If possible, the Scout may paste a photograph of that activity in the Log Book, or draw a picture of it.





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



22. Two Nights Camping

- Have two nights camping experience (in tent) and write the camp log in the Personal Log Book
- The camp should be held in a safe place, with the permission of the parents, Scout Leader, Principal etc.
- Make a fire using firewood and only two match sticks and make tea for the Patrol





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM

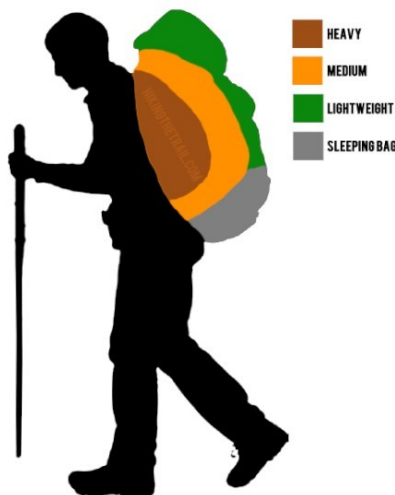


23. One Day Hike of 12km

- Not more than four Scouts should take part in this at a time. Scout Leader should organize this hike and written instructions should be given to the participants. The instructions should include things to be done in the hike
- Scouts should take a back pack to carry, food, first aid etc.
- There will be no night out camping in this hike.
- Prior permission of the parents and the school authorities to be obtained.
- After the hike the participants should give a separate debrief/verbal reports to the Scout Leader about what happened during the hike.
- This should be the last test for the Scout Award.



BEST WAY TO PACK A BACKPACK





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



24. Requirements for Sea Scouts and Air Scouts

- These tests are in addition to what is given in tests 1 – 23

Requirements for Sea Scouts

- Explain the following parts of a ship: "Aft" , "Fore Castle" , "Port side", "Starboard Side"
- Explain why the Phonetic Alphabet is used by the Seamen

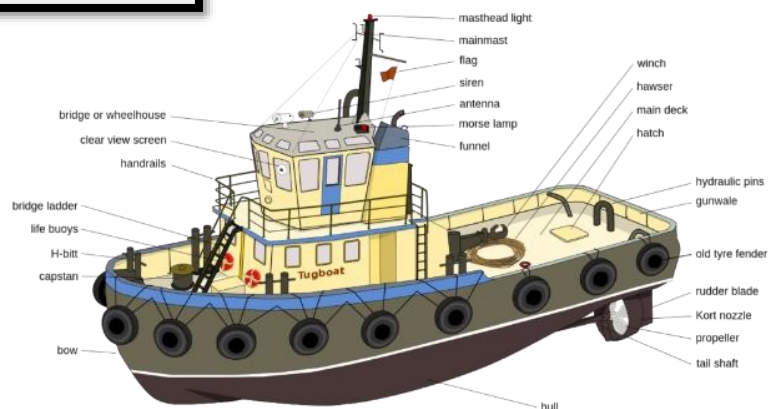
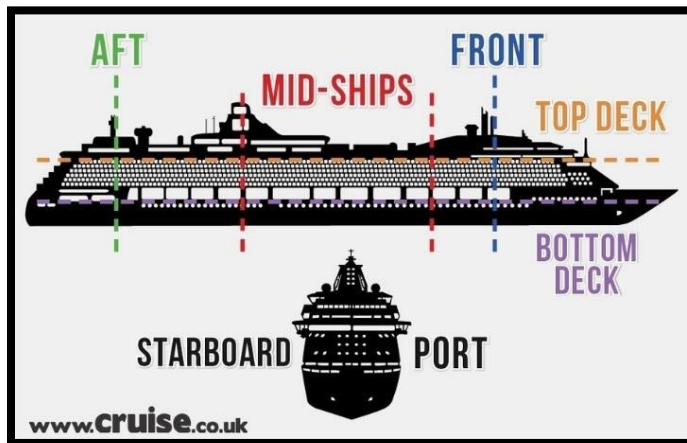
Requirements for Air Scouts

- Understand and explain the under mentioned to the Scout Leader: a) Fuselage b) Tail c) Main plane d) Port and Starboard
- Explain the difference between "Ground Speed" and "Air Speed" and how wind is used in take off and in landing.

For Sea Scouts

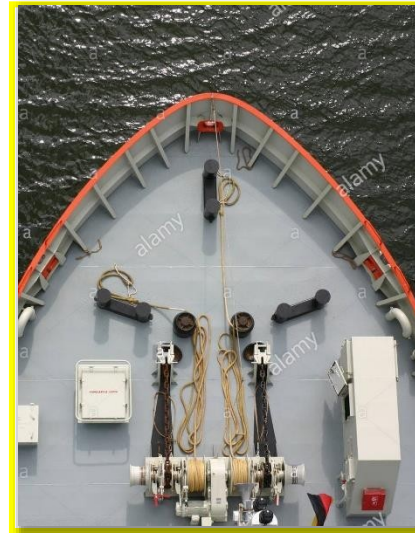
Aft

Near, toward, or in the stern of a ship or the tail of an aircraft called all hands aft.



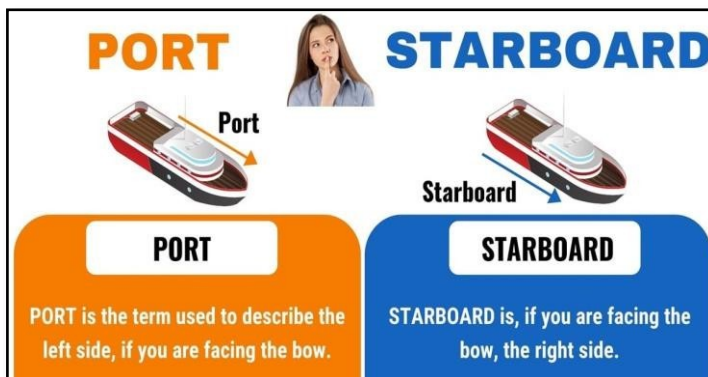
Fore Castle

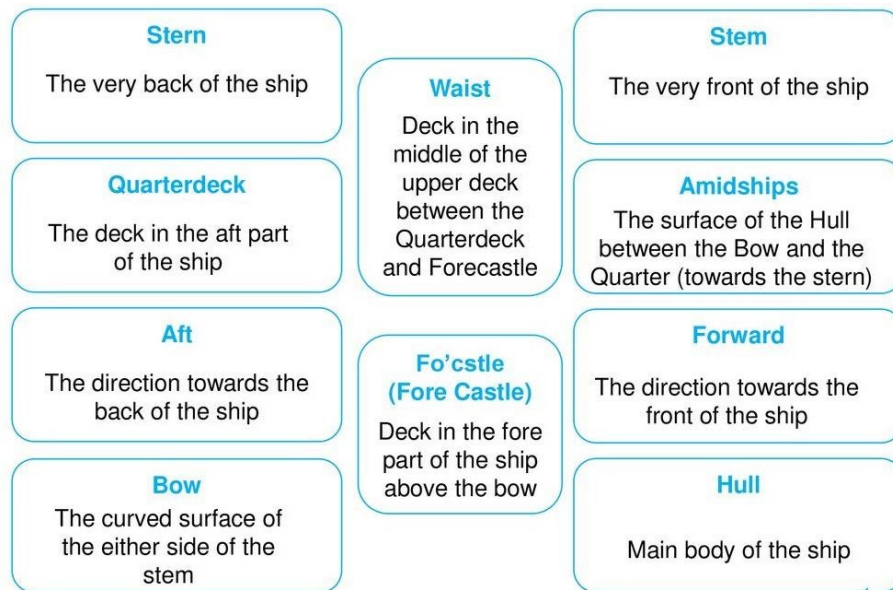
"Fore Castle" The forecastle is the upper deck of a sailing ship forward of the foremast, or the forward part of a ship with the sailors' living quarters. Related to the latter meaning is the phrase "before the mast" which denotes anything related to ordinary sailors, as opposed to a ship's officers. Page 82



Port and Starboard

When looking forward, toward the bow of a ship, port and starboard refer to the left and right sides, respectively





Why the Phonetic Alphabet is used by the Seamen

A phonetic alphabet is an alphabet that uses words to represent letters. It's used for communication in difficult circumstances, when regular pronunciation isn't possible, or for giving precise, simple, and intuitive instructions.

It was intended as an international system of phonetic transcription for oral languages, originally for pedagogical purposes. The Association was established in Paris in 1886 by French and British language teachers led by Paul Passy.

A alpha	B bravo	C charlie	D delta	E echo	F foxtrot	G golf
H hotel	I india	J juliett	K kilo	L lima	M mike	N november
O oscar	P papa	Q quebec	R romeo	S sierra	T tango	U uniform
V victor	W whiskey	X xray	Y yankee	Z zulu		

To create a phonetic alphabet, you simply replace the letter that you want to say with a word that starts with the same letter, a concept which is called cacophony. For example: 'C' can be replaced by 'Charlie'. 'G' can be replaced by 'Golf'.

For Air Scouts

Fuselage, central portion of the body of an **airplane**, designed to accommodate the crew, passengers, and cargo. It varies greatly in design and size according to the function of the **aircraft**.

Page 84

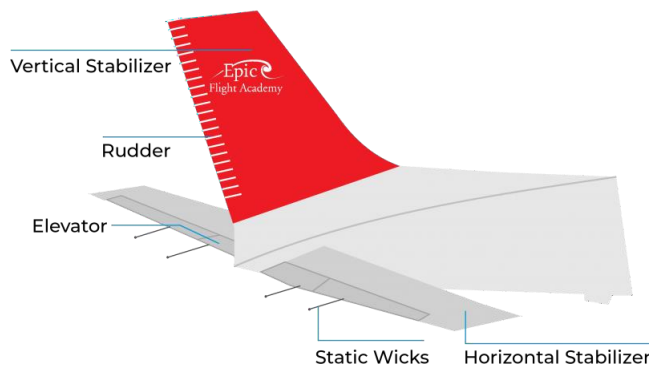
SAERO
SOFTWARE



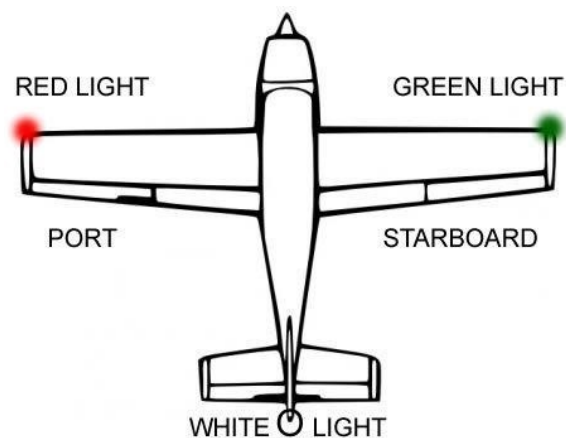
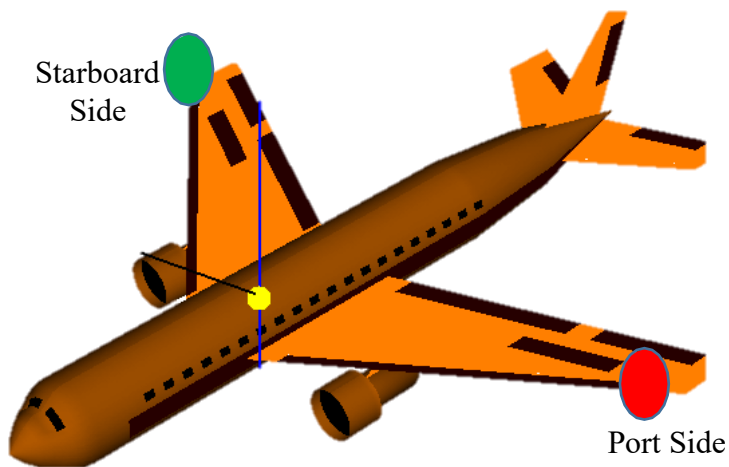
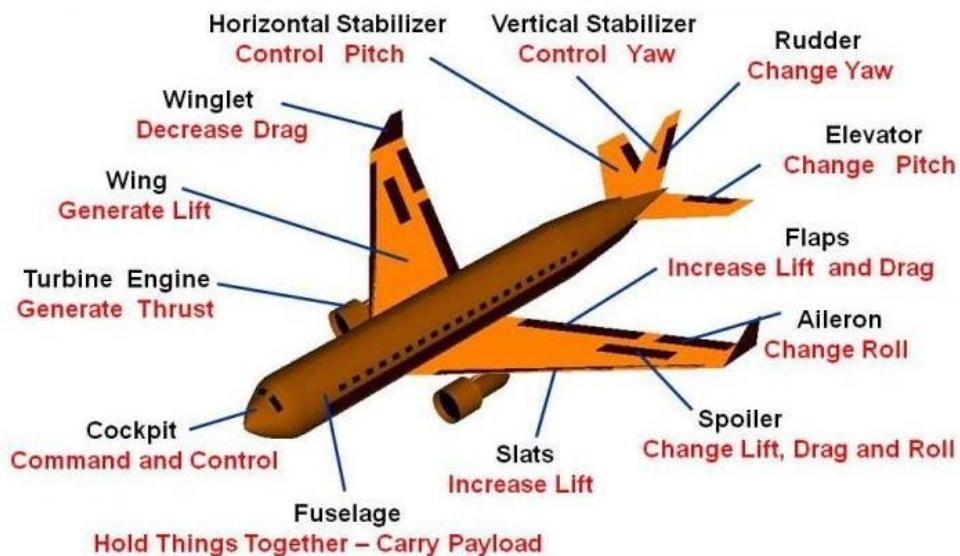
Aircraft Fuselage

The tail usually has a fixed horizontal piece, called the horizontal stabilizer, and a fixed vertical piece called the vertical stabilizer.....The vertical stabilizer keeps the nose of the plane from swinging from side to side, which is called yaw.

TAIL (EMPENNAGE)



Airplane Parts and Function

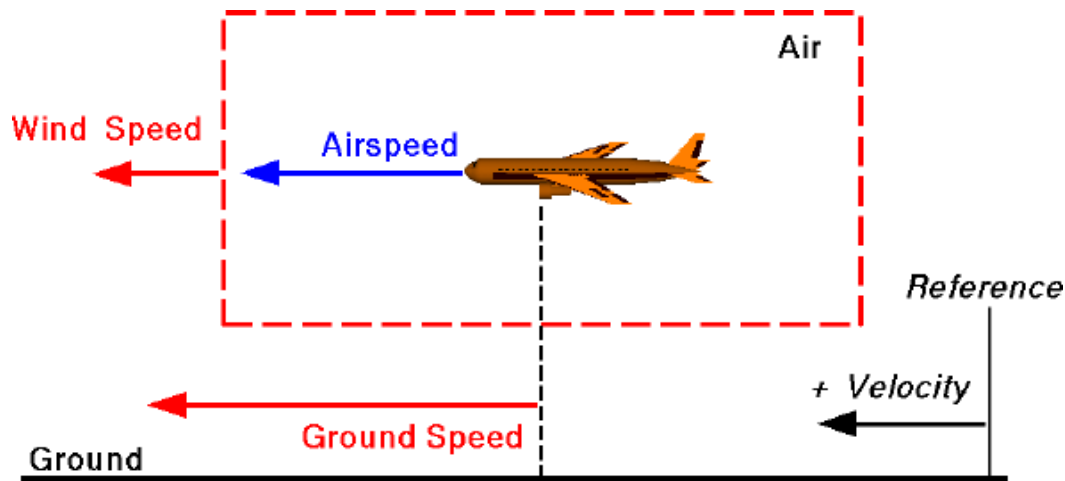


Groundspeed & Airspeed

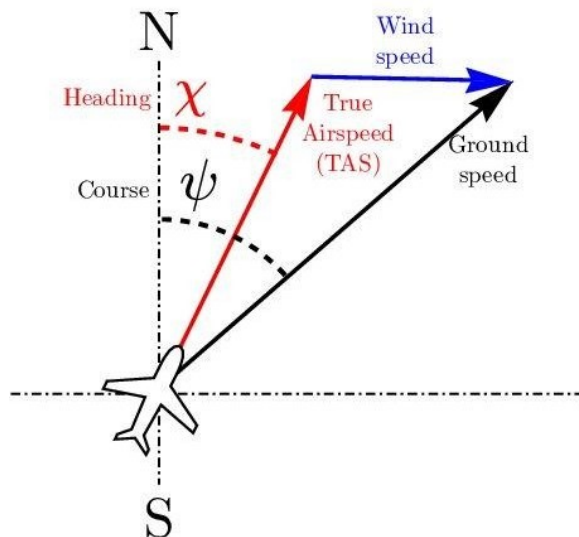
Groundspeed is the speed of the aircraft directly over the ground. It is a vector quantity. Higher the ground speed the faster you reach your destination. **Airspeed** is the speed of the aircraft relative to the speed of surrounding air in which the aircraft is flying.

Wind

With the wind flowing over the wing, the airplane has an additional lift to help it become airborne. But pilots don't just take off into the wind; they also land in it. This is for the very same reason. It allows pilots to land at a shorter distance as opposed to landing with the wind.



$$\text{Airspeed} = \text{Ground Speed} - \text{Wind Speed}$$





SRI LANKA SCOUT ASSOCIATION - COLOMBO DISTRICT BRANCH PROGRAMME TEAM



Training Period of Six (06) Months

- Have a minimum training period of 06 months in a Patrol after completing the Membership Badge
- Pay annual membership fee as a member of the World Organisation of the Scout Movement (WOSM)
- Continue maintaining the personal log book and help maintaining the Patrol log book

Proficiency Badges

Earn 03 proficiency badges including the Happy Home badge

- o Select from any Group other than from Camp Craft and Public Service Groups.
- o Scouts may do up to 06 more proficiency badges in addition to the compulsory 03 badges, but not from the Public Service and Camp Craft Groups.
- o Sea Scouts may complete a badge from Seaman's Group and Air Scouts may complete a badge from the Airman's Group as one of these badges.
- If a Scout starts work on this Award as a Junior Scout and completed the Award as a Senior Scout, any relevant junior badges done as a Junior Scout would be accepted as qualifying badges (i.e. some Scouts might have done Junior as well as Senior Badges, depending on his age when he did those badges).

Proficiency Badges

1. Happy home badge –
Compulsory



J.M /01
Junior Happy Home



S.M /01
Senior Happy Home

2. Select 2 badges from any group other than from

- Camp craft or
- Public service groups

Other Badge groups

Junior Proficiency Badges

C- Education Group

Reader
Speaker
Scholar
Scribe

D- Sport Group

Athlete
Swimmer
Sportsman
Rider

E- Social Group

Pen Friend

F- Culture Group

Designer
Music Maker
Actor
Modeler
Dancer

G- Farmer Group

Woodman
Gardner
Angler
Smallholder
Herbalist

H- Explorer Group

Observer
Stalker
Map Maker
Star Man
Wether man
Explorer

I- Boats Man Group

Boatswain's Mate
Oarsman
Canoeist

J- Air Man Group

Aircraft Modeler
Air Glider
Air Spotter
Air Apprentice

K- Practical science Group

Wireless Man
Hand Worker
Camera Man

L- Hobbies Group

Stamp Collector
Junior Collector

Senior Proficiency Badges

C- Education Group

Book man
Orator
Senior scholar
Clerk
Typist

D- Sport Group

Senior Athlete
Master Swimmer
Master Sport man
Horse man
Archery

E - Social Group

World Friendship
Organiser

F - Culture Group

Artist
Musician
Play Actor
Sculptor
Folk Dancer

G - Farmer Group

Forester
Horticulturist
Fisher man
Poultry man
Dairy man
Paddy Cultivator

H - Explorer Group

Tracker
Hiker
Surveyor
Astronomer
Meteorologist
Senior Explorer
Archaeologist

I - Seaman Group

Boatswain
Helmsman
Master Canoeist

J - Airman Group

Aircraft Constructor
Glider Pilot
Air Observer
Air Mechanic
Air Navigator

K- Practical Science Group

Radio Mechanic
Handcrafts man
Photographer
Electrician
Motor Mechanic

Minimum Age to complete - 11 years and 03 months

- Should complete before 18 years
- Interviewer - Scout Leader/Group Scout Leader