

WEBELOS REQUIREMENTS

| Aquanaut (2 of 2) - Physical Skills Group | |
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| 1 | Jump into water over your head. Level off and swim 100 feet, at least half of this using elementary backstroke. |
| 2 | Stay in the water after the swim and float on your back in a resting position with as little motion as possible for one minute. |
| Aquanaut (3 of 6) - Physical Skills Group | |
| 3 | Do a surface dive and swim under water for two strokes before coming up. |
| 4 | Swim on the surface for 50 feet while properly using a mask, fins, and a snorkel. |
| 5 | Demonstrate three basic water rescue methods. Demonstrate reaching and throwing. Describe going with support. |
| 6 | Know the rules of small-boat safety. Show that you know how to handle a rowboat. |
| 7 | Put on a personal flotation device (PFD) that is the right size for you. Make sure it is properly fastened. Wearing the PFD, jump into water over your head. Show how the PFD keeps your head above water by swimming 25 feet. Get out of the water, remove the PFD, and hang it where it will dry. |
| 8 | While you are a Webelos Scout, earn the Cub Scout Sports belt loop for swimming. |
| Athlete (2 of 2) - Physical Skills Group | |
| 1 | Explain what it means to be physical healthy. |
| 2 | While you are a Webelos Scout, earn the Cub Scout Sports pin for physical fitness. |
| Athlete (5 of 7) - Physical Skills Group | |
| 3 | Lie on your back. Have another person hold your feet to the floor and do 30 curl-ups. |
| 4 | Do two pull-ups on a bar. |
| 5 | Do eight push-ups from the ground or floor. |
| 6 | Do a standing long jump of at least 5 feet. |
| 7 | Do a vertical jump and reach of at least 9 inches. |
| 8 | Do a 50-yard dash in 8.2 seconds or less. |
| 9 | Do a 600-yard run (or walk) in 2 minutes 45 seconds or less. |
| Fitness (6 of 7) - Physical Skills Group | |
| 1 | With a parent or other adult family member, complete a safety notebook, which is discussed in the booklet "How to Protect Your Children from Child Abuse" that comes with the Webelos Scout book. |
| 2 | Read the meal planning information in Webelos Scout book. With a parent or older family member, plan a week of meals. Explain what kinds of meal are best for you and why. |
| 3 | Keep a record of your daily meals and snacks for a week. Decide whether you have been eating foods that are good for you. |
| 4 | Tell an adult member of your family about the bad effects smoking or chewing tobacco would have on your body. |
| 5 | Tell an adult member of your family four reasons why you should not use alcohol and how it could affect you. |
| 6 | Tell an adult member of your family what drugs could do to your body and how they would affect your ability to think clearly. |
| 7 | Read the booklet Take a Stand Against Drugs! Discuss it with an adult and show that you understand the material. |
| Sportsman (4 of 4) - Physical Skills Group | |
| 1 | Show the signals used by officials in one of these sports: football, basketball, baseball, soccer, or hockey. |
| 2 | Explain what good sportsmanship means. |
| 3 | While you are a Webelos Scout, earn Cub Scout Sports belt loops for two individual sports (Badminton, bicycling, bowling, fishing, golf, gymnastics, marbles, physical fitness, skating, skiing, swimming, table tennis, or tennis). |
| 4 | While you are a Webelos Scout, earn Cub Scout Sports belt loops for two team sports (Baseball, basketball, soccer, softball, volleyball, or ultimate). |
| Artist (5 of 8) - Mental Skills Group | |
| 1 | Draw or paint an original picture, using the art materials you prefer. Frame the picture for your room or home. |
| 2 | List the primary and secondary colors. Explain what happens when you combine colors. |
| 3 | Using a computer, make six original designs using straight lines, curved lines, or both. |
| 4 | Draw a profile of a member of your family. |
| 5 | Use clay to sculpt a simple subject. |

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| 6 | Make a mobile, using your choice of materials. |
| 7 | Make an art construction, using your choice of materials. |
| 8 | Create a collage that expresses something about yourself. |
| | Scholar (3 of 4) - Mental Skills Group |
| 1 | Have a good record in attendance, behavior, and grades at school. |
| 2 | Take an active part in a school activity or service. |
| 3 | Discuss with your teacher or principal the value of having an education. |
| 4 | List in writing some important things you can do now because of what you've learned in school. |
| | Scholar (3 of 5) - Mental Skills Group |
| 5 | Trace through history the different kinds of schools. Tell how our present public school system grew out of these early schools. |
| 6 | Make a chart showing how your school system is run. |
| 7 | Ask a parent and five other grown-ups these questions: What do you think are the best things about my school? What are its main problems? What do you think were the best answers? Why? |
| 8 | List and explain some of the full-time positions in the education field. |
| 9 | Help another student with schoolwork. Tell what you did to help. |
| | Showman - Puppetry (4 of 6) - Mental Skills Group |
| 1 | Write a puppet play about one of your Webelos den activities or a subject of your choice. |
| 2 | Make a set of puppets or marionettes for the play you have written or for another play. |
| 3 | Build a simple stage for marionettes or puppets. |
| 4 | Alone or with the help of others, put on a puppet show for your den or pack. |
| 5 | Make a set of four paper bag puppets for a singing group. With the help of three other den members, sing a song with the puppets as performers. |
| 6 | There are sock, sticks, and finger puppets. There are paper bag puppets and marionettes. Explain these differences and show any puppets you have made for this badge. |
| | Showman - Music (4 of 7) - Mental Skills Group |
| 1 | Play four tunes on any band or orchestra instrument. Read these from music. |
| 2 | Sing two songs alone or with a group. |
| 3 | Make a collection of three or more records, tapes, or compact discs. Tell what you like about each one. |
| 4 | Tell what folk music is. Hum, sing, or play a folk tune on a musical instrument. |
| 5 | Name three American composers. Name a famous work by each. |
| 6 | Draw a staff. Draw on it a clef, with a sharp, flat, natural, note, and rest. Tell what each is used for. |
| 7 | Show the difference between 2/4, 3/4, and 4/4 time by beating time or playing an instrument. |
| | Showman - Drama (4 of 8) - Mental Skills Group |
| 1 | Give a monologue (a talk) on a patriotic, humorous, or holiday subject or another subject of your choice. |
| 2 | Attend a play. Describe the story. Tell what you liked about it. |
| 3 | Read a play. Make a model stage setting for one of the acts. |
| 4 | Write, put on, and take part in a one-act play. |
| 5 | Make a list of stage directions. Tell what they mean. |
| 6 | Describe a theater-in-the-round. What are its good and bad points? |
| 7 | Explain the difference between a grand opera and a light opera. Explain the difference between a musical and a play. |
| 8 | Read about William Shakespeare. Draw a picture of this Globe Theater. |
| | Traveler (5 of 7) - Mental Skills Group |
| 1 | Get a map or timetable from a railroad, bus line, or airline. The line should serve the place where you live. Look up some places it goes. |
| 2 | Use timetables to plan a trip from your home to a city in another state by railroad, bus, or airline. |
| 3 | With your parents or guardian, take a trip to someplace that interests you. Go by bus, boat, train, or plane. |
| 4 | Find out what it costs per mile to travel for the trip you have taken in requirement 3. |
| 5 | List four nearby trips you would like to take with your parent or guardian. Lay out the trips on a highway map. Using |

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| | the map, act as navigator on one of these trips. It should be at least 25 miles long and have six or more turns |
| 6 | Pack a suitcase for a trip. |
| 7 | Check the first aid kit in the family car to see if it contains what is needed, |
| | Citizen (7 of 7) - Community Group |
| 1 | Know the names of the President and Vice-President of the United States. Know the names of the Governor of your state and the head of your local government |
| 2 | Describe the flag of the United States and give a short history of it. With another Webelos Scout helping you, show how to hoist and lower the flag, how to hang it horizontally and vertically on a wall, and how to fold it. |
| 3 | Explain why you should respect your country's flag. Tell what special days you should fly it in your state. Tell when to salute the flag and show how to do it. |
| 4 | Know the Pledge of Allegiance and repeat it from memory. Explain its meaning in your own words. Lead your Webelos den in reciting the pledge. |
| 5 | Tell about the meaning of our National Anthem and how it was written. |
| 6 | Explain the rights and duties of a citizen of the United States. Explain what a citizen should do to save our resources. |
| 7 | Alone or with your Webelos den, do a special Good Turn. Help your church or synagogue, school, neighborhood, or town. Tell what you did. |
| | Citizen (2 of 9) - Community Group |
| 8 | Tell about two things you have done that will help law enforcement agencies. |
| 9 | Visit a community leader. Learn about the duties of the job or office. Tell the members of your Webelos den what you have learned. |
| 10 | Write a short story of not less than 50 words about a former U.S. president or some other great American. Give a report on this to your Webelos den. |
| 11 | Tell about another boy that you think is a good citizen. Tell what he does that makes you think he is a good citizen. |
| 12 | List the names of five people you think are good citizens. They can be from any country. Tell why you chose each of them. |
| 13 | Tell why we have laws. Tell why you think it is important to obey the law. Tell about three laws you obeyed this week. |
| 14 | Tell why we have a government. Explain some ways your family helps pay for government. |
| 15 | List six ways in which your country helps or works with other nations. |
| 16 | Name three organizations, not churches or synagogues, in your area that help people. Tell something about what one of these organizations does. |
| | Communicator (7 of 14) - Community Group |
| 1 | Play the Body Language Game with your den. |
| 2 | Prepare and give a three-minute talk to your den on a subject of your choice. |
| 3 | Invent a sign language or picture writing language and use it to tell someone a story. |
| 4 | Identify and discuss with your den as many different methods of communication as you can (at least six different methods). |
| 5 | Invent your own secret code and send one of your den members a secret message. |
| 6 | With your den, visit a library and talk to a librarian. Learn how books are indexed to make them easy to find. |
| 7 | Visit the newsroom of a newspaper or radio or television station and find out how they receive information. |
| 8 | Write an article about a den activity for your pack newsletter or local newspaper. |
| 9 | Invite a person with a visual, speaking, or hearing impairment to visit your den. Ask about special ways he or she communicates with him or her. |
| 10 | Use a personal computer to write a letter to a friend or relative. Create your letter, check it for grammar and spelling, and save it to either a hard drive or diskette. Print it. |
| 11 | Under the supervision of a parent or adult, search the Internet and connect to five Web sites that interest you. Exchange e-mail with a friend or relative. |
| 12 | Earn the Academics belt loop for Computers. |
| 13 | Earn the Communicating Academics belt loop. |
| 14 | Find out about jobs in communications. Tell your den what you learn. |

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| | Family Member (6 of 6) - Community Group |
| 1 | Tell what is meant by family, duty to family, and family meetings. |
| 2 | Make a chart showing the jobs you and other family members have at home. Talk with your family about other jobs you may take on for the next 2 months. |
| 3 | Inspect your home and grounds, and make a list of hazards or lack of security that you find. Correct one problem that you found and tell what you did. |
| 4 | Explain why garbage and trash must be disposed of properly. |
| 5 | Make a list of some things for which your family spends money. Tell how you can help your family save money. |
| 6 | Plan your own budget for 30 days. Keep track of your daily expenses for seven days. |
| | Family Member (2 of 6) - Community Group |
| 7 | Prepare a family energy-savings plan. Tell the things you did to carry it out. |
| 8 | Tell what your family does for fun. Make a list of fun things your family might do for little cost. Do one of them with a member of your family. |
| 9 | Learn how to clean your home properly. Help do it for 1 month with adult supervision. |
| 10 | Show that you know how to look after your clothes. Help with at least twice with the family laundry. |
| 11 | Help plan the meals for your family for at least 1 week. Help buy the food. Prepare at least three meals for your family. |
| 12 | Take part in at least four family meetings and help make decisions. The meetings might involve plans for family activities, or they might be about serious topics that your parent wants you to know about. |
| | Readyman (6 OF 6) - Community Group |
| 1 | Explain what first aid is. Tell what you should do in case of an accident. |
| 2 | Explain how you can get help quickly if there is an emergency in your home. Make a "help list" of people or agencies that can help you if you need it. Post it near a phone or other place with easy access. |
| 3 | Show what to do for "hurry cases" of: Serious bleeding. Stopped breathing (show rescue breathing). Internal poisoning. Heart attack. |
| 4 | Show how to treat shock. |
| 5 | Show first aid for the following: Cuts and scratches, Burns and scalds, Choking. |
| 6 | Tell what steps must be taken for a safe swim with your Webelos den, pack, family, or other group. Explain the reasons for the buddy system. |
| | Readyman (2 OF 6) - Community Group |
| 7 | Explain six rules of safety you should follow when driving a bicycle. |
| 8 | Make a home fire escape plan for your family. |
| 9 | Explain how to use each item in a first aid kit. |
| 10 | Tell where accidents are most likely to happen inside and around your home. |
| 11 | Explain six rules of safety you should remember when riding in a car. |
| 12 | Attend a first aid demonstration at a Boy Scout troop meeting, a Red Cross center, or other place. |
| | Craftsman (4 of 4) - Technology Group |
| 1 | Explain how to safely handle the tools that will be used for this activity badge. |
| 2 | With adult supervision and using hand tools, construct two different wooden objects you and your Webelos den leader agree on, such as the items listed below. Use a coping saw or jigsaw for at least two of these projects. Put them together with glue, nails, or screws, and paint or stain them. (NOTE: Only adults should use power tools) Book rack, Napkin holder, Shelf Animal cutouts, Bulletin board, Garden tool rack, Weather vane, Lid holder, Tie rack, Mailbox, Letter holder, Birdhouse, Notepad holder, Desk nameplate, Toolbox, Letter/Bill/Pencil holder, Towel rack, Recipe holder, Bread box, Lamp stand, Key rack, Kitchen knife rack, Measuring cup rack, Kitchen utensil rack, Measuring spoon rack |
| 3 | Make a display stand, frame, or box to be used to display a model or an award. Or make a frame for a photo or painting. Use suitable material. |
| 4 | Make four useful items of some other material that you and your Webelos den leader agree upon, such as clay, plastic, leather, metal, paper, rubber, or rope. These should be challenging items and must involve several operations |
| | Engineer (5 of 10) - Technology Group |

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| 1 | List 10 different things engineers do. |
| 2 | Visit a construction job. Look at a set of plans. Tell your Webelos den leader about them. (Get permission before you visit.) |
| 3 | Visit a civil engineer to understand how to measure the length of a property line. Explain how property lines are determined. |
| 4 | Tell about how electricity is generated and gets to your house. |
| 5 | Construct a simple working electrical circuit using flashlight battery, a switch, and a light. |
| 6 | Make drawings of three kinds of bridges and explain their differences. Construct a model bridge of your choice. |
| 7 | Make a block and tackle and show how it works. |
| 8 | Build and show how a catapult works. |
| 9 | Draw a floor plan of your house. Include doors, windows, and stairways. |
| 10 | Explain how engineers use computers. |
| Handyman (6 of 14) - Technology Group | |
| 1 | With adult supervision, wash a car. |
| 2 | Help an adult change a tire on a car. |
| 3 | With adult supervision, replace a bulb in the taillight, turn signal, parking light, or headlight on a car. |
| 4 | With adult supervision, show how to check the oil level and tire pressure of a car. |
| 5 | Make a repair to a bicycle, such as tightening the chain, fixing a flat tire, or adjusting the saddle or handlebars. |
| 6 | Properly lubricate the chain and crank on a bicycle. |
| 7 | Properly inflate the tires on a bicycle. |
| 8 | Replace a light bulb in a fixture or lamp. |
| 9 | With adult supervision, arrange a storage area for household cleaners and materials that will be safe from small children. |
| 10 | Build a sawhorse or stool to be used around your home. |
| 11 | Help take care of the lawn. |
| 12 | Arrange a storage area for hand tools or lawn and garden tools. |
| 13 | Clean and properly store hand tools or lawn and garden tools in their storage area. |
| 14 | Mark hand tools or lawn and garden tools for identification. |
| Scientist (3 of 3) - Technology Group | |
| 1 | Read Bernoulli's Principle. Show how it works. |
| 2 | Read Pascal's Law. Tell about some inventions that use Pascal's law. |
| 3 | Read Newton's first law of motion. Show in three different ways how inertia works. |
| Scientist (6 of 9) - Technology Group | |
| 4 | Show the effects of atmospheric pressure. |
| 5 | Show the effects of air pressure. |
| 6 | Show the effects of water pressure. This may be combined with atmospheric pressure or with air pressure. |
| 7 | Build and launch a model rocket with adult supervision. (NOTE: You must be at least 10 years old to work with a model rocket kit sold in hobby stores.) |
| 8 | Explain what causes fog. Show how this works. |
| 9 | Explain how crystals are formed. Make some. |
| 10 | Define how you use your center of gravity to keep your balance. Show three different balancing tricks. |
| 11 | Show in three different ways how your eyes work together. |
| 12 | Show what is meant by an optical illusion. |
| Forester (5 of 10) - Outdoor Group | |
| 1 | Make a map of the United States. Show the type of forests growing in different parts of the country. Name some kinds of tree that grow in these forests. For each type of forest, give one or more examples of uses for the wood of its trees. |
| 2 | Draw a picture to show the plant and tree layers of a forest in your area. Label the different layers. (If you don't live in an area that has forests, choose an area that does and draw a picture of that forest.) |
| 3 | Identify six forest trees common to the area where you live. Tell how both wildlife and humans use them. (If you |

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| | don't live in a region that has forests, read about one type of forest and name six of its trees and their uses. |
| 4 | Identify six forest plants (other than trees) that are useful to wildlife. Tell which animals use them and for what purposes. |
| 5 | Draw a picture showing how water and minerals in the soil help a tree grow, and how the tree uses sunlight to help it grow. |
| 6 | Make a poster showing how a tree's growth rings tell its life history. |
| 7 | Collect pieces of three kinds of wood used for building houses. |
| 8 | Plant 20 forest tree seedlings. Tell how you planted them and what you did to take care of them after planting. |
| 9 | Describe the harm wildfires can cause. Tell how you can help prevent wildfire. |
| 10 | Draw your own urban forestry plan for adding trees to a street, yard, or park near your house. Show what types of trees you would like to see planted. |
| | Geologist (5 of 7) - Outdoor Group |
| 1 | Collect five geologic specimens that have important uses. |
| 2 | Rocks and minerals are used in metals, glass, jewelry, road-building products, and fertilizer. Give examples of minerals used in these products. |
| 3 | Make a scale of mineral hardness using things found at home. Show how to use the scale by finding the relative hardness of three samples. |
| 4 | List some of the geologic materials used in building your home. |
| 5 | Make a drawing that shows the cause of a volcano, a geyser, or an earthquake. |
| 6 | Explain one way in which mountains are formed. |
| 7 | Describe what a fossil is. How is it used to tell how old a fountain is? Find two examples of fossils in your area. |
| | Naturalist (4 of 8) - Outdoor Group |
| 1 | Keep an "insect zoo" that you have collected. You might have crickets, ants, or grasshoppers. Study them for a while and then release them. |
| 2 | Set up an aquarium or terrarium. Put plants and animals that you have collected in it. Keep it for at least a month. |
| 3 | Visit a museum of natural history, nature center, or zoo with your family, den, or pack. Tell what you saw. |
| 4 | Watch for birds in your yard, neighborhood, or town for 1 week. Identify the birds you see and write down where and when you saw them. |
| 5 | Learn about the bird flyways closest to your home. Find out what birds use these flyways. |
| 6 | Learn to identify poisonous plants and reptiles found in your area. |
| 7 | Watch six wild animals (snakes, turtles, fish, birds, 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. |
| 8 | Give examples of A producer, a consumer, and a decomposer in the food chain of an ecosystem. One way humans have changed the balance of nature. How you can help protect the balance of nature. |
| | Outdoorsman (5 of 8) - Outdoor Group |
| 1 | Show your ability to tie the following knots: Square knot, Bowline, Clove hitch, Two half hitches, Taut-line hitch. |
| 2 | Pitch a tent using two half hitches and a taut-line hitch. Make a ground bed. Sleep in your tent for at least one night, if your parent allows you to do this. |
| 3 | With your adult partner, take part in a Webelos overnighter or camp overnight with a Boy Scout troop. |
| 4 | Help with a campout of 2 nights away from home with your family. Or go on two campouts of 1 night each with your family. |
| 5 | With your family or Webelos den, plan and take part in an evening outdoor activity that includes a campfire. |
| 6 | Help cook your own lunch or supper outdoors with your parents or another grownup. Clean up afterward. |
| 7 | Know and practice the rules of outdoor fire safety. |
| 8 | Visit your Boy Scout camp with your den. |