



# WORLD SCOUT ENVIRONMENT BADGE Guidelines – Australia

## ENVIRONMENT EDUCATION AND THE WORLD SCOUT ENVIRONMENT BADGE

**"Nature study is the key activity in Scouting and Guiding." - Baden-Powell**

The environment is central to the Scout Programme and a key element of developing good citizens of the world. Since Scouting began, young people have been connecting with the outdoors, learning from nature and taking positive action for their local and global environment. There are many more environmental challenges today than when Scouting started, making it even more important to keep the environment central to Scouting, to build on the momentum already established and to make Scouting a positive force for change.

Scouting plays an important role in connecting people with the natural world, especially given the increasing separation of young people from the natural environment. With nearly 50% of the world's population living in urban settings, it is important to incorporate the 'bigger picture' of the environment, which includes more than just plants, animals and conservation. Helping Scouts to see the relationship between their actions in an urban setting and the natural world is an important element of environment education.

The environment is changing all around us, with a loss of habitat and native species, reduced access to clean water and clean air, more harmful substances entering our environment and more people being affected by natural disasters. Scouts need to understand these issues and feel empowered to decide what are the most suitable environmental practices they can apply and take action to improve their local area. The environment is a global subject and Scouting is a global movement. Through environmental education and action, Scouting can make a difference. The importance of the environment to Scouting was highlighted at the 37th World Scout Conference with resolutions on environment education and sustainable development. In response to these resolutions, the Educational Methods Committee, through the Environment Education Task Team, has developed the World Scout Environment Programme. This has been developed through a process of consultation and review with environmental education experts within Scouting, with partner organisations and local level Scout groups in countries around the world. The World Scout Environment Programme provides support for Scouts to engage in environmental education activities, to learn about nature and the environment and to make informed choices about the environment, people and society - choices that reflect Scouting's Promise and Law.

### **Principles and aims for environment education in Scouting**

The principles and aims form the foundation that underpins the approach to environment education in Scouting. The principles reaffirm Scouting's commitment to the environment and its place in the broader Scout programme. The aims identify the key environmental issues facing the world and provide a focus for Scouting to address these.

#### **Principles**

- The environment is central to the Scout Programme and a key element of developing good citizens of the world.
- Scouting provides opportunities to experience and connect with the natural world.
- Scouts actively engage in educational programmes to make informed choices about the environment, people and society - choices that reflect the *Scout Promise and Law*.

#### **Aims**

##### **Scouts are working towards a world where:**

1. People and natural systems have clean water and clean air.
2. Sufficient natural habitat exists to support native species.
3. The risk of harmful substances to people and the environment are minimised.
4. The most suitable environmental practices are used.
5. People are prepared to respond to environmental hazards and natural disasters.

#### **Why these aims?**

##### **1. People and natural systems have clean water and clean air.**

- More than 2 million people globally die prematurely every year due to outdoor and indoor air pollution. Outdoor air pollution arises from many sources, including industrial processes, motor vehicles, energy generation and wildfires (*UNEP GEO-4 report 2007*).
- The per capita availability of freshwater is declining globally, and contaminated water remains the greatest single environmental cause of human sickness and death. If present trends continue, 1.8 billion people will be living in countries or regions with absolute water scarcity by 2025, and two-thirds of the people in the world could be subject to water stress. The decline of quantity and quality of surface and groundwater is impacting aquatic ecosystems and their services. (*UNEP GEO-4 report 2007*).

Clean water and clean air are vital to all forms of life and natural systems yet their availability is diminishing. Scouts need to understand the sources of clean water and clean air in their local environment and how these sources are threatened. They need to feel empowered to take action to ensure that clean air and clean water are available for people and natural systems.

**2. Sufficient natural habitat exists to support native species.**

- Unsuitable land and water use and the impacts of climate change are driving land degradation, including soil erosion, nutrient depletion, water scarcity, salinity, chemical contamination and disruption of biological cycles. The cumulative effects of these changes threaten food security, biodiversity, and carbon fixation and storage (*UNEP GEO-4 report 2007*).
- The majority of well-studied species are declining in distribution, abundance or both. More than 16,000 species have been identified as threatened with extinction (*UNEP GEO-4 report 2007*).

Natural habitats play a vital role in maintaining balance and supporting life. There are many threats to habitats and native species in today's world. When Scouts are provided with opportunities to connect with nature and understand how natural systems work, develop an appreciation for native species and given the tools to support these, we are working towards ensuring that sufficient natural habitat exists to support native species.

**3. The risk of harmful substances to people and the environment are minimised**

- The release of harmful and persistent pollutants, such as heavy metals and organic chemicals, from mining, manufacturing, sewage, energy and transport emissions, the use of agro-chemicals and from leaking stockpiles of obsolete chemicals and products, remains a problem for terrestrial and aquatic ecosystems (*UNEP GEO-4 report 2007*).
- Emissions of carbon dioxide (CO<sub>2</sub>) and other greenhouse gases have increased significantly since the industrial revolution (19th century onwards), with current levels of CO<sub>2</sub> and methane in the atmosphere far outside their ranges of natural variability over the preceding 500,000 years (*UNEP GEO-4 report*).
- 70% of cities with populations over eight million are located on coasts and 38% of the global human population lives along a narrow strip of coastal land constituting only 7.6% of the Earth's total land area. In some countries, up to 90% of all sewage is dumped directly into the ocean and 80% of marine pollution originates from land-based activities.

Substances harmful to people and the environment are present within the natural and built environment. The majority of these substances are released into the environment by human action. Scouts need to be aware of harmful substances in the environment and understand how the risk of these substances to people and the broader environment can be reduced.

**4. The most suitable environmental practices are used.**

- During the period 1987 to 2007, world population has grown by almost 34 per cent and world trade has increased 2.6 times. The land available to each person has been figuratively 'shrinking' since 1990, from 7.91 hectares (ha) then to 2.02 ha in 2005 and is projected to drop to 1.63 ha by 2050 (*UNEP GEO-4 report 2007*).
- *The Living Planet Report (WWF 2006)* confirms that we are using the planet's natural resources faster than they can be renewed. Since 1961, our ecological footprint, our impact on the planet, has tripled. The report tells us that different countries have a different responsibility for our ecological debt.

Our actions as individuals, as groups, as communities and as countries have an impact on the planet. By looking critically at our day-to-day actions and considering the direct and indirect impacts these have on the environment, Scouts can make informed choices about the environment, people and society so as to ensure the most suitable environmental practices are used.

**5. People are prepared to respond to environmental hazards and natural disasters.**

- The Earth's surface is warming. The projected increase in frequency and intensity of heat waves, storms, floods and droughts from this warming would dramatically affect many millions of people including those in small island states and Polar regions (*UNEP GEO-4 report 2007*).
- Over the past 20 years, natural hazards such as earthquakes, floods, droughts, storms, tropical cyclones and hurricanes, wildfires, tsunamis, volcanic eruptions and landslides have claimed more than 1.5 million lives and affected more than 200 million people annually (*UNEP GEO-4 report 2007*).

Environmental hazards and natural disasters are a reality, affecting people around the world in various forms. They demonstrate how the natural environment can harm people. Their frequency and impact is likely to increase as a result of environmental change brought about by human actions. Scouts can be prepared for environmental hazards and natural disasters by understanding how to recognise, respond to and recover from them.

## THE WORLD SCOUT ENVIRONMENT BADGE

The World Scout Environment Badge seeks to create an awareness of personal responsibility for the environment. The badge encourages Scouts to connect with nature, think about how we interact with the environment and take action to protect it. The environment is a global subject and the badge focuses on learning about local and global issues and how taking local action can help both of these.

The World Scout Environment Badge is based on the principles and aims for environment education in Scouting. The badge is carried out in two stages: Explore and Reflect and Take Action. For the first stage each aim is explored through a variety of experiential activities that enable the participant to connect with the subject, learn about it and think about how we interact with it. For the second stage, a need to take action is identified and an environmental project is planned and executed. This should be related to the learning achieved in the exploring stage and the local environmental conditions.

The purpose of the badge is for the Scouts to identify personal responsibility for the environment. This should not stop once they have finished the badge. It is hoped that achieving the World Scout Environment Badge is the first step in awakening enthusiasm for the natural world and creating a generation of Scouts who care about the environment and are prepared to take action to protect it.

## KEY INFORMATION

### WHAT DOES THE WORLD SCOUT ENVIRONMENT BADGE AND LOGO MEAN?

At the centre of the World Scout Environment Badge is Antarctica - the only collectively managed continent in the world and one of the most at risk from climate change. The other landforms create a 'world' image - not showing any one particular continent or country, as Scouts are encouraged to look beyond their own borders and think of the world. The colours of blue, green and white are commonly associated with nature and the purple of World Scouting is blended with these. The Sun which brings life to our world is reflected in the water.

The World Scout Emblem shows that it is an official badge of the World Organization of the Scout Movement and its inclusion as a registered trademark gives the logo legal protection.

The World Scout Environment Badge is encompassed by a circle of rope which reminds us that we are all connected on this one world. There are three colours of rope, incorporating colours used within the world image, to show the progression made by Scouts as they move through the sections and advance their appreciation of the environment.



### WHO CAN EARN THE WORLD SCOUT ENVIRONMENT BADGE?

It is youth badge and can be completed by youth members in all sections. Table 1 outlines requirements. The badge is progressive in expectations between sections. Joey Scouts complete the badge as a Challenge Badge whilst youth members in other sections can earn the badge either individually or, as a part of a group. In most sections the badge is linked to other parts of the award scheme (potentially allowing two awards to be earned at the same time).

Section handbooks and record books will be updated with the WSEB details when re published.

### HOW MANY BADGES ARE AVAILABLE?

There are three separate badges –

**Blue Rope** – Joey Scouts & Cub Scouts

**Green Rope** – Scouts

**Purple Rope** – Venturer Scouts & Rover Scouts

Badges can be purchased from your normal badge supply agency (Snowgum or Scout Shops). We recommend pre –ordering badges to ensure supply.

A certificate has not been developed to present with the badge.

### **WHERE IS THE BADGE WORN?**

The WSEB is a specialist badge therefore it is worn at the base of the right sleeve.

### **RESOURCES**

A variety of activity resources and fact sheets can be found at [www.scouts.com.au](http://www.scouts.com.au) – [Scouting & the Environment](#) . The WOSM activities relate to the five principles of the WSEB. Further resources will be added over time.

If you have any good program ideas then please share them with your Branch Environment Commissioner for inclusion on the website.

### **SUPPORT**

For further support please contact your Branch Environment Commissioner.

### **WORLD SCOUT CONSERVATION BADGE (panda badge)**

This badge is now being phased out. Only youth members in the process of completing this badge should be awarded the Conservation Badge.

### **OTHER ENVIRONMENT PROGRAMS**

The WSEB is only one part of the Scout Environment Program. Youth members should regularly participate in local, district, region or branch environment activities. Some branches can also utilise the expertise of their SCENES Centre (Scout Centre of Excellence for Nature and Environment). Please contact you Environment Commissioner for further details.

Venturer and Rover can also link the WSEB to the Scouts of the World Award. Environment is one of the core themes of the Scouts of the World Award. The WSEB can support the environmental curriculum of the Scouts of the World Discovery, though there are additional skills and experiences required to complete the Scouts of the World Award.

### **TABLE 1**

Table 1 highlights the 5 principles of the award and key expectations for each section.

The expectations will be further outlined in section handbooks when they are republished.

The WSEB is a progressive achievement badge that should challenge the thinking and skills of each individual youth member as he or she progresses through Scouting.

### **ACTIVITY GUIDELINES**

When completing the WSEB it is critical that the following guidelines are taken into consideration to ensure Scouts participate in –

1. *Outdoor activities that are fun, allow unstructured exploration, encourage inquisitiveness and generate awareness.*
2. *Experience based activities that promote environmental learning. These could be practical, physical or achievement based activities.*
3. *Experience based activities that encourage critical thinking about environmental issues and lead to shared awareness and deepened understanding of the individual's responsibility for the environment.*
4. *Where possible activities should encourage thinking about how the five aims connect with each other.*

The environment project aims to allow Scouts to –

1. *Review learning experiences.*
2. *Identify local environment issues and understand local to global link.*
3. *Plan and implement a project.*
4. *Monitor, evaluate and identify future actions.*

***“The person who is blind to the beauties of nature has missed half the pleasure of life.” Baden-Powell***

**TABLE 1 WORLD SCOUT ENVIRONMENT BADGE – Guidelines Australia**

5 AIMS	JOEY SCOUTS	CUB SCOUTS	SCOUTS	VENTURER SCOUTS	ROVER SCOUTS
<b>STAGE 1. EXPLORE &amp; REFLECT – Complete activities based on each of the 5 aims</b>					
<b>1. People and natural systems have clean water and clean air</b>	<ul style="list-style-type: none"> <li>Explore the sources of clean water and clean air in the local environment.</li> <li>Understand the ways water and air are naturally cleaned.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sources of clean water and clean air in the local environment. Understand the ways water and air are naturally cleaned.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sources of clean water and clean air in the local environment.</li> <li>Identify threats to clean water and clean air in the local and global environment and be able to suggest solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sources of clean water and clean air in the local environment.</li> <li>Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sources of clean water and clean air in the local environment.</li> <li>Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.</li> </ul>
<b>2. Sufficient natural habitat exists to support native species</b>	<ul style="list-style-type: none"> <li>Explore a local natural area.</li> <li>Discover some of the local native species of plants and animals and their habitat needs.</li> <li>Demonstrate knowledge of some contrasting natural habitats.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a local natural area.</li> <li>Discover some of the local native species of plants and animals and their habitat needs.</li> <li>Demonstrate knowledge of some contrasting natural habitats.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a local natural area.</li> <li>Understand the ecosystem connections of native species of plants and animals and their habitat needs.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a local natural area.</li> <li>Understand the ecosystem connections of native species of plants and animals and their habitat needs.</li> <li>Be aware of global conservation issues affecting biodiversity.</li> <li>Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a local natural area.</li> <li>Understand the ecosystem connections of native species of plants and animals and their habitat needs.</li> <li>Be aware of global conservation issues affecting biodiversity.</li> <li>Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species.</li> </ul>
<b>3. The risk of harmful substances to people and the environment are minimised</b>	<ul style="list-style-type: none"> <li>Be aware of harmful substances in the local environment.</li> <li>Explain ways to reduce the risk of harmful substances to people, plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of harmful substances in the local environment.</li> <li>Explain ways to reduce the risk of harmful substances to people, plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of harmful substances in the local environment and identify their source.</li> <li>Demonstrate what personal action can be taken to reduce the risk of harmful substances to people and their broader environment.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the local impact of harmful substances to people and the broader environment and what can be done by individuals, groups and the community to reduce the risk.</li> <li>Understand the global impact of harmful substances and how local actions can change the global environment.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the local impact of harmful substances to people and the broader environment and what can be done by individuals, groups and the community to reduce the risk.</li> <li>Understand the global impact of harmful substances and how local actions can change the global environment.</li> </ul>
<b>4. The most suitable environmental practices are used</b>	<ul style="list-style-type: none"> <li>Show awareness of how our actions affect the environment and alternative ways to make a smaller impact.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of how our actions affect the environment and alternative ways to make a smaller impact.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how we are connected with the environment and how we can make informed choices about our actions that can minimise the impact on the environment.</li> <li>Identify potentially better environmental practices for you local area.</li> <li>Demonstrate how local solutions can impact global issues.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how our choice of action and responsibility as an individual, group, community and country can affect the environment.</li> <li>Understand how we can change our actions to improve our impact on the environment.</li> <li>Demonstrate how local solutions can impact global issues.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how our choice of action and responsibility as an individual, group, community and country can affect the environment.</li> <li>Understand how we can change our actions to improve our impact on the environment.</li> <li>Demonstrate how local solutions can impact global issues.</li> </ul>
<b>5. People are prepared to respond to environmental hazards and natural disasters</b>	<ul style="list-style-type: none"> <li>Be able to recognise different types of environmental hazards and natural disasters.</li> <li>Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recognise different types of environmental hazards and natural disasters.</li> <li>Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recognise different types of environmental hazards and natural disasters and explain why they occur.</li> <li>Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recognise different types of environmental hazards and natural disasters and explain why they occur.</li> <li>Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.</li> <li>Explain how changes to the environment can influence environmental hazards and natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recognise different types of environmental hazards and natural disasters and explain why they occur.</li> <li>Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.</li> <li>Explain how changes to the environment can influence environmental hazards and natural disasters.</li> </ul>

<b>STAGE 2. TAKE ACTION – Complete an environment project</b>					
<b>Environmental project that relates to the previous learning and to the local environment</b>	<ul style="list-style-type: none"> <li>Participate in a local environment project.</li> <li>Understand the benefits to the local environment of the project.</li> <li>Be aware of the local to global link of the project.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a local environment project.</li> <li>Understand the benefits to the local environment of the project.</li> <li>Be aware of the local to global link of the project.</li> <li>Share your findings with your Six or Pack.</li> </ul>	<ul style="list-style-type: none"> <li>Identify local environmental issues and potential solutions.</li> <li>Plan and execute an environment project.</li> <li>Understand the local to global connection of the project.</li> </ul>	<ul style="list-style-type: none"> <li>Identify local environmental issues and potential solutions.</li> <li>Plan and execute an environmental project.</li> <li>Demonstrate an understanding of the local to global connections of the project.</li> <li>Evaluate the results of the project in terms of scouts and scouting, the community and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify local environmental issues and potential solutions.</li> <li>Plan and lead an environmental project.</li> <li>Demonstrate an understanding of the local to global connections of the project.</li> <li>Evaluate the results of the project in terms of scouts and scouting, the community and the environment.</li> </ul>
	<ul style="list-style-type: none"> <li>The above guidelines relate to the Joey Scout Environment Challenge. By completing the JSEC Joeys can be presented with the WSEB. Completed as a Mob Challenge.</li> <li>1 task must be completed in each section (1-5) plus the project.</li> <li>The whole challenge will take approximately 2 months to complete.</li> <li>Joey Scouts are awarded the blue rope WSEB.</li> </ul>	<ul style="list-style-type: none"> <li>The WSEB currently doesn't link to other areas of the Cub Scout Award Scheme.</li> <li>Completion of the WSEB should take a minimum of 10 hours.</li> <li>Cub Scouts are awarded the blue rope WSEB.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the WSEB qualifies a Scout for the Adventurer Level Environment Target.</li> <li>Part A will take a minimum of 5 hours to complete and Part B (project) a minimum of 10 hours).</li> <li>Scouts are awarded the green rope WSEB.</li> </ul>	<ul style="list-style-type: none"> <li>The WSEB is awarded on completion of the Environment tapes at the VA level and QSA level.</li> <li>Detailed outline located in Venturer Scout Record Book.</li> <li>VA level 10 hours minimum.</li> <li>QSA level 30 hrs minimum</li> <li>Venturer Scouts are awarded the purple rope WSEB.</li> </ul>	<ul style="list-style-type: none"> <li>The WSEB can be completed in partnership with a section of the BP Award or, the Scouts of the World Award as long as appropriate approvals have been received.</li> <li>In partnership with the BP Award the WSEB will take 6 months to complete.</li> <li>Rover Scouts are awarded the purple rope WSEB.</li> </ul>

When completing the WSEB it is critical that the following guidelines are taken into consideration to ensure Scouts participate in –

1. Outdoor activities that are fun, allow unstructured exploration, encourage inquisitiveness and generate awareness.
2. Experience based activities that promote environmental learning. These could be practical, physical or achievement based activities.
3. Experience based activities that encourage critical thinking about environmental issues and lead to shared awareness and deepened understanding of the individual's responsibility for the environment.
4. Where possible activities should encourage thinking about how the five aims connect with each other.

The environment project aims to allow Scouts to -

1. Review learning experiences.
2. Identify local environment issues and understand local to global link.
3. Plan and implement a project.
4. Monitor, evaluate and identify future actions.

**“The open-air is the real objective of Scouting and the key to its success.” Baden-Powell**

This document has been developed using material from;

- Document 15 Environment education and World Scout Environment Badge
- World Scout Environment Program Fact Sheets