

THE BOYS' BRIGADE - GLASGOW BATTALION

JUNIOR SECTION



GO FOR GOLD THE GOLD AWARD WORKBOOK

NAME: _____

COMPANY: _____

THE BOYS' BRIGADE, GLASGOW BATTALION
IBROX PARISH CHURCH, CLIFFORD STREET, GLASGOW G51 1QL

To gain the gold award I shall need 10 Achievements, 2 from each section.

For Spiritual Achievements it will have to be one from Section A and one from Section B.

I hope to achieve the following: -

- | | | | |
|------------------|--------------------------------------------|------------------|-----------------------------------------------|
| ADVENTURE | Birds
Navigation | PHYSICAL | Heading Skills
Marching |
| COMMUNITY | Simple First Aid
People with Disability | SPIRITUAL | Church in the
Community
Bible Character |
| INTEREST | Recognition
Musical Instrument | | |

**WHEN I GAINED MY
ACHIEVEMENTS**

ACHIEVEMENT	DATE
Birds	
Navigation	
Simple First Aid	
People with Disability	
Recognition	
Musical Instrument	
Heading Skills	
Marching	
Church in the Community	
Bible Character	

I was awarded my Gold Award on _____

ADVENTURE

Birds

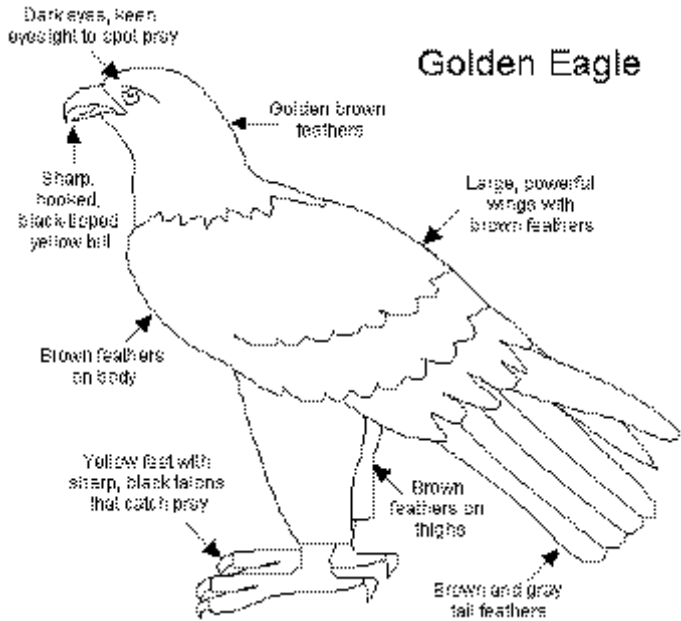
To pass this achievement you will have to identify 10 different types of bird that you might see in this country. On the following pages there are some examples of different birds around the world. Colour in the pictures. Over the next two weeks see what you can find out about local birds and list below the birds that you can identify.

Bird identification: -

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Golden Eagle

Golden Eagle



The Golden Eagle is a magnificent bird of prey that lives in North America, much of Eurasia, and the far north

of Africa. These migratory birds live in mountains, canyons, scrub, and grass lands. These eagles live about 18 years in the wild and 40-45 in captivity.

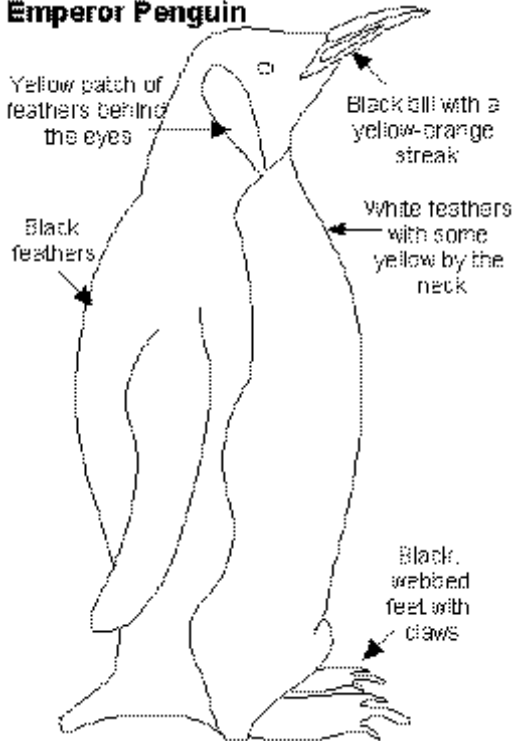
Anatomy: Golden Eagles have a long, downward-curving, black-tipped yellow bill, and large, keen, dark eyes. The feet have knife-like talons. These strong fliers have brown feathers on their body and wings; the head and neck have golden-brown feathers. Juveniles have a patch of white on the tail. Eagles have about 7,000 feathers. Adult Golden Eagles have a 1.8-2.1 m wingspan and are 75-90 cm long. The females are larger than the males, but their plumage is similar.

Diet: Eagles are carnivores; they hunt and scavenge during the day (they are diurnal). They eat hares, rabbits, large rodents, small mammals, reptiles, grouse and other birds. The eagle dives down onto its prey and catches it with outstretched, clawed feet.

Eggs and Nests: Golden Eagles build a large nest made of sticks and twigs. Nests are usually located high in trees or on cliffs. Females lay 1-4 eggs in each **clutch** (a set of eggs laid at one time). Eggs are white with light brown markings. Both parents care for the young.

Penguins

Emperor Penguin



Penguins are birds that cannot fly, but they swim very well and spend most of their lives in the sea. There are 17 species of penguin.

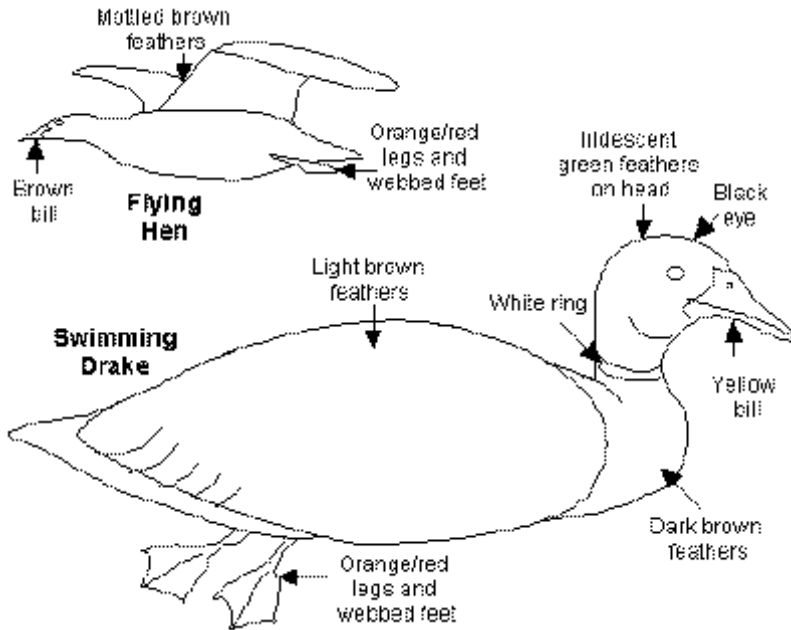
Feathers: Penguins have shiny, waterproof feathers that help keep their skin dry. They have more feathers than most other birds - about 70 feathers per square inch. Each year, penguins moult, losing their old feathers and growing new ones. Some penguins have a feathery crest (like

the Macaroni penguin and the Rockhopper penguin).

Anatomy: The Emperor Penguin is the largest penguin. It is up to 1.1m tall and weighs up to 30kg; this is about half the size of an adult person. Males and females look very similar. All penguins have a big head, a short, thick neck, a streamlined shape, a short, wedge-shaped tail, and tiny, flipper-like wings. They have webbed feet which they use for swimming. Penguins have a lighter colour on the belly and a darker colour on their back; this coloration helps camouflage them when they are in the water, hiding them from predators.

Habitat: All penguins live in the Southern Hemisphere (south of the equator). They live in climates ranging from the warm tropics to the frigid Antarctic. Some penguins, like the Emperor Penguin, live on pack ice in Antarctica.

Diet: Penguins eat in the ocean. They eat fish, crustaceans (like krill, etc.), and squid.



Mallard Ducks

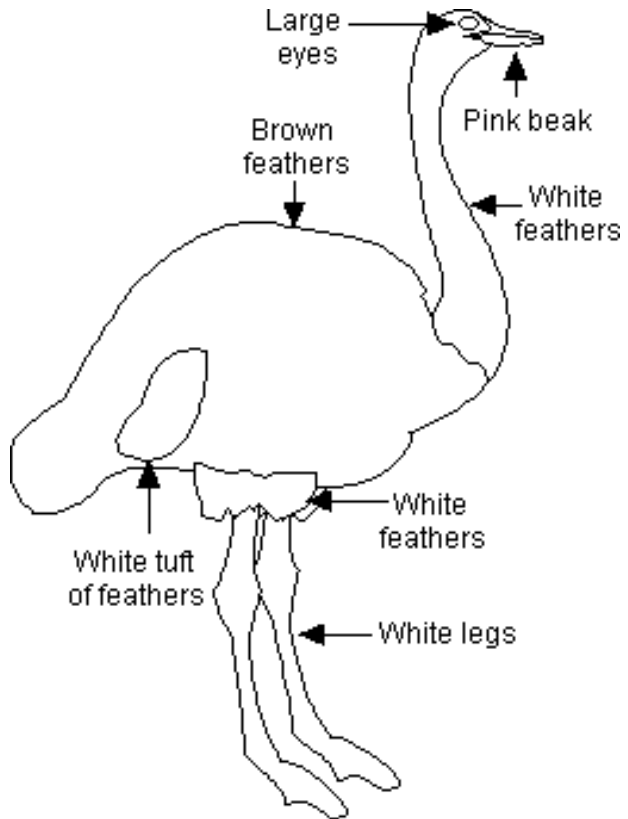
Mallard Ducks are common wild ducks that live in Northern Hemisphere wetlands. Most domestic ducks were bred from mallards. The female is called a hen, the male is called a drake, and the young are called ducklings.

Anatomy: Males are brightly coloured, having a green head, a white collar, and a bright yellow bill. Females are mottled brown with a brown bill. Mallards are about 51-59cm long.

Diet: Mallard ducks have a varied diet. They eat insects, worms, frogs, snails, slugs, small shellfish, grasses, and other plants that grow near shore.

Eggs and Nests: Mallards build cup-like nests made of grass and leaves; they are lined with duck down (delicate feathers). Nests are usually on the ground in dense undergrowth. Females lay 5-14 greenish-white eggs in each **clutch** (a set of eggs laid at one time). The female cares for the young.

The Ostrich



The ostrich is the largest and heaviest bird. It is also the fastest-running bird; it can run up to 43 mph (70 kph). It can outrun most predators, but can also kick to protect itself. Ostriches cannot fly. They have a life span of up to 40 years in captivity.

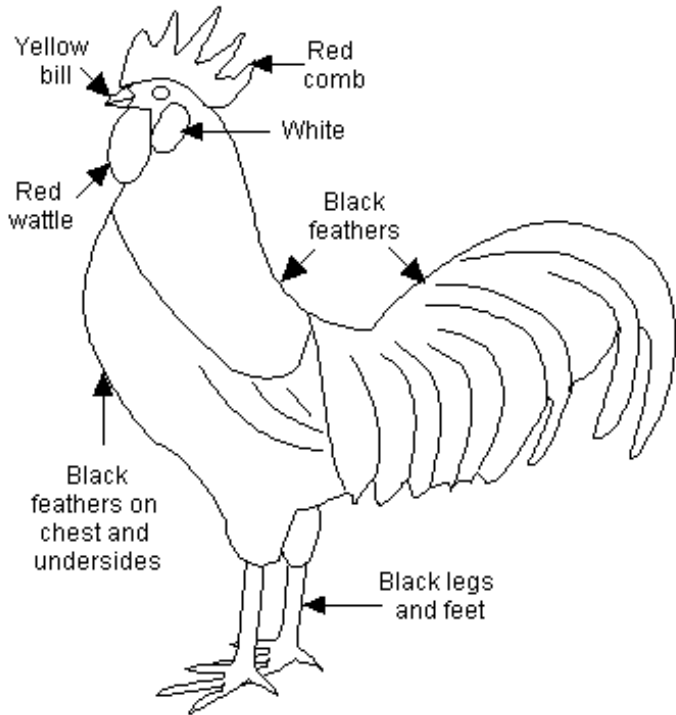
Anatomy: The ostrich can grow up to 2.7m tall and weighs up to 156kg. The ostrich also has the biggest eyeballs of any bird; they are 5cm across.

Eggs: The ostrich lays the biggest egg in the world; ostrich eggs are 11 x 18cm across and weigh 1.4kg.

Habitat: This bird is native to the dry savannas of Africa and are well adapted to desert life. Ostriches get water from the plants they eat.

Diet: Ostriches eat mostly plants, but also eat insects, fruits, seeds, nuts, and some small animals (like lizards).

Chickens



Chickens

Chickens are domestic (farm) birds.

The adult female chicken is

called a hen, the adult male is called a rooster, and the young are called chicks. There are many different breeds of chicken that are different sizes and colours. Bantams are miniature chicken breeds. A group of chickens is called a flock. The scientific name of the chicken is *Gallus domesticus*.

Anatomy: The rooster is larger and more brightly coloured than the hen; he also has a larger comb. Roosters make a very loud crowing sound and can be quite aggressive. Chicken eggs range in colour from white to pale brown and other pale colours.

Diet: Chickens have a varied diet. They eat insects, worms, fruit, seeds, acorns, grains, slugs, snails, and many other foods. They have a well-developed gizzard (a part of the stomach that contains tiny stones) that grinds up their food.

Predators: Many animals prey upon chickens. Predators include skunks, owls, raccoons, hawks, opossums, bobcats, foxes and snakes.

Macaws

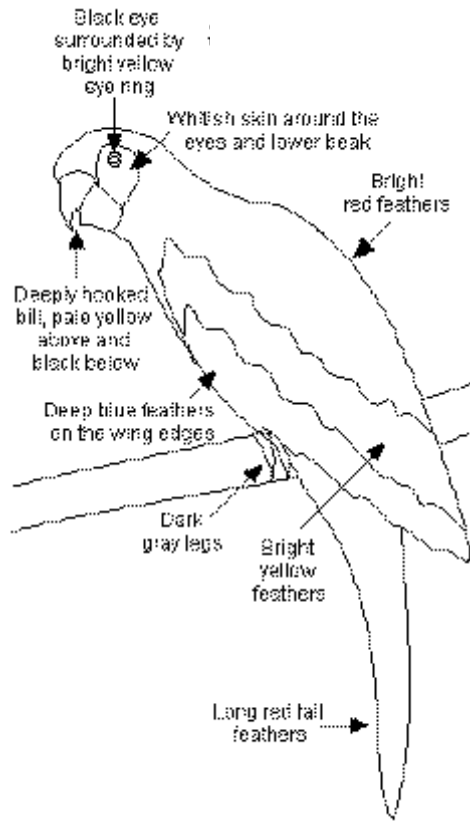
The **Scarlet Macaw** is a large type of parrot that is found in tropical rain forests of Central and South America, including Mexico, Guatemala, Belize, Colombia, Ecuador, Peru, and Brazil. It lives in the canopy (the tree leaves) and emergent layer (the tops of the very highest trees) of the rainforest. Scarlet Macaws are an endangered species due to their capture as pets, and loss of habitat.

These noisy, magnificent birds can fly at speeds up to 56kph, often flying in pairs or small flocks. In captivity, Scarlet Macaws have a life span of up to 80 years.

Anatomy: The Scarlet Macaw is about 90cm long. The feathers are bright red with bits of yellow, orange and blue on the wings. The bill is very curved. With the feet the 2 outer toes point backwards and grip in opposition to the 2 forward-pointing toes. Males and females are similar in appearance.

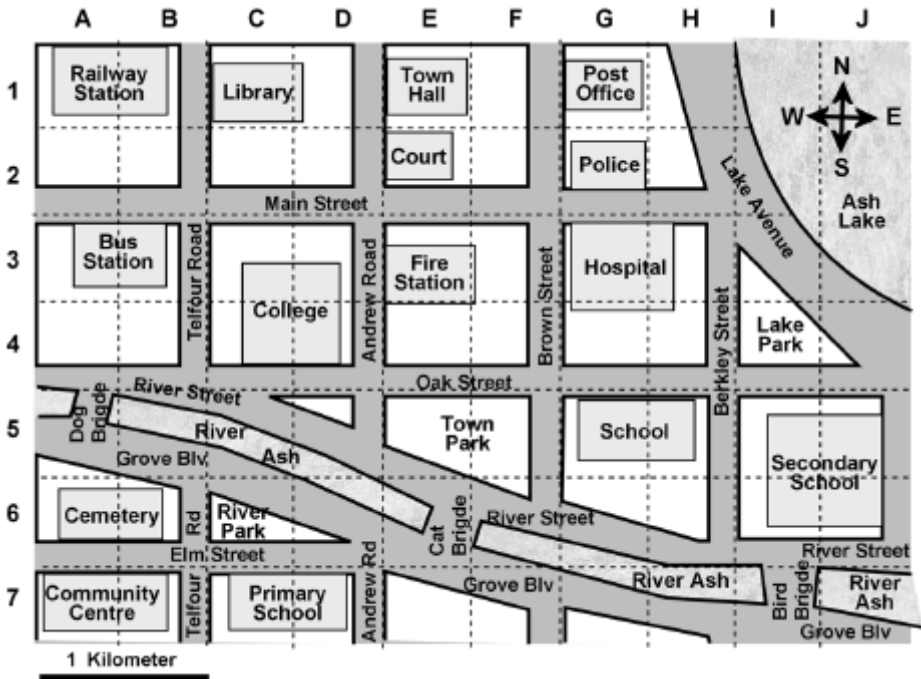
Diet: Scarlet Macaws eat fruit, seeds, and nuts. Like other parrots, they are seed predators; they destroy the seeds that they eat and do not disperse them. Some macaws are sometimes seen eating clay from riverbanks.

Eggs and Nests: Macaws nest in holes located high in deciduous trees. Females lay 2 plain white eggs in each **clutch** (a set of eggs laid at one time). Both parents incubate the eggs. The young stay with the parents for up to 2 years.



ADVENTURE

Navigation



- 1 Colour the map as follows: Blue-water, Red-fire station, Orange-library, Yellow-schools, Green-parks, Pink-town hall, Purple-hospital, Brown-community centre.
- 2 Draw a green "X" at the intersection of Oak Street and Berkley Street. Draw a black "X" where River Street meets Cat Bridge. Draw a blue "X" at the address on River St east of Brown St.
- 3 In red, draw a short street route from the Community Centre to the Post Office.
- 4 Which is farther east, the primary or secondary school?

- 5 Which is farther south, Lake Park or Town Park?

6 How far (in km's) is it from the bus station to the hospital? _____

7 Which school's address is 250 Oak Street?

8 What building is located at E3? _____

9 When you look northeast, you see River Park. When you look north, you see the Cemetary. When you look east, you see the Primary School. Where are you?

ADVENTURE

Navigation

The next part of this achievement we will do outside.

We shall do it at _____ - (*choose a local Park or Country Park*). You will be given a map and a route to follow. There will be some numbers at different locations on the map. Your task is find the locations on the ground and to identify the objects that the numbers represent.

1 _____

6 _____

2 _____

7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

In this achievement you will learn how to treat the following

- | | |
|---------------------------|--------------------|
| 1 Cuts and Grazes | 2 Nose Bleeds |
| 3 Insect bites and stings | 4 Burns and Scalds |
-

Most of you are full of energy and full of the spirit of adventure and, from time to time, you will fall, cut yourself and graze your arms or legs. You might touch something hot and burn yourself, be stung or even suffer a nose bleed. Sometimes medical help will have to be sought but, in many cases, there is some simple action that can be applied on the spot. However you should really summon adult help as quickly as possible.

Before anything is learned about the appropriate first aid action, the need for absolute cleanliness must be understood.

Simple cuts and grazes

Any break in the skin, however small, can allow bacteria to enter. These micro-organisms, if allowed to settle in a wound, will grow and cause infection.

You should take the following steps:

- Sit the casualty down and temporarily protect the wound by covering it with a clean piece of gauze.
- Wash your hands well.
- Rinse the wound under cold running water until it is clean unless a clot has started to form and you feel it would be better to leave it as washing it would cause it to start bleeding again.
- In the case of grazes, where there is more chance of there being dirt and germs present, further clean the wound by using wet cotton wool. Always clean away from the centre of the wound outwards.

- Dry the area around the wound and place a dressing over it. Never dress a wound with cotton wool or anything fluffy.

Nose bleeds

- Sit the casualty down with the head well forward and loosen any tight clothing around the neck.
- Tell the casualty to pinch together the soft part of their nose and to breathe through their mouth. This needs to continue for 10 - 20 min.
- Tell the casualty to spit out any excess fluid in the mouth. Swallowing may disturb the clot and cause the casualty to feel sick.
- Advise the casualty not to touch or blow their nose for several hours after bleeding has stopped. This will prevent disturbance of the clot and prevent the bleeding from re-starting.

If the bleeding does not stop, seek medical help. If bleeding from the nose follows a blow to the head, this could mean a fracture of the skull and the casualty should receive urgent professional medical help.

Insect bites and stings

Most bites and stings cause little more than temporary discomfort. Some people, however, can have an allergic reaction. In these instances, seek medical help immediately.

Some insects, such as bees, leave a small sting embedded in the skin which should be removed. Wasps do not leave anything behind and are generally more alarming than dangerous.

- If a sting is left in the skin, remove it with a pair of tweezers. Hold the tweezers as close to the skin as possible and pull the sting out. Avoid squeezing the sack at the top of the sting as this will force more poison in.
- Apply a cold compress (a packet of frozen peas is ideal!) to the site of the bite or sting to reduce both pain and swelling.
- If a bite is more serious, then bleeding will have to be controlled by putting direct pressure onto it, cover it with a firm dressing and refer to hospital.
- Rest the injured part.
- If pain and swelling persist or get worse over the next few days, advise the casualty to seek professional help.

If a person is stung in the throat, give them an ice cube to suck or plenty of cold water to drink and seek urgent medical help.

Burns and scalds

The important thing to remember with a burn (caused by dry heat) or a scald (caused by wet heat) is that once the skin has been burnt or scalded, the pain of burning remains long after the cause of the injury has been removed.

- Cool the burnt area immediately by holding the injured part under cold running water for at least 10 min. This will remove heat from the injury, and may prevent scarring later. If this is not possible, immerse the injured part in a bowl or bath of cold water.
- Protect the injury by placing a sterile dressing over it, large enough to cover the area completely without the dressing sticking to the injury.
- If there are any blisters, do not attempt to burst them.
- If the area of the injury is more than 2.5cm (one inch) square or caused by an electrical current, seek medical help.
- Watch for the signs and symptoms of shock; pale, cold and clammy skin, profuse sweating, nausea, faintness, increased pulse rate, shallow and rapid breathing. If present, seek medical help.

Test

- 1 What is most important in learning about First Aid?

- 2 What can bacteria cause is allowed to enter a wound?

- 3 What do you do before treating a cut? _____
- 4 How do you clean a cut? _____
- 5 In what direction do you clean a graze? _____
- 6 In a nose bleed should the patient put his head back or forward? _____
- 7 If the nose bleed follows a blow to the head what should you do? _____
- 8 How can you help reduce swelling around a sting?

- 9 Is a scald caused by wet or dry heat? _____
- 10 If someone gets a burn, what is the first thing we should do?

- 11 If there are blisters do you burst them? _____
- 12 What do you need to watch out for? _____

COMMUNITY

Disabilities

We all have abilities - things that we are good at. We all have things that we are not so good at and are not so "able" at these activities. Sometimes we have characteristics that hold us back - that "disable" us when it comes to certain activities. Some of us are tall and can reach high shelves; some of us are smaller and find that more difficult.

- 1 Devise a circuit designed for people your own size and see how well you officers can cope with it.

List two difficulties that they had

- 2 Our world is often designed for the majority - and therefore, people who have differences find it more difficult.

In your group how many people are left-handed _____

List two things that you would find more difficult to do if you were left-handed.

If you are right handed try cutting a shape out of paper using scissors with your left hand. (If left-handed, do the opposite.) How did you get on? How might a left-handed person cope?

- 3 We all try to find ways of coping with our disabilities. Sometimes our "disabilities" can be overcome and can become an advantage.

Do any boys in your group come from another country?

List 2 disabilities you might have growing up in another country. How might we overcome these difficulties?

- 4 Sometimes our "disabilities" are more difficult to overcome and we need the understanding and help of others to enable us to cope.

Name three charities who provide specific support to people with disabilities and name their area of support.

Charity

Support provided to

_____	_____
_____	_____
_____	_____

How can we help them in their work?

- 5 All people are part of our community and we have to include them. Find three features / facilities in your church that are there to help people with disabilities.

List two ways you can make your own BB Company more welcoming to all boys, no matter what their abilities.

1 _____

2 _____



INTEREST

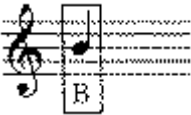
Musical Instrument

When we were Juniors and Intermediates which instruments did we learn to play?

Juniors

Intermediates

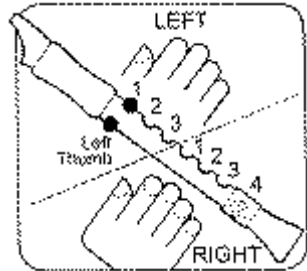
As a Senior we will learn to play the recorder. We will learn 3 notes - B A and G.



Note B

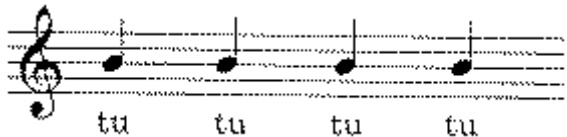
Hold your recorder with your right and left hands.


Only your thumb and first finger of your left hand should cover the holes. Play note 'B' four times. Remember to say "tu" each time. Make each note sound for the same time - "tu" "tu" "tu" "tu"



The diagram shows the fingering - the black circle showing the holes to cover.

We write the musical notes on a set of 5 lines called a "stave". Here the note 'B' is written four times.

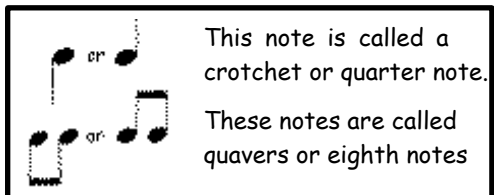


The sign  at the beginning of each staff is called a "treble clef".

Say the words to the Song 1. Clap in time with the words as you say them. See how some words last longer than others.

Play the tune on your recorder using note 'B'. The notes match the pattern of the words.

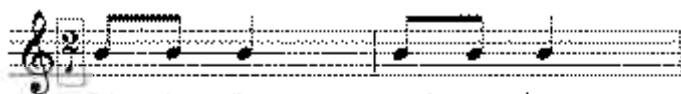
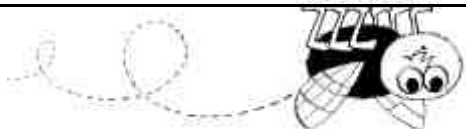
Say the words to Song 2; then play the tune using note 'B'.



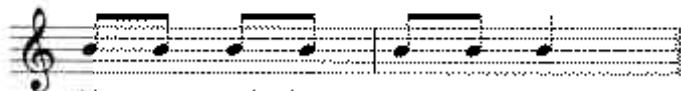
This note is called a crotchet or quarter note.

These notes are called quavers or eighth notes

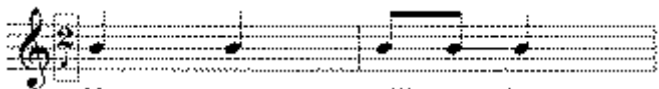
Tune 1



Lit - tle fly, such a clown,

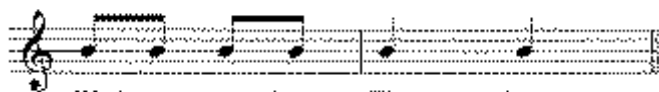


Al - ways walk - ing up - side down.

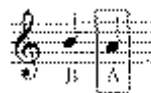


No more milk to - day.

Tune 2



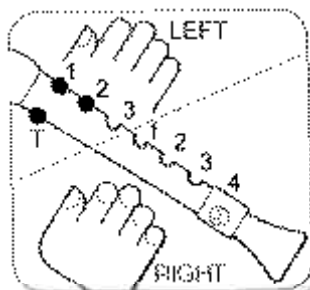
We have some from Thurs - day.



Note A

Play note 'B'. Keep your fingers in position. Now put your second finger on the second hole. The diagram will help you.

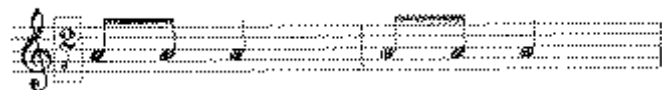
This is the fingering for note 'A'. Play the notes several times.



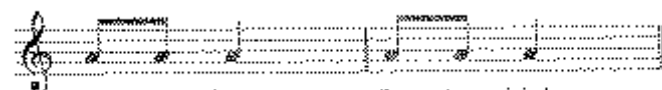
Say and clap the words to the following tune; then play the tune to match the patterns of the words.



Traffic Jam



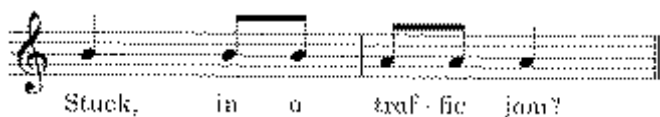
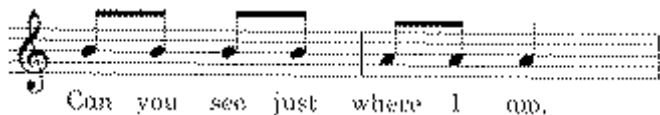
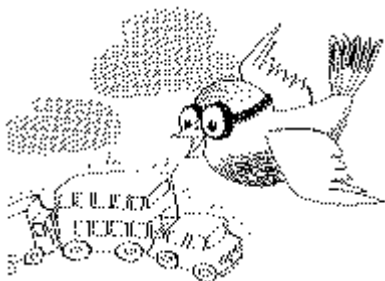
Lit - tle bird is the sky,



Fly - ing free, fly - ing high.

Say and clap the words before your play this tune. Which note is used first?

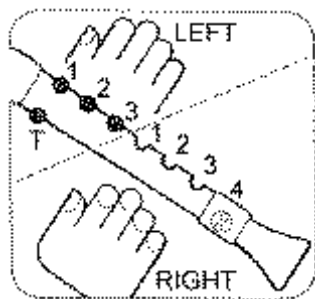
When you can play this tune, go back to the previous tune and play both tunes one after the other to make a long tune.



Note G

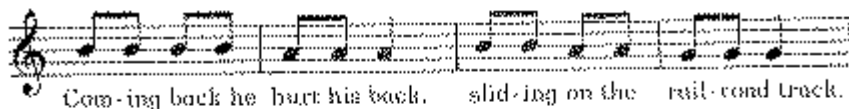
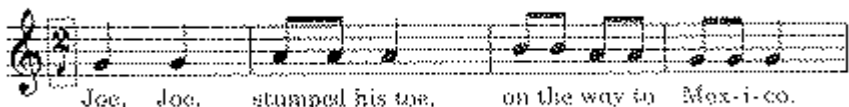
Play note 'A'. Keep your fingers in position. Now put your third finger on the third hole. The diagram will help you.

This is the fingering for note 'G'. Play it.



Say and clap the words of the first line of the final tune. Now play the music of the first line. Do this for lines 2 and 3. Join them together and play the whole song.

Joe, Joe



Draw you badges here

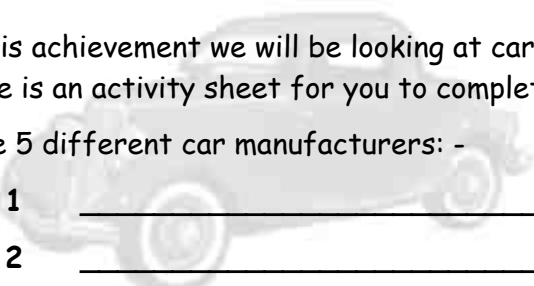


INTEREST

Recognition

In this achievement we will be looking at cars, past and present. There is an activity sheet for you to complete.

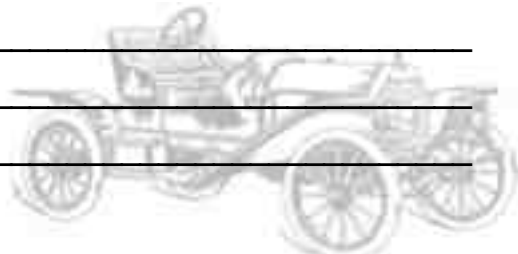
Name 5 different car manufacturers: -

- 
- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____

On the opposite page draw the badges of the above car manufacturers.

List 10 parts that you would find in any car: -

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



Cars

Gran's Story

"I remember the first car I ever travelled in. My Dad bought it second hand. It had special kind of indicators instead of lights. They were little arms which flipped out to tell other motorists when we were turning.



1

We only used it for special trips at weekends, to go to the Clyde Coast and the Trossachs. Can you think of all the different reasons you travel in a car nowadays?



2

Cars have changed shape a lot since I was young."

Cars require fuel to make them run. Can you name four different types of fuel that cars might be used to drive cars?

- 1 _____
- 2 _____
- 3 _____
- 4 _____

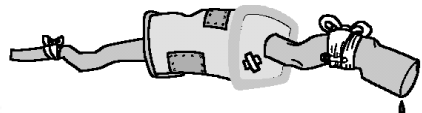


3

What is the normal maximum speed that a car should be travelling at in a built-up area? _____

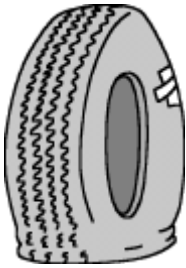
The gasses left over from the car ignition system are expelled through the _____ pipe. If it has a hole in it or is loose the car makes lots of noise.

4



What part of the car makes contact with the road?

Tyres have to be kept in good condition. If not, driving can be dangerous.

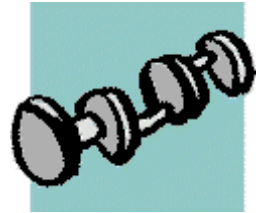
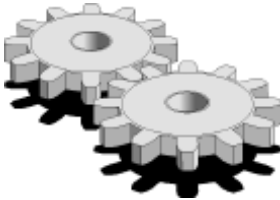


Flat tyres need to be repaired or replaced.

If the tyre surface (tread) is worn, then it will not grip the road properly. Tyres also need to have the right pressure of air inside them.



The up-and-down motion of the engine pistons is transferred to a circular motion by the camshaft and then by various gears to the wheels.



Some cars are designed to go fast. Others are simply to get us to where we are going in comfort.

Although we cannot see the air, all cars have to push their way through the air and the shape of the car can affect how well this is done. Which of the illustrated cars do you think is designed to go fast?

6



There are a lot of cars on the road and driving can be dangerous. Can you think of things that are fitted on cars to make travelling safer? Search for the words in the puzzle.



W I N G M I R R O R
 A E N B U M P E R S
 H E A D L I G H T S
 D F I Y I Q P Y B I
 H A R E U C T K E K
 E K B H H E A N L R
 K U A P F E D T T E
 Y T G A R X W W O A
 S B S B M I R R O R

PHYSICAL

Heading Skills



To pass this achievement we shall have to learn how to head a ball properly.

- 1 We will learn how to head a ball forwards and downwards.
 - 2 We shall also learn how to head a ball with the side of our heads.
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PHYSICAL

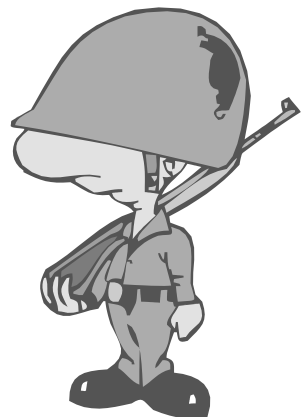
Marching

In this achievement we shall learn how to complete a figure marching routine.

We will do the following movements: -

- Circle Maze
- Double Circle Maze
- Diamond
- Double Diamond - and the
- Snowball

We will also attempt to improve our drill.



SPIRITUAL Church in the Community

Complete the following: -

_____ (name of your church) is part of the community of _____.

Many people think that a church is a building. It is not. It is made up of people.

Our church has a number of organisations and activities that take place during the course of the week. Can you name them?

Name of Organisation / Activity	When do they meet



We shall be looking at a character from the Old Testament. His name is **David**.

David came from Bethlehem, from a very humble background, and was the youngest son of Jesse. In his youth, he tended his father's sheep on the uplands of Judah and guarded them from wild animals. (see 1 Samuel 17). When David was still a youth his family were

visited by Samuel who recognized and anointed him as God's chosen one. "The Spirit of the Lord came upon David from that day forward."

Saul was King of Israel at the time and was greatly troubled. David possessed musical talents that Saul appreciated and helped to sooth his mind.

When the Philistines were warring with Israel, the opposing armies were lined up about 16 miles south-west of Bethlehem. David went to carry provisions to his three brothers who were serving in the army. Dav-



id, single handedly at the age of about 20, and armed only with a sling shot, defeated Goliath, the mighty warrior of the Philistines (1 Samuel 17). The result was victory for the Israelites and David was the hero of the people.

King Saul became jealous and plotted against David. However, David prevailed and his popularity grew and grew. In trying to escape from the vengeance of Saul, David took refuge with Samuel who continued his training. Saul continued to seek vengeance against David and his friends. Despite all this, David continued to show mercy to Saul and acknowledged that one



day he would be ruler. David mourned for Saul and his son Jonathan when they were killed in battle.

So David became king over all Israel. He was about 30 years of age. He built his capital on mount Zion, which became part of the city of Jerusalem. David brought the Ark of the Covenant to Jerusalem and set in order all the ritual of divine worship at that place. A new religious era began.

David entered on a series of conquests which greatly extended and strengthened his kingdom (2 Sam. 8). In a few years the whole territory from the Euphrates to the river of Egypt was under his sway. David had reached the height of his glory. He ruled over a vast empire, and his capital was enriched with the produce of many lands.

But his character became stained with the sin of adultery and is recorded as a warning to others. In attempt to conceal his misdeeds he became tainted by further crime. He admitted his guilt and repented before God.

When peace was established in the country David resolved to build a temple in Jerusalem but, because of his life, this honour was reserved to his son Solomon.

After a reign of forty years David died (1015 B.C.) at the age of seventy years, "and was buried in the city of David." His tomb is still pointed out on Mount Zion.

The book of Psalms commonly bears the title of the "Psalms of David", from the understanding that he was the largest contributor to the collection. The greatness of David was felt when he was gone. He had lived in harmony with both the priesthood and the prophets. The nation had not been oppressed by him, but had been left in the free enjoyment of its ancient liberties. He had striven to act justly to all. His own sins had been bitterly atoned and were forgotten at his death in the remembrance of his long-tried worth.



Test

- 1 Where did David grow up? _____
- 2 What other leader was born in that town? _____
- 3 Why did Samuel anoint David? _____
- 4 How did David slay Goliath? _____
- 5 Was Saul the king pleased with David? _____
- 6 What eventually happened to Saul and Jonathan?

- 7 About what age was David when he became King? _____
- 8 Where did David establish his capital? _____
- 9 What religious item did he bring to his capital? _____
- 10 How did David fall out of favour with God? _____
- 11 Who was given the task of building the temple? _____
- 12 What book in the bible did David contribute to? _____

13 What words can you find associated with the life of David?

You should be able to find 15

Bethlehem	Jesse	Sheep
Goliath	Solomon	Ark
Jonathan	Samuel	Psalms
Zion	Saul	Battle
Sin	Temple	Sling

A I S R A E L G O M D
 S T N C I B A T T L E
 J P S H J E S S E N J
 G O L I A T H F W S O
 T P I P R H M Z I O N
 E E N S K L E E D L A
 M E G A H E Y A S O T
 P H U L N H T B V M H
 L S A M U E L Z S O A
 E L P S K M U O I N N
 P H I L I S T I N E S