QUEST AWARD REQUIREMENTS

Additional checkoff sheets and helps are available from ScouterMom.com.

1. Venturing Quest Essentials. Complete nine of the following:										
1a. Demonstrate by means of a presentation at a crew meeting, Cub Scout or Boy Scout meeting, or other group meeting that you know first aid for injuries or illnesses that could occur while playing sports, including hypothermia; heatstroke; heat exhaustion; frostbite; dehydration; sunburn; blisters, hyperventilation; bruises; strains; sprains; muscle cramps; broken, chipped, loosened, or knocked-out teeth; bone fractures; nausea; and suspected injuries to the back, neck, and head.										
1b. Write an essay of at least 500 words that explains sportsmanship and tells why it is important. Give several examples of good sportsmanship in sports. Relate at least one of these to everyday leadership off the sports field. OR Make a presentation to your crew or a Cub Scout or Boy Scout unit of at least 30 minutes with the same requirements as for the essay										
1c. Take part as a member of an organized team in one of the following sports: baseball, basketball, bowling, cross-country, diving, fencing, field hockey, football, golf, gymnastics, lacrosse, rugby, skating (ice or roller), soccer, softball, swimming, team handball, tennis, track and field, volleyball, water polo, or wrestling (or any other recognized sport approved in advance by your Advisor except boxing and karate										
1d. Organize and manage a sports competition, such as a softball game, between your crew and another crew, between two Cub Scout dens or packs, between two Boy Scout patrols or troops, or between any other youth groups. You must recruit at least two other people to help you manage the competition										
1e. Make a set of training rules for a sport you pick. Design an exercise plan including selected exercises for this sport. Determine for this sport the appropriate target heart rates and desired training effects. Follow your training plan for at least 90 days, keeping a record showing your improvement.										
1f. Make a tabletop display or give a presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group that explains the attributes of a good team leader and a good team player. Select athletes who exemplify these attributes										
1g. Make a display or presentation on a selected sport for your crew or another group covering the following										
1g-i. Etiquette for your sport										
1g-ii. Equipment needed										
1g-iii. Protective equipment needed and why it is needed										
1g-iv. History of the sport										

1g-v. Basic rules										
1h. Research answers to the following questions. Then, at a crew meeting or other youth group meeting, manage a discussion on drug problems as they relate to athletes										
1h-i What drugs are banned?										
1h-ii What effect do these banned drugs have on the human body and mind?										
1h-iii Where can information about drugs be found?										
1h-iv How do some sports organizations fight sports drug abuse?										
1h-v Cover at least the following drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine.										
1i. Research and then, at a crew meeting or other youth group meeting, manage a discussion on recent training techniques being used by world-class athletes. Compare them to training techniques of 25 and 50 years ago. (This discussion must be different from the discussion in requirement g.)										
1j. Study ways of testing athletes for body density. Fat content can be measured by skin-fold calipers, body measurements, and hydrostatic weighing. Then recruit a consultant to assist you as you determine the body density and fat content for your fellow crew members at a crew meeting or special activity										
1k. Select a favorite Olympic athlete, a highly respected athlete in your city, or a favorite professional athlete and research his or her life. Make an oral presentation or tabletop display for your crew or another youth group										
1l. Explain the importance of proper nutrition as it relates to training for athletes. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes										
2. First Aid. Complete the American Red Cross Sport Safety Training course (or equivalent) and CPR training										
3. Fitness for Life. Complete a or b										
3a. Complete the Fitness for Life program (Corbin and Lindsey, published by Human Kinetics, 2002). Check with your Advisor to see if your crew already has the book Fitness for Life. Ask your Advisor about offering the program for you alone, you and some other Venturers, or even your whole crew. You might find the book at your local library. You can order it directly from Human Kinetics at http://www.humankinetics.com										
3b. Complete the following:										
3b-i. Make an appointment with your doctor for a complete physical before beginning any physical conditioning program. Explain to your doctor that you are preparing to undertake a 90-day physical fitness improvement program										

3b-ii. Interview healthy older adults about their fitness levels. As part of these interviews, you may want to ask such questions as: • What kinds of cardiovascular activities do you do?										
• How have your fitness, diet, and physical activity changed over the years?										
• Are you more fit and/or active now than you were five (10, 15, etc.) years ago?										
• Use this data to discuss with your crew and/or another group the importance and benefits of using exercise throughout their lives										
3b-iii. Research and write an essay of 1,500 words or more, or make a presentation to your school, a Cub Scout den or pack, a Boy Scout troop, or a Venturing crew explaining what physical fitness is. Incorporate into this essay or presentation all of the following:										
• Aerobic capacity										
• Endurance										
• Body composition										
• Flexibility										
• Muscle strength										
After you have completed your research and written your essay or made your presentation, review your results with a fitness professional or your coach or Advisor										
3b-iv. Based upon your essay or presentation on physical fitness, develop a personal physical fitness improvement program and follow it for a minimum of 90 days. After developing your program, review it with your Advisor and/or coach. This fitness improvement program should include the following guidelines:										
• Exercise a minimum of three times each week										
• Complete the Venturing Weekly Exercise Plan and Chart. At the end of each week, review your calendar. Write down the times when you seem to have the most/least energy. Note any environmental conditions or changes in your personal health (cold, flu, fever, etc.) that may have affected your performance. You may want to adjust your schedule										
• Share this information with your Advisor. You may do some of your exercise workouts as part of your regular physical education class at school.										
Note: This may qualify as your area of personal growth for the Venturing Discovery, Pathfinder, or Summit Award.										
3b-v. Look though current magazines, articles, and/or videos that feature exercises. Evaluate at least three exercises. Determine how these exercises apply to personal fitness. What level of fitness is required to be able to perform the exercise and what procedures and equipment are necessary for successful completion? Present your findings to your crew and/or another youth group										

3b-vi. Learn to calculate the number of calories a person would need who is sedentary, moderately active, or active, for their particular age. Keep a record for 10 days of your food intake and physical activity. How might you adjust your food intake and physical activity to change your percentage of body fat? Write a plan to maintain ideal levels of body fat. Include in this plan the six factors that influence body fatness and share this information with your Advisor and coach.										
3b-vii. Examine three muscular development exercises and apply biomechanical principles to each. List two reasons why these principles can reduce injuries and discuss this information with your crew or other youth group.										
3b-viii. Based upon the human desire for peak performance, examine and discuss the physical and psychological activities required for success. As part of this discussion, review with your crew and/or another youth group the following six specific needs (S-P-I-C-E-S) for a balanced approach to achieve this desire:										
• Spiritual										
• Physical										
• Intellectual										
• Cultural										
• Emotional										
• Self-Responsibility										
Note: S-P-I-C-E-S is supplied from the United States Anti-Doping Agency, http://www.usantidoping.org										
4. Fitness Assessment. Administer the FITNESSGRAM® physical assessment test to your crew, a Cub Scout den or pack, a Boy Scout troop, another Venturing crew, or another youth group										
5. Sport Disciplines. Choose a sport from the list below or another sport approved by your Advisor										
5a. Develop a profile of a typical athlete in your chosen sport, listing skills and attributes necessary to be proficient. Examples: hand-eye coordination, running speed, quick responses, heavy/light weight, tall/short.										
5b. Do the following:										
5b-i. Develop a list of equipment and facilities necessary for your chosen sport:										
• Personal equipment such as mouthpiece, helmet, or earplugs										
• Team equipment such foils, shooting jacket, or weights										
• Team or sponsor supplies or facilities such as targets, ammunition, playing courts, or rivers										
5b-ii. Discuss the relative importance equipment plays toward your success in that sport. (Certain sports are equipment-intensive, such as bobsled and luge.)										

5b-iii. Tell how equipment for this sport has improved or changed over time										
5c. Participate and show proficiency in a sport of your choice										
5d. For your chosen sport, give a sports clinic to a Cub Scout pack or den, Boy Scout troop, or other youth group. Include a demonstration and skills teaching. You can even include competition when possible. Here are some suggested sports for requirement 5: cycling, sailing, field sports, swimming, field hockey, synchronized swimming, lacrosse, underwater sports, track and field, water polo, racquet sports, waterskiing, badminton, winter ice sports, handball, bobsled, racquetball, curling, squash, ice hockey, table tennis, luge, tennis, roller sports, speed skating, in-line speed skating, winter snow sports, roller figure skating, biathlon, roller hockey, skiing, skateboarding, snowboarding, target sports, archery, bowling, darts, dance, disc sports, equestrian, shooting, fencing, water sports, martial arts, canoe/kayak, modern pentathlon, diving, orienteering, rowing, team handball, other sports.										
Quest Electives. Choose one from the options below.										
6. History and Heritage of Sports										
6a. Study the history of the Olympic movement. Learn when and how it started. When did the United States Olympic movement start? When did the winter Olympics start and where? What were the initial games in both summer and winter Olympics? In what Olympic years were there no Olympics and why?										
6b. Pick a sport you have an interest in and learn the history of that particular sport. Who started the sport and why? How has the sport changed since its beginning? What new equipment has been developed to make the sport more efficient?										
6c. Make a presentation on what you learned in requirements (a) and (b) above to your crew or a pack, troop, other youth group, retirement home, etc.										
7. Sports Nutrition										
7a. List at least five complex carbohydrates and five simple carbohydrates. During a crew meeting (or another activity approved by your Advisor and/or coach), discuss with your crew why complex carbohydrates are nutritionally dense and what that means to a sportsperson. Tell why fiber is considered a complex carbohydrate and list some examples of fiber-rich foods. Serve snacks that represent each carbohydrate. You could even make this a game where people guess which snack went with each group.										
7b. Interview a registered dietician and talk about your favorite sport. Have the dietician help you evaluate and develop a nutritional program that fits you (and/or your team as a whole) and your sport										

7c. Make a presentation on “good fats” and “bad fats.” Explain how they affect a teenager’s diet. Include in your presentation information on saturated fats, unsaturated fats, hydrogenated fats, and cholesterol. Use posters, overhead transparencies, computer slide shows, charts, and relevant information from your school health textbook. Working with your crew, calculate fat needs for yourself and the other members of your crew.										
7d. Keep a three-day food record of everything you eat and drink. If you put it in your mouth, write it down. With the help of a health-care practitioner, determine if you are eating enough protein, vegetables, fat, carbohydrates, and fiber. Also determine the amount of sugar, sodium, and hydrogenated fat consumed. Resources for determining these amounts are available at your local library.										
7e. People who do not eat meat are called vegetarians. Vegetarians can be categorized into three different groups. In a discussion with your Advisor and/or coach, name those three groups and explain their differences and similarities. In an interview with a registered dietician or nutritionist, ask questions about the complete protein requirements of a vegetarian and how they make sure they are achieving these daily requirements. Using this information, put on a presentation, tabletop display, or other such activity approved by your Advisor and/or coach for a Boy Scout troop or Cub Scout pack.										
8. Drug-Free Sports. Complete requirements (a) or (b) and two additional subcategories, OR complete requirements (c) and (d).										
8a. Research two classes or categories of prohibited substances in Olympic sport, as listed in the Olympic Movement Anti-Doping Code. (This information can be found at http://www.usantidoping.org.) Develop a paper (minimum 1,000 words) or a presentation that thoroughly addresses the following questions										
• What legitimate medical purposes is the substance used for?										
• What health risks are associated with using and/or abusing the substance?										
• How are other people and competition affected if an athlete cheats by using a prohibited substance?										
• What consequences do athletes in the sport you identified face when they have been found cheating?										
• What is the best training program for an athlete who wants to excel at the sport you chose (e.g., nutrition, workouts, etc.)?										
8b. Attend a health class that is at least 15 hours long that focuses on drug-free sport and making decisions about not using drugs in sport. This course could be conducted through your local school, community education system, college/university, sports or athletics, or an online course. Then develop your own multisession drug-free sport health curriculum that you could teach to a youth group. In consultation with your Advisor, do two of the following subcategories:										

• Develop a “fair play,” drug-free sports campaign poster with a slogan and image. Identify at least one facility (sport group, school, church, or community place) at which to post your promotional work. Near the poster, include a box to hold a smaller version (handout) that people can take with them										
• Using a decision-making model, help a group of youth learn how to make a good decision about not using drugs. This should include having them identify a number of issues involved, including health risks and ethics.										
• Develop an ethical controversy related to drug use in sport. Lead/facilitate an ethics forum with your crew based upon the ethical controversy you have developed										
• Contact a professional in anti-doping and gather educational information about drug-free sport. Summarize and share the information and resources you gathered.										
• Research the history of doping or use of performance-enhancing drugs in sport. Create a timeline summarizing when certain drugs were used, what the drugs were, what the perceived benefit was, and what risks athletes put themselves in by using those drugs.										
• Using resources from the U.S. Anti-Doping Agency or another credible current anti-doping source, list all prohibited classes or categories of substances and prohibited methods of doping in Olympic sport (see http://www.usantidoping.org). Briefly identify what the drugs do to the body for each substance class or category. In 500 words, write about why doping is prohibited in sport.										
OR do both of the following										
8c. With a properly trained crew Advisor, coach, or teacher, attend and complete a national or statewide-recognized course, such as Character Counts—Pursuing Victory With Honor, or ATLAS (Athletes Training and Learning to Avoid Steroids).										
8d. AND Develop and deliver a presentation on drug-free sports to a youth school or sport group. Design a pamphlet or handout that supports the presentation. You can also use materials available from the U.S. Anti-Doping Agency										
9. Communications. Complete requirements (a), (b) OR (c), (d), (e), (f), and (g) OR (h)										

9a. Take a communications-related training course consisting of at least 15 hours of training and education. This course could be conducted through your local school, community education system, local hospital, college/university, or your own Venturing crew. It could be an official coaching, referee, sport official, and/or athletic trainer program. It could cover such topics as mass communication, sportswriting, technical writing, newspaper editing, film and/or video production, journalism, or coaching. At the conclusion of the training course, review with your Advisor the information and skills taught in this communications course and how they relate to either a particular sports program and/or health and physical fitness in general.										
9b. Read at least two books approved by your Advisor related to a particular sports program of your choice. Some suggested topics are sports injuries, anti-doping, disabled sports organizations, the U.S. Olympic Committee, the International Olympic Committee, etc. Prepare and submit a written report of not less than 1,000 words on each of these books. The two reports should cover the following items:										
• Why did you pick these books over other written material?										
• What are the important communication principles and concepts related to the sport that you picked?										
• What are specific ways you can apply these principles in your own sporting activities and/or crew events?										
• Present your report to your Advisor and/or crew for review										
9c. Interview two or more individuals (coaches, trainers, referees, umpires, college or university sports information directors, sportswriters, reporters, photographers, amateur and/or professional players, therapists, etc.) associated with a particular sport you have an interest in. Prepare an oral and/or written report of at least 1,000 words to your crew and/or another youth group you are associated with detailing the information obtained from these interviews.										
9e. Do the following:										
• Participate in at least one sports-related ethical controversy. Some examples are:										
—Amateur athletics										
—Drugs and steroids										
—Parental involvement										
—Coaching in youth sports										
—Gambling and betting on sporting events										
—Racial/sexual discrimination/biases										
—Sportsmanship: A dying concept?										
• Conduct at least one additional sports-related ethical controversy (separate from the one used above) as part of an ethics forum.										

• Along with your crew or another youth group, participate in two cooperative games (one in each category)										
—Outdoor activity game										
—Indoor activity game										
9f. Prepare a sports communication pamphlet, athletics-related product, or promotional piece emphasizing your BSA local council and/or district sporting event, local school sporting event, or community activity. Some examples are a media and recruiting guide, sports schedule poster and/or schedule card, game program, preseason and post-season media guide, school sports club newsletter, alumni update, game notes for local and/or regional news media, audio/video presentation, or Web site. Include visual as well as written forms of communication in your final product. Have two individuals (one with expertise in this particular sport) review the material and provide written critiques of your work. Make whatever suggested improvements may be suitable based upon this input. Share this information with your Advisor and crew. Then actively promote the event and/or sport with this product.										
9g. Research the role the media has in a specific sport. Provide an oral report and explain to your Advisor or crew the positive and negative impact the media may have on this particular sport and how a person can deal with the perceived conflicts that may arise.										
9h. Research the education requirements necessary for a communications/ sports journalism major at your local college and/or university. Prepare a tabletop display or presentation for your crew or another youth group detailing the classes, internships, and career paths available to graduates in this particular major.										
10. History and Heritage of the Disabled Sports Movement										
10a. Study the history of the disabled sports movement (Paralympics).										
• Learn how it started.										
• When did the disabled sports movement start?										
• When and where would you find competitions for disabled athletes?										
• What disabled sports games are included in the summer and winter Paralympics?										
10b. Pick a disabled sport you have an interest in and learn its history										
• Who started that disabled sport and why?										
• How has the sport changed since its beginning?										
• What specialized equipment is used by disabled athletes?										
10c. Using what you learned in requirements (a) and (b) above, plan and run a disabled sports awareness clinic for your crew, a Cub Scout den or pack, Boy Scout troop, other youth group, etc. Examples:										
• Wheelchair basketball										
• Goal ball for blind athlete										

• Sledge hockey										
• Murder ball (rugby for quadriplegics)										
Completed										
Presented										