

**Framework for environment education in Scouting and the World Scout Environment Badge**

Stage	Educational objectives per age group			Activity guidelines
	Under 11	11 to 14	15+	
<b>A. EXPLORE and REFLECT – Complete activities based on each of the five aims</b>				
<b>1. People and natural systems have clean water and clean air</b>	Explore the sources of clean water and clean air in the local environment. Understand the ways water and air are naturally cleaned.	Explore the sources of clean water and clean air in the local environment. Identify threats to clean water and clean air in the local and global environment and be able to suggest solutions.	Explore the sources of clean water and clean air in the local environment. Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.	<p>Outdoor activities that are fun, allow unstructured exploration, encourage inquisitiveness and generate awareness.</p> <p>Experience based activities that promote environmental learning. These could be practical, physical or achievement based activities.</p> <p>Experience based activities that encourage critical thinking about environmental issues and lead to shared awareness and deepened understanding of the individual responsibility for the environment.</p> <p>Where possible activities should encourage thinking about how the five aims connect with each other.</p>
<b>2. Sufficient natural habitat exists to support native species</b>	Explore a local natural area. Discover some of the local native species of plants and animals and their habitat needs. Demonstrate knowledge of some contrasting natural habitats.	Explore a local natural area. Understand the ecosystem connections of native species of plants and animals and their habitat needs. Be aware of global conservation issues affecting biodiversity.	Explore a local natural area. Understand the ecosystem connections of native species of plants and animals and their habitat needs. Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species. Be aware of global conservation issues affecting biodiversity.	
<b>3. The risk of harmful substances to people and the environment are minimised</b>	Be aware of harmful substances in the local environment. Explain ways to reduce the risk of harmful substances to people, plants and animals.	Be aware of harmful substances in the local environment and identify their source. Demonstrate what personal action can be taken to reduce the risk of harmful substances to people and the broader environment.	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. Understand the global impact of harmful substances and how local actions can change the global environment.	
<b>4. The most suitable environmental practices are used</b>	Show awareness of how our actions affect the environment and alternative ways to make a smaller impact.	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. Identify potentially better environmental practices for your local area. Demonstrate how local solutions can impact global issues.	Explain how our choice of action and responsibility as an individual, group, community and country can affect the environment. Understand how we can change our actions to improve our impact on the environment. Demonstrate how local solutions can impact global issues.	
<b>5. People are prepared to respond to environmental hazards and natural disasters</b>	Be able to recognise different types of environmental hazards and natural disasters. Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area. Explain how changes to the environment can influence environmental hazards and natural disasters.	
<b>B. TAKE ACTION – Do an environmental project</b>				
<b>Environmental project that relates to the previous learning and to the local environment</b>	Participate in a local environmental project. Understand the benefits to the local environment of the project. Be aware of the local to global link of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connection of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connections of the project. Evaluate the results of the project for the Scouts, the community and the environment.	Review learning experiences. Identify local environmental issue and understand local to global link. Plan and implement project. Monitor, evaluate and identify future actions.