

This list of requirements is from the Quest Handbook (#33151), 2003 printing. It is provided for the sole purpose of offering Venturers and Advisors the ability to preview the award and is not a replacement for the Handbook. To earn the award, using the Handbook is necessary, as additional information and resources needed to earn the award are contained therein.

QUEST

Core Requirements

Do all five core requirements:

1. **Sports Bronze Award:** Earn the Sports Bronze Award
2. **First Aid:** Complete the American Red Cross Sport Safety Training Course (or equivalent) and CPR training.
3. **Fitness for Life:**
 - A. Either complete the Fitness for Life program (Corbin and Lindsey, published by Human Kinetics, 2002)
OR
 - B. Complete the following requirements:
 1. 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.
 2. 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.

 3. 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 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.

4. 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 in appendix K. 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.
5. Look through 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.
6. 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.
7. 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.
8. 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

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 in the Quest Handbook or another sport approved by your Advisor.)
- A. 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.
 - B. 1. 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
 - B. 2. Discuss the relative importance equipment plays toward your success in that sport.
 - B. 3. Tell how equipment for this sport has improved or changed over time.
 - C. Participate and show proficiency in a sport of your choice.
 - D. 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.

Electives:

Do one of the following:

Elective 1: History and Heritage of Sports

Do all of the following:

1. 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?
2. 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?
3. Make a presentation on what you learned in requirements 1 and 2 above to your crew or a pack, troop, other youth group, retirement home, etc.

Elective 2: Sports Nutrition

Do all of the following:

1. 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.
2. 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.
3. 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 text book. Working with your crew, calculate fat needs for yourself and the other members of your crew.
4. 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.
5. 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.

Elective 3: Drug Free Sports

Complete requirements 1 or 2 and two additional subcategories, **OR** complete requirements 3 and 4.

1. Research two classes or categories of prohibited substances in Olympic sport, as listed in the Olympic Movement Anti-Doping Code. 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 does an athlete 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.)?

OR

- a. 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 on-line course. Then develop your own multi-session drug-free sport health curriculum that you could teach to a youth group.
- b. In consultation with your Advisor, do **two** of the following subcategories:
 1. 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.
 2. 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.
 3. 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.
 4. Contact a professional in anti-doping and gather educational information about drug-free sport. Summarize and share the information and resources you gathered.
 5. 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.
 6. 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. 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:

- a. 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).

AND

- b. 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.

Elective 4: Communications

Complete requirements 1, 2 **OR** 3; 4, 5, **AND** 6; **AND** 7 **OR** 8.

1. 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.
2. 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.

3. Interview two or more individuals (coaches, trainers, referees, umpires, college or university sports information directors, sports-writers, 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.

Do **ALL** of the following, 4 – 6:

4. Make a tabletop display, an oral presentation, or a videotape production for your crew, another crew, a Cub Scout den or pack, Boy Scout troop, or another youth group on the importance of communication in sports. This presentation should emphasize the role(s) that effective communication plays in accurately participating in any sporting event or program.
5. a. Take part in the BSA Ethics in Action program and participate in at least one sports-related ethical controversy. Some examples are:
 - Amateur athletics
 - Drugs and steroids
 - Parental involvement in youth sports
 - Coaching
 - Gambling and betting on sporting events
 - Racial/sexual discrimination/biases
 - Sportsmanship: A dying concept?

5. b. Conduct at least one sports-related (separate from the one used in 5(a) ethical controversy activity and/or ethics forum.
5. c. Along with your crew or another youth group, participate in two cooperative games (one in each category)
 - Outdoor activity game
 - Indoor activity game
6. Prepare a sports communication pamphlet, athletics-related product, or promotional piece emphasizing your local BSA 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, pre- season 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.

7 OR 8:

7. 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.
8. 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.

Elective 5: History and Heritage of Disabled Sports Movement

1. 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?
2. 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?
3. Using what you learned in requirements 1 and 2 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.