



AWARD WORKSHEET

Quest Award

Venturing

Name

Started

Completed

The Quest Award is all about sports and fitness. You'll learn about sports safety, build healthy habits, and dive into a sport you enjoy. It's a great way to stay active and help others do the same.

Requirements

Every official requirement, in plain language. Check the official wording when you sign off (scouting.org/programs/venturing/venturing-awards-and-advancement/specialty-awards/quest-award/). Tips and examples are ideas, not extra requirements.

1 Quest essentials: Choose 9 of 12

Tips for this section: Pick nine of the twelve essentials (1a–1l) that fit your sport and interests. A few take a while, like following a training plan for 90 days in 1e, so start those first.

- ☐ **1a** In a presentation at a crew, Cub Scout, Scouts BSA, or other group meeting, show that you know first aid for sports injuries and illnesses: blisters, bruises, sprains, strains, muscle cramps, sunburn, dehydration, heat exhaustion, heatstroke, hypothermia, frostbite, hyperventilation, nausea, broken bones, chipped, loose, or knocked-out teeth, and suspected head, neck, or back injuries

- ☐ **1b** Write a 500-word or longer essay on what sportsmanship is and why it matters, with several examples from sports and at least one tied to everyday leadership off the field; or cover the same points in a talk of 30 minutes or more to a Cub Scout or Scouts BSA unit or your crew

- ☐ **1c** Play on an organized team in a sport such as baseball, softball, basketball, volleyball, football, soccer, rugby, lacrosse, field hockey, team handball, water polo, swimming, diving, track and field, cross-country, wrestling, fencing, gymnastics, golf, tennis, bowling, or ice or roller skating, or another recognized sport your Advisor approves first (not boxing or karate)

- ☐ **1d** Organize and run a sports contest, like a softball game, between two youth groups (your crew vs. another crew, two Cub Scout dens or packs, two Scouts BSA patrols or troops, or others), with at least two helpers you recruit

- ☐ **1e** For a sport you choose, write training rules and an exercise plan with chosen exercises, work out target heart rates and the training effects you want, and follow the plan for 90 days or more while keeping a record of your progress

- ☐ **1f** Explain the qualities of good team players and good team leaders in a presentation or tabletop display for a youth group such as your crew or another crew or a Cub Scout or Scouts BSA unit, naming athletes who show those qualities

- ☐ **1g** Make a display or give a presentation about one sport for your crew or another group that covers the topics in 1g1–1g5

- ☐ **1g1** Etiquette in the sport

- ☐ **1g2** Equipment the sport requires

- ☐ **1g3** Protective gear the sport requires, and the reasons for it

- ☐ **1g4** The sport's history

- ☐ **1g5** The sport's basic rules

- ☐ **1h** Research drug problems among athletes, then lead a discussion of them at a crew or youth group meeting: which drugs are banned, how they affect body and mind, where to find information, and how sports groups fight drug abuse, covering at least alcohol, marijuana, cocaine, stimulants, painkillers, diuretics, beta blockers, and anabolic steroids

- ☐ **1i** Research current training methods of world-class athletes and lead a discussion at a crew or youth group meeting comparing them with methods from 25 and 50 years ago (it must be a different discussion from 1g)

- ☐ **1j** Learn how athletes' body density is tested (skin-fold calipers, body measurements, hydrostatic weighing), then bring in a consultant to help you measure body density and fat content for your crew at a meeting or special activity

- ☐ **1k** Research the life of a favorite Olympian, a well-respected local athlete, or a favorite pro athlete, and present it to your crew or another youth group as a talk or tabletop display

- ☐ **1l** Explain why good nutrition matters when athletes train, and describe anorexia and bulimia, two common eating disorders, and why they harm athletes

- ☐ **2** Complete CPR training and Red Cross Sport Safety Training (or an equivalent course)

Tip: Take CPR plus Red Cross Sport Safety Training or an equivalent class. Ask your crew if they want to take them together.

Example: Sport safety training covers preventing and responding to common injuries like sprains, heat illness, and head injuries. Taking it as a crew means you can practice scenarios together.

3 Fitness for Life: Choose 1 of 2

Tips for this section: Choose one path: work through the Fitness for Life book (3a), or build and follow your own 90-day fitness program (3b), which starts with a physical from your doctor.

- ☐ **3a** Work through the Fitness for Life program (book by Corbin and Lindsey, Human Kinetics, 2002) on your own, with other Venturers, or with your whole crew; ask your Advisor whether the crew has the book

3b Personal fitness program

- ☐ **3b1** Get a full physical from your doctor before starting any conditioning program, and tell the doctor you're about to begin a 90-day fitness improvement program

- ☐ **3b2** Interview healthy older adults about their fitness, such as what cardio they do, how their fitness, diet, and activity have changed, and whether they're fitter now than years ago; use what you learn to discuss with your crew or another group why lifelong exercise matters

- ☐ **3b3** Research physical fitness and explain it in a 1,500-word or longer essay or in a presentation to a crew, a Scouts BSA troop, a Cub Scout den or pack, or your school, covering aerobic capacity, endurance, body composition, flexibility, and muscle strength; review your work with a fitness professional, your coach, or your Advisor

- ☐ **3b4** From your essay or presentation, build a personal fitness improvement program, review it with your Advisor or coach, and follow it for at least 90 days: exercise three or more times a week, keep the Venturing Weekly Exercise Plan and Chart, review each week for energy highs and lows, health, and conditions that affected you, and share it with your Advisor

- ☐ **3b5** Using current magazines, articles, or videos, evaluate three or more exercises: how they help personal fitness, what fitness level they need, and what steps and equipment they require; present your findings to your crew or another youth group

- ☐ **3b6** Learn to figure the calories needed by sedentary, moderately active, and active people your age; log your food and activity for 10 days, then write a plan to keep a healthy body-fat level that covers the six factors that influence body fat, and share it with your Advisor and coach

- ☐ **3b7** Apply biomechanical principles to three muscle-building exercises, list two ways those principles cut injury risk, and discuss this with your crew or another youth group

- ☐ **3b8** Discuss with your crew or another youth group the physical and mental work behind peak performance, including the six S-P-I-C-E-S needs for balance: spiritual, physical, intellectual, cultural, emotional, and self-responsibility

- ☐ **4** Give the FITNESSGRAM physical fitness test to a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout den or pack

Tip: Recruit a few helpers and give the FITNESSGRAM test to your crew or a younger Scout group. Ask a PE teacher or coach how to run each test station.

Example: Run FITNESSGRAM for your crew or a Scouts BSA troop: set up stations like the PACER, push-ups, curl-ups, and sit-and-reach, have helpers count and record, and keep each person's results private.

- ☐ **5** Pick a sport for 5a–5d from the suggested list (such as cycling, swimming, track and field, tennis, skiing, archery, fencing, equestrian, martial arts, rowing, or orienteering) or another sport your Advisor approves

Tip: Choose a sport you enjoy and complete the requirements. Practice with a coach or team if you can.

Example: A swimmer might profile what makes a strong distance swimmer, compare old and new swimsuits and goggles, swim in a meet to show proficiency, and run a stroke clinic for a Cub Scout pack.

- ☐ **5a** Profile a typical athlete in your sport, listing the skills and traits needed to do well, such as hand-eye coordination, speed, quick reactions, weight, or height

5b Equipment and facilities

- ☐ **5b1** List the equipment and facilities your sport needs: personal gear (like a mouthpiece, helmet, or earplugs), team gear (like foils, shooting jackets, or weights), and team or sponsor supplies and places (like targets, ammunition, courts, or rivers)

- ☐ **5b2** Discuss how much equipment matters to success in your sport (some, like bobsled and luge, depend heavily on it)

- ☐ **5b3** Explain how the equipment for your sport has improved or changed over the years

- ☐ **5c** Take part in your chosen sport and show you are proficient at it

- ☐ **5d** Run a clinic in your sport for a Cub Scout pack or den, a Scouts BSA troop, or another youth group, with a demonstration and skills teaching, plus competition if possible

6–10 Electives: Choose 1 of 5

Tips for this section: Pick one elective: sports history, sports nutrition, drug-free sport, communications, or disabled sports history. Choose the one tied to the sport or career you care about most.

6 Elective: history and heritage of sports

- ☐ **6a** Study the history of the Olympic movement: when and how it began, when the U.S. Olympic movement started, when and where the Winter Olympics began, which sports were in the first summer and winter Games, and which Olympic years had no Games and why

- ☐ **6b** Choose a sport you like and learn its history: who started it and why, how it has changed, and what new equipment has made it more efficient

- ☐ **6c** Present what you learned in 6a and 6b to your crew, a pack, a troop, another youth group, a retirement home, or a similar audience

7 Elective: sports nutrition

- ☐ **7a** List five or more complex and five or more simple carbohydrates; at a crew meeting or Advisor-approved activity, discuss why complex carbs are nutrient-dense and what that means for athletes, why fiber counts as a complex carb, and some high-fiber foods, and serve snacks from each carb group (a guessing game is optional)

- ☐ **7b** Interview a registered dietitian about your favorite sport, and with their help review and build a nutrition plan for you or your team and that sport

- ☐ **7c** Give a presentation on good and bad fats and how they affect a teen's diet, covering saturated, unsaturated, and hydrogenated fats and cholesterol, using visuals like posters, slides, or charts; then work with your crew to figure out each member's fat needs, including your own

- ☐ **7d** Record everything you eat and drink for three days; with a health-care practitioner, check whether you get enough protein, vegetables, fat, carbohydrates, and fiber, and measure how much sugar, sodium, and hydrogenated fat you take in

- ☐ **7e** Name and compare the three kinds of vegetarians with your Advisor or coach; ask a registered dietitian or nutritionist how vegetarians get complete protein each day; then share what you learned in a presentation, display, or other approved activity for a Scouts BSA troop or Cub Scout pack

- ☐ **8** Do 8a or 8b plus two extras chosen with your Advisor: a fair-play poster with slogan and handouts at a facility; teach youth a decision model for refusing drugs; run an ethics forum on a doping controversy you write; share info from an anti-doping expert; make a doping-history timeline; or list banned substance classes and methods with effects plus a 500-word essay on why. Or do 8c and 8d

- ☐ **8a** Research two classes of substances banned in Olympic sport under the anti-doping code (see usantidoping.org) and write a 1,000-word or longer paper or give a presentation on their medical uses, health risks, effects on others and on fair competition, penalties for athletes caught cheating, and the best training plan for an athlete in that sport

- ☐ **8b** Take a health class of 15 hours or more on drug-free sport and choosing not to use drugs (through school, community education, college, a sports group, or online), then create your own multi-session drug-free sport curriculum to teach a youth group

- ☐ **8c** With a trained Advisor, coach, or teacher, take and finish a course recognized nationally or statewide, such as Pursuing Victory With Honor from Character Counts or the ATLAS steroid-prevention program for athletes

- ☐ **8d** Build and deliver a talk about drug-free sport for a school or sports youth group, with a supporting pamphlet or handout (U.S. Anti-Doping Agency materials may be used)

9 Elective: communications (a, d, e, f, plus b or c, plus g or h)

- ☐ **9a** Complete a communications course of 15 or more hours (school, community education, hospital, college, your crew, or an official coach, referee, or athletic trainer program) on a topic such as sportswriting, journalism, mass communication, technical writing, editing, video production, or coaching, then review with your Advisor how it relates to a sport or to health and fitness

- ☐ **9b** Read two or more Advisor-approved books on a sports program you choose (for example sports injuries, anti-doping, disabled sports groups, or Olympic committees) and write a 1,000-word or longer report on each, covering why you chose them, the key communication ideas for that sport, and how you can use them in your sports or crew events; present the reports to your Advisor or crew

- ☐ **9c** Interview two or more people connected with a sport you're interested in (such as coaches, trainers, referees, umpires, sports information directors, sportswriters, reporters, photographers, players, or therapists), and give your crew or another youth group a spoken or written report of 1,000 or more words on what you learned

- ☐ **9d** Make a tabletop display, talk, or video on why communication matters in sports and its role in taking part in any sporting event or program, for a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout den or pack

- ☐ **9e** Take part in one or more sports-related ethical controversies (topics like amateur athletics, drugs and steroids, parent involvement, youth coaching, gambling, discrimination, or sportsmanship); run a different one as part of an ethics forum; and play two cooperative games with your crew or another youth group, one outdoor and one indoor

- ☐ **9f** Create a sports communication piece (such as a media or recruiting guide, schedule poster or card, game program, newsletter, game notes, audio or video, or website) mixing visuals and writing to promote a council, district, school, or community sports event. Get written critiques from two people, one a sport expert; improve it, share it with your Advisor and crew, and use it to promote the event

- ☐ **9g** Research how the media affects a specific sport, and give your Advisor or crew an oral report on its positive and negative effects and how a person can handle the conflicts that may come up

- ☐ **9h** Research what a communications or sports journalism major requires at a nearby college or university, and present the classes, internships, and career paths in a tabletop display or talk for your crew or another youth group

10 Elective: history of the disabled sports movement

- ☐ **10a** Learn the history of the Paralympic (disabled sports) movement: how and when it started, where to find competitions for disabled athletes, and which sports are in the summer and winter Paralympics

- ☐ **10b** Choose a disabled sport that interests you and learn its history: who started it and why, how it has changed, and what specialized equipment its athletes use

- ☐ **10c** Using 10a and 10b, plan and lead a clinic that builds awareness of disabled sports, such as wheelchair basketball, goalball, sled hockey, or wheelchair rugby, for a youth group like your crew, a Scouts BSA troop, or a Cub Scout den or pack