

Event Requirements

2023 Scouts BSA Summer Camp

Scouts BSA Summer Camp

Archery 2023-01-01

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#1 Do the following:

- #1a** Explain the five range safety rules.
- #1b** Explain the four whistle commands used on the range.
- #1c** Explain how to safely remove arrows from the target and return them to your quiver
- #1d** Tell about your local and state laws for owning and using archery equipment.

#2 Do the following:

- #2a** Name and point to the parts of an arrow.
- #2b** Describe three or more different types of arrows.
- #2c** Name the four principle materials for making arrow shafts.

#2d Do ONE of the following:

- #2d[1]** Make a complete arrow from a bare shaft using appropriate equipment available to you.
- #2d[2]** To demonstrate arrow repair, inspect the shafts and prepare and replace at least three vanes, one point, and one nock. You may use as many arrows as necessary to accomplish this. The repairs can be done on wood, fiberglass, or aluminum arrows.
- #2e** Explain how to properly care for and store arrows.

#3 Do the following:

- #3a** Explain the proper use, care, and storage of, as well as the reasons for using tabs, arm guards, shooting gloves, and quivers.
- #3b** Explain the following terms: draw length, draw weight, mechanical release and barebow.

#4 Explain the following:

- #4a** The difference between an end and a round

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- #4b** The differences among field, target, and 3-D archery
- #4c** How the five-color World Archery Federation target is scored
- #4d** How the National Field Archery Association (NFAA) black-and-white field targets and blue indoor targets are scored

#5 Do ONE of the following options.

#5A Option A - Using a Recurve Bow or Longbow

- #5a Opt A** Name and point to the parts of the recurve or longbow you are shooting.
- #5b Opt A** Explain how to properly care for and store recurve bows and longbows.
- #5c Opt A** Demonstrate and explain USA Archery's 'Steps of Shooting' for the bow you are shooting.
- #5d Opt A** Demonstrate the proper way to string a recurve bow or longbow.
- #5e Opt A** Using a bow square, locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.

#5Af Do ONE of the following:

#5Af1 Using a recurve bow or longbow and arrows with a finger release, shoot a single round of one of the following BSA, USA Archery, or NFAA rounds:

- #5f[1]a Opt A** An NFAA field round of 14 targets and make a score of 60 points
- #5f[1]b Opt A** A BSA Scout field round of 14 targets and make a score of 80 points
- #5f[1]c Opt A** World Archery/USA Archery indoor* round and make a score of 80 points
- #5f[1]d Opt A** An NFAA indoor* round and make a score of 50 points
- #5f[2] Opt A** Shooting 30 arrows in five-arrow ends at an 80-centimeter (32-inch) five-color target at 10 yards and using the 10 scoring regions, make a score of 150.
- #5f[3] Opt A** As a member of the USA Archery Junior Olympic Archery Development program (JOAD), earn your indoor or outdoor green, purple, and gray achievement award pins using a recurve bow or longbow.

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- #5f[4] Opt A** As a member of the NFAA's Junior Division, earn a Cub or Youth 100-score Progression Patch.
- #5B Option B - Using a Compound Bow**
- #5a Opt B** Name and point to the parts of the compound bow you are shooting.
- #5b Opt B** Explain how to properly care for and store compound bows.
- #5c Opt B** Demonstrate and explain USA Archery's 'Steps of Shooting' for the bow you are shooting.
- #5d Opt B** Explain why it is necessary to have the string or cable on a compound bow replaced at an archery shop.
- #5e Opt B** Locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.
- #5Bf Do ONE of the following:**
- #5Bf1** Using a compound bow and arrows with a finger release, shoot a single round of ONE of the following BSA, NAA, or NFAA rounds:
- #5f[1]a Opt B** An NFAA field round of 14 targets and make a score of 70 points
- #5f[1]b Opt B** A BSA Scout field round of 14 targets and make a score of 90 points
- #5f[1]c Opt B** A World Archery/USA Archery indoor* round and make a score of 90 points
- #5f[1]d Opt B** An NFAA indoor* round and make a score of 60 points
- #5f[2] Opt B** Shooting at an 80-centimeter (32-inch) five-color target using the 10 scoring regions, make a minimum score of 160. Accomplish this in the following manner:
Shoot 15 arrows in five-arrow ends, at a distance of 10 yards
AND
Shoot 15 arrows in five-arrow ends, at a distance of 15 yards.
- #5f[3] Opt B** As a member of the USA Archery Junior Olympic Archery Development program (JOAD), earn your indoor or outdoor green, purple, and gray achievement award pins using a compound bow.
- #5f[4] Opt B** As a member of the NFAA's Junior Division, earn a Cub or Youth 100-score Progression Patch.

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Art **2014-01-01**

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#1 Discuss the following with your counselor:

#1a What art is and what some of the different forms of art are

#1b The importance of art to humankind

#1c What art means to you and how art can make you feel

#2 Discuss with your counselor the following terms and elements of art: line, value, shape, form, space, color, and texture. Show examples of each element.

#3 Discuss with your counselor the six principles of design: rhythm, balance, proportion, variety, emphasis, and unity.

#4 Render a subject of your choice in FOUR of these ways:

#4a Pen and ink

#4b Watercolors

#4c Pencil

#4d Pastels

#4e Oil paints

#4f Tempera

#4g Acrylics

#4h Charcoal

#4i Computer drawing or painting

#5 Do ONE of the following:

#5a Design something useful. Make a sketch or model of your design. With your counselor's approval, create a promotional piece for the item using a picture or pictures.

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Art **2014-01-01**

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- #5b** Tell a story with a picture or pictures or using a 3-D rendering.

- #5c** Design a logo. Share your design with your counselor and explain the significance of your logo. Then, with your parent's permission and your counselor's approval, put your logo on Scout equipment, furniture, ceramics, or fabric.

- #6** With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.

- #7** Find out about three career opportunities in art. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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Astronomy	2022-01-01
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U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in astronomy activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Explain first aid for injuries or illnesses such as heat and cold reactions, dehydration, bites and stings, and damage to your eyes that could occur during observation.
- #1c** Describe the proper clothing and other precautions for safely making observations at night and in cold weather.
- #1d** Explain how to safely observe the Sun, objects near the Sun and solar eclipses.
- #2** Explain what light pollution is and how it and air pollution affect astronomy.

#3 With the aid of diagrams (or real telescopes if available), do each of the following:

- #3a** Explain why binoculars and telescopes are important astronomical tools. Demonstrate or explain how these tools are used.
- #3b** Describe the similarities and differences of several types of astronomical telescopes, including at least one that observes light beyond the visible part of the spectrum (i.e., radio, X-ray, ultraviolet, or infrared).
- #3c** Explain the purposes of at least three instruments used with astronomical telescopes.
- #3d** Describe the proper care and storage of telescopes and binoculars both at home and in the field.

#4 Do the following*:

- #4a** Identify in the sky at least 10 constellations, at least four of which are in the zodiac.
- #4b** Identify in the sky at least eight conspicuous stars, five of which are of magnitude 1 or brighter.
- #4c** Make two sketches of the Big Dipper. In one sketch, show the Big Dipper's orientation in the early evening sky. In another sketch, show its position several hours later. In both sketches, show the North Star and the horizon. Record the date and time each sketch was made.
- #4d** Explain what we see when we look at the Milky Way.

#5 Do the following:

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Astronomy	2022-01-01
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#5a List the names of the five most visible planets. Explain which ones can appear in phases similar to lunar phases and which ones cannot, and explain why.

#5b Using the Internet (with your parent's permission) and other resources, find out when each of the five most visible planets that you identified in requirement 5a will be observable in the evening sky during the next 12 months, then compile this information in the form of a chart or table.

#5c Describe the motion of the planets across the sky.

#5d Observe a planet and describe what you saw.

#6 Do the following:

#6a Sketch the face of the Moon and indicate at least five seas and five craters. Label these landmarks.

#6b Sketch the phase and position of the Moon, at the same hour and place, for four nights within a one-week period. Include landmarks on the horizon such as hills, trees, and buildings. Explain the changes you observe.

#6c List the factors that keep the Moon in orbit around Earth.

#6d With the aid of diagrams, explain the relative positions of the Sun, Earth, and the Moon at the times of lunar and solar eclipses, and at the times of new, first-quarter, full, and last-quarter phases of the Moon.

#7 Do the following:

#7a Describe the composition of the Sun, its relationship to other stars, and some effects of its radiation on Earth's weather and communications.

#7b Define sunspots and describe some of the effects they may have on solar radiation.

#7c Identify at least one red star, one blue star, and one yellow star (other than the Sun). Explain the meaning of these colors.

#8 With your counselor's approval and guidance, do ONE of the following:

#8a Visit a planetarium or astronomical observatory. Submit a written report, a scrapbook, or a video presentation afterward to your counselor that includes the following information:
Activities occurring there
Exhibits and displays you saw
Telescopes and other instruments being used
Celestial objects you observed

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- #8b** Plan and participate in a three-hour observation session that includes using binoculars or a telescope. List the celestial objects you want to observe, and find each on a star chart or in a guidebook. Prepare a log or notebook. Discuss with your counselor what you hope to observe prior to your observation session. Review your log or notebook with your counselor afterward.**
- #8c** Plan and host a star party for your Scout troop or other group such as your class at school. Use binoculars or a telescope to show and explain celestial objects to the group.
- #8d** Help an astronomy club in your community hold a star party that is open to the public.
- #8e** Personally take a series of photographs or digital images of the movement of the Moon, a planet, an asteroid, meteor, or a comet. In your visual display, label each image and include the date and time it was taken. Show all positions on a star chart or map. Show your display at school or at a troop meeting. Explain the changes you observed.
- #9** Find out about three career opportunities in astronomy. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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ATV	0000-00-00
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|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #1 Range Signals, Rules and Warm-UP exercises |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #2 Controls/Starting the Engine |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3 Starting Out, Shifting Gears, and Braking |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4 Turning |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #5 Riding Strategies |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #6 Riding Circles and Figure 8 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #7 Quicker Turns |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #8 Sharp Turns |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9 Quick Stops/Swerve |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #10 Quick Stops in a Turn |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #11 Riding Over Obstacles |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #12 Safe and Responsible Riding Practices |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #13 U-Turns/Traversing Hills |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #14 Circuit or Trail Ride |

#15 All-terrain vehicles (ATVs or UTVs) are banned from program use and are not approved for unit use. The exception is council-approved ATV programs.

Event Requirements

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BSA Stand Up Paddleboarding **0000-00-00**

U PR

null Requirements

- #1** Review the BSA Safety Afloat policy. Explain to your instructor how this applies to stand up paddleboarding.
- #2** Before fulfilling other requirements, successfully complete the BSA swimmer test: Jump feetfirst into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include one sharp turn. After completing the swim, rest by floating.
- #3** Explain safety considerations for stand up paddleboarding in the following environments: lake, moving water, whitewater, open ocean, ocean surf.
- #4** Review the characteristics of life jackets most appropriate for stand up paddleboarding and understand why one must always be worn while paddling. Then demonstrate how to select and fit a life jacket for stand up paddleboarding.
- #5** Describe the appropriate type of leash to wear in the appropriate water venues.

null Name and point out:

- #6a** The major parts of a stand up paddleboard
- #6b** The parts of a paddle for stand up paddleboarding

null Discuss the following:

- #7a** The different types of stand up paddleboards
- #7b** How to correctly size and hold a paddle for stand up paddleboarding

null Using a properly outfitted stand up paddleboard, demonstrate the following:

- #8a** How to safely carry a stand up paddleboard
- #8b** How to safely paddle away from a dock or shoreline (on knees)
- #8c** How to stand and balance on a board in the neutral position
- #8d** How to appropriately fall off a board
- #8e** How to remount the board
- #8f** Forward stroke
- #8g** Back stroke
- #8h** Forward sweep
- #8i** Reverse sweep
- #8j** Draw stroke
- #8k** One self-rescue technique-lay on your stomach and paddle with your hands

null With supervision from your instructor, paddle a course that involves:

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BSA Stand Up Paddleboarding **0000-00-00**

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#9a A straight line for 25 yards and stop within one board length

#9b A figure 8

#9c Moving a beam to the right 10 feet and to the left 10 feet

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Camping (Eagle required)	2018-01-01
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U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in camping activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Discuss with your counselor why it is important to be aware of weather conditions before and during your camping activities. Tell how you can prepare should the weather turn bad during your campouts.
- #1c** Show that you know first aid for and how to prevent injuries or illnesses that could occur while camping, including hypothermia, frostbite, heat reactions, dehydration, altitude sickness, insect stings, tick bites, snakebite, blisters, and hyperventilation.
- #2** Learn the Leave No Trace principles and the Outdoor Code and explain what they mean. Write a personal and group plan for implementing these principles on your next outing.

#3 Make a written plan* for an overnight trek and show how to get to your camping spot by using a topographical map and one of the following:

- #3a** A compass
- #3b** A GPS receiver**
- #3c** A smartphone with a GPS app**

#4 Do the following:

- #4a** Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.
- #4b** Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.

#5 Do the following:

- #5a** Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term 'layering.'
- #5b** Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.
- #5c** Explain the proper care and storage of camping equipment (clothing, footwear, bedding).
- #5d** List the outdoor essentials necessary for any campout, and explain why each item is needed.

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Camping (Eagle required)	2018-01-01
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#5e Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.

#6 Do the following:

#6a Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent.

#6b Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water.

#6c Describe the factors to be considered in deciding where to pitch your tent.

#6d Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each.

#6e Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.

#7 Prepare for an overnight campout with your patrol by doing the following:

#7a Make a checklist of personal and patrol gear that will be needed.

#7b Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.

#8 Do the following:

#8a Explain the safety procedures for:
Using a propane or butane/propane stove
Using a liquid fuel stove
Proper storage of extra fuel

#8b Discuss the advantages and disadvantages of different types of lightweight cooking stoves.

#8c Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.

#8d While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.

#9 Show experience in camping by doing the following:

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Camping (Eagle required)	2018-01-01
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#9a Camp a total of at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Sleep each night under the sky or in a tent you have pitched. If the camp provides a tent that has already been pitched, you need not pitch your own tent.

#9b On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.

#9b[1] Hike up a mountain, gaining at least 1,000 vertical feet.

#9b[2] Backpack, snowshoe, or cross-country ski for at least 4 miles.

#9b[3] Take a bike trip of at least 15 miles or at least four hours.

#9b[4] Take a nonmotorized trip on the water of at least four hours or 5 miles.

#9b[5] Plan and carry out an overnight snow camping experience.

#9b[6] Rappel down a rappel route of 30 feet or more.

#9c Perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.

#10 Discuss how the things you did to earn this badge have taught you about personal health and safety, survival, public health, conservation, and good citizenship. In your discussion, tell how Scout spirit and the Scout Oath and Scout Law apply to camping and outdoor ethics.

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Canoeing	2022-01-01
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#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in canoeing activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that could occur while canoeing: blisters, cold-water shock and hypothermia, dehydration, heat-related illnesses, sunburn, sprains, and strains.
- #1c** Discuss the BSA Safety Afloat policy. Tell how it applies to canoeing activities.
- #2** Before doing the following requirements, successfully complete the BSA swimmer test: Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

#3 Do the following:

- #3a** Name and point out the major parts of a canoe.
- #3b** Describe how the length and shape of a canoe affect its performance.
- #3c** Discuss the advantages and disadvantages of the different materials used to make canoes.

#4 Do the following:

- #4a** Name and point out the parts of a paddle.
- #4b** Demonstrate how to size correctly a paddle for a paddler in a sitting position and a kneeling position.

#5 Do the following:

- #5a** Discuss with your counselor the characteristics of life jackets most appropriate for canoeing and tell why a life jacket must always be worn while paddling.
- #5b** Demonstrate how to select and properly fit the correct size life jacket.
- #5c** Review the importance of safety and rescue equipment such as a sound signal device, extra paddle, sponge, bailer, bilge pump, rescue sling, ropes and throw bag.

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Canoeing	2022-01-01
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#6 Discuss with your counselor the general care and maintenance of canoes, paddles, and other canoeing equipment.

#7 Do the following:

#7a Discuss what personal and group equipment would be appropriate for a canoe camping trip. Describe how personal and group equipment can be packed and protected from water.

#7b Using the containers and packs from requirement 7a, demonstrate how to load and secure the containers and other equipment in the canoe.

#7c Using appropriate knots, including a trucker's hitch, tautline hitch, and bowline, demonstrate how to secure a canoe to a vehicle or a trailer, or if these are not available, a rack on land.

#8 With a companion, use a properly equipped canoe to demonstrate the following:

#8a Safely carry and launch the canoe from a dock or shore (both, if possible).

#8b Safely land the canoe on a dock or shore (both, if possible) and return it to its proper storage location.

#8c Demonstrate kneeling and sitting positions in a canoe and explain the proper use for each position.

#8d Change places while afloat in the canoe.

#9 With a companion, use a properly equipped canoe to demonstrate the following:

#9a In deep water, exit the canoe and get back in without capsizing.

#9b Safely perform a controlled capsize of the canoe and demonstrate how staying with a capsized canoe will support both paddlers.

#9c Swim, tow, or push a swamped canoe 50 feet to shallow water. In the shallow water, empty the swamped canoe and reenter it.

#9d In deep water, rescue a swamped canoe and its paddlers by emptying the swamped canoe and helping the paddlers safely reenter their boat without capsizing.

#10 With a companion, use a properly equipped canoe to demonstrate the following paddling strokes as both a bow and stern paddler:

#10a Forward stroke

#10b Backstroke

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 #10c Draw

#10 For stern paddling only:

 #10d J-stroke **#10e** Pushaway **#10f** Forward sweep **#10g** Reverse sweep **#10h** Rudder stroke **#10i** Stern pry

#11 Using the strokes in requirement 10, and in an order determined by your counselor, use a properly equipped canoe to demonstrate the following tandem maneuvers while paddling on opposite sides and without changing sides. Each paddler must demonstrate these maneuvers in both the bow and stern and on opposite paddling sides:

 #11a Pivot or spin the canoe in either direction. **#11b** Move the canoe sideways or abeam in either direction. **#11c** Stop the canoe. **#11d** Move the canoe in a straight line for 50 yards.

#12 Use a properly equipped canoe to demonstrate solo canoe handling:

 #12a Launch from shore or a pier (both, if possible). **#12b** Using a single-blade paddle and paddling only on one side, demonstrate proper form and use of the forward stroke, backstroke, draw stroke, pushaway stroke, forward sweep, reverse sweep, J-stroke, and rudder stroke. Repeat while paddling on the other side. **#12c** Using a single-blade paddle and paddling only on one side, demonstrate proper form and use of a combination of a forward stroke, rudder stroke, and stern pry by canoeing to a target 50 yards away. Repeat while paddling on the other side.

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#12d Make a proper landing at a dock or shore (both, if possible). Store canoe properly (with assistance, if needed).

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Chess **2013-01-01**

U PR

#1 Discuss with your merit badge counselor the history of the game of chess. Explain why it is considered a game of planning and strategy.

#2 Discuss with your merit badge counselor the following:

#2a The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life

#2b Sportsmanship and chess etiquette

#3 Demonstrate to your counselor that you know each of the following. Then, using Scouting's Teaching EDGE*, teach someone (preferably another Scout) who does not know how to play chess:

#3a The name of each chess piece

#3b How to set up a chessboard

#3c How each chess piece moves, including castling and en passant captures

#4 Do the following:

#4a Demonstrate scorekeeping using the algebraic system of chess notation.

#4b Discuss the differences between the opening, the middle game, and the endgame.

#4c Explain four opening principles.

#4d Explain the four rules for castling.

#4e On a chessboard, demonstrate a 'scholar's mate' and a 'fool's mate.'

#4f Demonstrate on a chessboard four ways a chess game can end in a draw.

#5 Do the following:

#5a Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, time.

#5b Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double attack, fork, interposing, overloading, overprotecting, pin, remove the defender, skewer, zwischenzug.

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Chess 2013-01-01

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- #5c** Set up a chessboard with the white king on e1, the white rooks on a1 and h1, and the black king on e5. With White to move first, demonstrate how to force checkmate on the black king.
- #5d** Set up and solve five direct-mate problems provided by your merit badge counselor.
- #6** Do ONE of the following:
- #6a** Play at least three games of chess with other Scouts and/or your merit badge counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.
- #6b** Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your merit badge counselor. Discuss with your counselor how you might have played each game differently.
- #6c** Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games.

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Climbing 2017-01-01

U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in climbing and rappelling activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Show that you know first aid for and how to prevent injuries or illnesses that could occur during climbing activities, including heat and cold reactions, dehydration, stopped breathing, sprains, abrasions, fractures, rope burns, blisters, snakebite, concussions, and insect bites or stings.
- #1c** Identify the conditions that must exist before performing CPR on a person.
- #2** Learn the Leave No Trace principles and Outdoor Code, and explain what they mean.
- #3** Present yourself properly dressed for belaying, climbing, and rappelling (i.e., appropriate clothing, footwear, and a helmet; rappellers can also wear gloves).

#4 Location. Do the following:

- #4a** Explain how the difficulty of climbs is classified, and apply classifications to the rock faces or walls where you will demonstrate your climbing skills.
- #4b** Explain the following: top-rope climbing, lead climbing, and bouldering.
- #4c** Evaluate the safety of a particular climbing area. Consider weather, visibility, the condition of the climbing surface, and any other environmental hazards.
- #4d** Determine how to summon aid to the climbing area in case of an emergency.

#5 Verbal signals. Explain the importance of using verbal signals during every climb and rappel, and while bouldering. With the help of the merit badge counselor or another Scout, demonstrate the verbal signals used by each of the following:

- #5a** Climbers
- #5b** Rappellers
- #5c** Belayers
- #5d** Boulderers and their spotters

#6 Rope. Do the following:

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 #6a Describe the kinds of rope acceptable for use in climbing and rappelling. **#6b** Show how to examine a rope for signs of wear or damage. **#6c** Discuss ways to prevent a rope from being damaged. **#6d** Explain when and how a rope should be retired. **#6e** Properly coil a rope.

#7 Knots. Demonstrate the ability to tie each of the following knots. Give at least one example of how each knot is used in belaying, climbing, or rappelling.

 #7a Figure eight on a bight **#7b** Figure eight follow-through **#7c** Water knot **#7d** Double fisherman's knot (grapevine knot) **#7e** Safety knot **#8** Harnesses. Correctly put on a commercially made climbing harness.

#9 Belaying. Do the following:

 #9a Explain the importance of belaying climbers and rappellers and when it is necessary. **#9b** Belay three different climbers ascending a rock face or climbing wall. **#9c** Belay three different rappellers descending a rock face or climbing wall using a top rope.

#10 Climbing. Do the following:

 #10a Show the correct way to directly tie into a belay rope. **#10b** Climb at least three different routes on a rock face or climbing wall, demonstrating good technique and using verbal signals with a belayer.

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#11 Rappelling. Do the following:

- #11a** Using a carabiner and a rappel device, secure your climbing harness to a rappel rope.
- #11b** Tie into a belay rope set up to protect rappellers.
- #11c** Rappel down three different rock faces or three rappel routes on a climbing wall. Use verbal signals to communicate with a belayer, and demonstrate good rappelling technique.
- #12** Demonstrate ways to store rope, hardware, and other gear used for climbing, rappelling, and belaying.

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Cooking 1: Cooking (Eagle required)	2023-01-01
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#1 Health and safety. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
- #1c** Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.
- #1d** Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.
- #1e** Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.

#2 Nutrition. Do the following:

- #2a** Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:
(1) Fruits
(2) Vegetables
(3) Grains
(4) Proteins
(5) Dairy
- #2b** Explain why you should limit your intake of oils and sugars.
- #2c** Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the My Plate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
- #2d** Discuss with your counselor food allergies, food intolerance, and food related illnesses and diseases. Explain why everyone who handles or prepares food needs to be aware of these concerns.
- #2e** Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.

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Cooking 1: Cooking (Eagle required)	2023-01-01
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#3 Cooking basics. Do the following:

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

#3a Discuss EACH of the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, steaming, microwaving, grilling, foil cooking, and use of a Dutch oven.

#3b Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.

#3c Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.

#4 Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Then do the following:

#4a Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.

#4b Share and discuss your meal plan and shopping list with your counselor.

#4c Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.*

*The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.

#4d Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.

#4e After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.

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Cooking 1: Cooking (Eagle required)	2023-01-01
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#5 Camp cooking. Do the following:

- #5a** Using the MyPlate food guide or the current USDA nutrition model, plan five meals for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. These five meals must include at least one breakfast, one lunch, one dinner, AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals.
- #5b** Find or create recipes for at least three meals, a dessert and a snack. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
- #5c** Share and discuss your meal plan and shopping list with your counselor.
- #5d** In the outdoors, using your menu plans and recipes for this requirement, cook three of the five meals you planned using either a camp stove OR backpack stove. Use a skillet over campfire coals OR a Dutch oven for a fourth meal, and cook the fifth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.**
- #5e** In the outdoors, prepare a dessert OR a snack and serve it to your patrol or a group of youth.**
- #5f** After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.
- #5g** Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwasher and garbage.
- #5h** Discuss how you followed the Outdoor Code and no-trace principles when preparing your meals.

#6 Trail and backpacking meals. Do the following:

- #6a** Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.
- #6b** Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
- #6c** Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.

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Cooking 1: Cooking (Eagle required)	2023-01-01
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- #6d** While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**
- #6e** After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.
- #6f** Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.
- #7** Food-related careers. Find out about three career opportunities in cooking. Select one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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Cooking 2: Cooking (Eagle required) 2023-01-01

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#1 Health and safety. Do the following:

- #1a Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
- #1c Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.
- #1d Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.
- #1e Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.

#2 Nutrition. Do the following:

- #2a Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:
 - (1) Fruits
 - (2) Vegetables
 - (3) Grains
 - (4) Proteins
 - (5) Dairy
- #2b Explain why you should limit your intake of oils and sugars.
- #2c Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the My Plate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
- #2d Discuss with your counselor food allergies, food intolerance, and food related illnesses and diseases. Explain why everyone who handles or prepares food needs to be aware of these concerns.
- #2e Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.

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#3 Cooking basics. Do the following:

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

- #3a Discuss EACH of the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, steaming, microwaving, grilling, foil cooking, and use of a Dutch oven.
- #3b Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.
- #3c Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.

#4 Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Then do the following:

- #4a Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.
- #4b Share and discuss your meal plan and shopping list with your counselor.
- #4c Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.*
- *The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.
- #4d Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.
- #4e After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.

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Cooking 2: Cooking (Eagle required) 2023-01-01

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#5 Camp cooking. Do the following:

- #5a Using the MyPlate food guide or the current USDA nutrition model, plan five meals for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. These five meals must include at least one breakfast, one lunch, one dinner, AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals.
- #5b Find or create recipes for at least three meals, a dessert and a snack. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
- #5c Share and discuss your meal plan and shopping list with your counselor.
- #5d In the outdoors, using your menu plans and recipes for this requirement, cook three of the five meals you planned using either a camp stove OR backpack stove. Use a skillet over campfire coals OR a Dutch oven for a fourth meal, and cook the fifth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.**
- #5e In the outdoors, prepare a dessert OR a snack and serve it to your patrol or a group of youth.**
- #5f After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.
- #5g Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwasher and garbage.
- #5h Discuss how you followed the Outdoor Code and no-trace principles when preparing your meals.

#6 Trail and backpacking meals. Do the following:

- #6a Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.
- #6b Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
- #6c Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.

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- #6d** While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**

- #6e** After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.

- #6f** Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.

- #7** Food-related careers. Find out about three career opportunities in cooking. Select one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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Emergency Preparedness (Eagle required)	2018-01-01
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 #1 Earn the First Aid merit badge.

#2 Do the following:

Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

 #2a Discuss with your counselor the aspects of emergency preparedness:

Prevention

Protection

Mitigation

Response

Recovery

Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

#2b Using a chart, graph, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2a (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. You must use the first five situations listed below in boldface, plus any other five of your choice. Discuss your findings with your counselor. **#2b[1]** Home kitchen fire **#2b[2]** Home basement/storage room/garage fire **#2b[3]** Explosion in the home **#2b[4]** Automobile crash **#2b[5]** Food-borne disease (food poisoning) **#2b[6]** Fire or explosion in a public place **#2b[7]** Vehicle stalled in the desert **#2b[8]** Vehicle trapped in a blizzard **#2b[9]** Earthquake or tsunami **#2b[10]** Mountain/backcountry accident **#2b[11]** Boating or water accident

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Emergency Preparedness (Eagle required)	2018-01-01
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- #2b[12]** Gas leak in a home or a building
- #2b[13]** Tornado or hurricane
- #2b[14]** Major flooding or a flash flood
- #2b[15]** Toxic chemical spills and releases
- #2b[16]** Nuclear power plant emergency
- #2b[17]** Avalanche (snowslide or rockslide)
- #2b[18]** Violence in a public place
- #2c** Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

#3 Show how you could save a person from the following dangerous situations without putting yourself in danger:

- #3a** Touching a live household electric wire
- #3b** A structure filled with carbon monoxide
- #3c** Clothes on fire
- #3d** Drowning using nonswimming rescues (including accidents on ice)
- #4** Show three ways of attracting and communicating with rescue planes/aircraft.
- #5** With another person, show a good way to transport an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.

#6 Do the following:

- #6a** Describe the National Incident Management System (NIMS)/Incident and the Incident Command System (ICS).

#6b Identify the government or community agencies that normally handle and prepare for emergency services similar to those of the NIMS or ICS. Explain to your counselor ONE of the following:

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- #6b[1]** How the NIMS/ICS can assist a Scout troop when responding in a disaster
- #6b[2]** How a group of Scouts could volunteer to help in an even of these types of emergencies
- #6c** Find out who is your community's emergency management director and learn what this person does to prevent, protect, mitigate, respond to, and recover from emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.

#7 Do the following:

- #7a** Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
- #7b** Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.

#8 Do the following:

#8a Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:

- #8a[1]** Crowd and traffic control
- #8a[2]** Messenger service and communications
- #8a[3]** Collection and distribution services
- #8a[4]** Group feeding, shelter, and sanitation
- #8b** Prepare a personal emergency service pack for a mobilization call. Prepare a family emergency kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.

#9 Do ONE of the following:

- #9a** Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected.
- #9b** Review or develop a plan of escape for your family in case of fire in your home.

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- #9c** Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose.

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Environmental Science (Eagle required)	2023-01-01
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- #1** Make a timeline of the history of environmental science in America. Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.
- #2** Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.
- #3** Do ONE activity from SEVEN of the following EIGHT categories (using the activities in this pamphlet as the basis for planning and carrying out your projects):
- #3a** Ecology
- #3a[1]** Conduct an experiment to find out how living things respond to changes in their environments. Discuss your observations with your counselor.
- #3a[2]** Conduct an experiment illustrating the greenhouse effect. Keep a journal of your data and observations. Discuss your conclusions with your counselor.
- #3a[3]** Discuss what is an ecosystem. Tell how it is maintained in nature and how it survives.
- #3b** Air Pollution
- #3b[1]** Perform an experiment to test for particulates that contribute to air pollution. Discuss your findings with your counselor.
- #3b[2]** Record the trips taken, mileage, and fuel consumption of a family car for seven days, and calculate how many miles per gallon the car gets. Determine whether any trips could have been combined ('chained') rather than taken out and back. Using the idea of trip chaining, determine how many miles and gallons of gas could have been saved in those seven days.
- #3b[3]** Explain what is acid rain. In your explanation, tell how it affects plants and the environment and the steps society can take to help reduce its effects.
- #3c** Water Pollution
- #3c[1]** Conduct an experiment to show how living things react to thermal pollution. Discuss your observations with your counselor.
- #3c[2]** Conduct an experiment to identify the methods that could be used to mediate (reduce) the effects of an oil spill on waterfowl. Discuss your results with your counselor.
- #3c[3]** Describe the impact of a waterborne pollutant on an aquatic community. Write a 100-word report on how that pollutant affected aquatic life, what the effect was, and whether the effect is linked to biomagnification.

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Environmental Science (Eagle required)	2023-01-01
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#3d Land Pollution

- #3d[1]** Conduct an experiment to illustrate soil erosion by water. Take photographs or make a drawing of the soil before and after your experiment, and make a poster showing your results. Present your poster to your counselor.
- #3d[2]** Perform an experiment to determine the effect of an oil spill on land. Discuss your conclusions with your counselor.
- #3d[3]** Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.

#3e Endangered Species

- #3e[1]** Do research on one endangered species found in your state. Find out what its natural habitat is, why it is endangered, what is being done to preserve it, and how many individual organisms are left in the wild. Prepare a 100-word report about the organism, including a drawing. Present your report to your patrol or troop.
- #3e[2]** Do research on one species that was endangered or threatened but that has now recovered. Find out how the organism recovered, and what its new status is. Write a 100-word report on the species and discuss it with your counselor.
- #3e[3]** With your parent's and counselor's approval, work with a natural resource professional to identify two projects that have been approved to improve the habitat for a threatened or endangered species in your area. Visit the site of one of these projects and report on what you saw.

#3f Pollution Prevention, Resource Recovery, and Conservation

- #3f[1]** Look around your home and determine 10 ways your family can help reduce pollution. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
- #3f[2]** Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for five days and discuss with your counselor what you have learned.
- #3f[3]** Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusion with your counselor.

#3g Pollination

- #3g[1]** Using photographs or illustrations, point out the differences between a drone and a worker bee. Discuss the stages of bee development (eggs, larvae, pupae). Explain the pollination process, and what propolis is and how it is used by honey bees. Tell how bees make honey and beeswax, and how both are harvested. Explain the part played in the life of the hive by the queen, the drones, and the workers.

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Environmental Science (Eagle required)	2023-01-01
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- #3g[2]** Present your counselor a one-page report on how and why honeybees are used in pollinating food crops. In your report, discuss the problems faced by the bee population today, and the impact to humanity if there were no pollinators. Share your report with your troop or patrol, your class at school, or another group approved by your counselor.
- #3g[3]** Have a swarm or divide at least one colony of honey bees. Explain how a hive is constructed.
- #3h Invasive Species**
- #3h[1]** Learn to identify the major invasive plant species in your community or camp and explain to your counselor what can be done to either eradicate or control their spread.
- #3h[2]** Do research on two invasive plant or animal species in your community or camp. Find out where the species originated, how they were transported to the United States, their life history, how they are spread, and the recommended means to eradicate or control their spread. Report your research orally or in writing to your counselor.
- #3h[3]** Take part in a project of at least one hour to eradicate or control the spread of an invasive plant species in your community or camp.
- #4** Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:
- #4a** Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Report to your counselor orally or in writing the biodiversity and population density of these study areas.
- #4b** Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Discuss your observations with your counselor.
- #5** Identify the items that would need to be included in an environmental impact statement for a construction project such as building a house, adding a new building to your Scout camp, or one you create on your own that is approved by your counselor.
- #6** Find out about three career opportunities in environmental science. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Event Requirements

2023 Scouts BSA Summer Camp

Fingerprinting **2004-01-01**

U PR

- #1** Give a short history of fingerprinting. Tell the difference between civil and criminal identification.
- #2** Explain the difference between the automated fingerprint identification systems (AFIS) now used by some law enforcement agencies and the biometric fingerprint systems used to control access to places like buildings, airports, and computer rooms.
- #3** Do the following:
- #3a** Name the surfaces of the body where friction or papillary ridges are found.
- #3b** Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.
- #3c** Explain what it takes to positively identify a person using fingerprints.
- #4** Take a clear set of prints using ONE of the following methods.
- #4a** Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card, available from your local police department or your counselor.
- #4b** Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.
- #5** Show your merit badge counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

Event Requirements

2023 Scouts BSA Summer Camp

First Aid (Eagle required)	2022-01-01
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U PR

#1 Demonstrate to your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class, and First Class ranks.

#2 Explain how you would obtain emergency medical assistance from:

#2a Your home

#2b A remote location on a wilderness camping trip

#2c An activity on open water

#3 Define the term triage. Explain the steps necessary to assess and handle a medical emergency until help arrives.

#4 Explain the standard precautions as applied to the transmission of infections. Discuss the ways you should protect yourself and the victim while administering first aid.

#5 Do the following:

#5a Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.

#5b With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader.

#6 Describe the early signs and symptoms of each of the following and explain what actions you should take:

#6a Shock

#6b Heart attack

#6c Stroke

#7 Do the following:

#7a Describe the conditions that must exist before performing CPR on a person. Then demonstrate proper CPR technique using a training device approved by your counselor.

#7b Explain the use of an automated external defibrillator (AED). Identify the location of the AED at your school, place of worship, and troop meeting place, if one is present.

#8 Do the following:

Event Requirements

2023 Scouts BSA Summer Camp

First Aid (Eagle required)	2022-01-01
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U PR

- #8a** Show the steps that need to be taken for someone who has a large open wound or cut that is not bleeding severely.
- #8b** Show the steps that need to be taken for someone who has a large open wound or cut that is severely bleeding.
- #8c** Explain when it is appropriate and not appropriate to use a tourniquet. List some of the benefits and dangers of the use of a tourniquet.
- #8d** Describe the proper application of a tourniquet.
- #9** Explain when an insect or bee sting could be life threatening and what action should be taken for prevention and for first aid.
- #10** Do the following:
- #10a** Describe the signs and symptoms of an open or closed fracture or dislocation.
- #10b** Explain what measures should be taken to reduce the likelihood of further complications of fractures and dislocations.
- #11** Demonstrate the proper procedures for handling and immobilizing suspected closed or open fractures or dislocations of the:
- #11a** Forearm
- #11b** Wrist
- #11c** Hand and Fingers
- #11d** Upper leg
- #11e** Lower leg
- #11f** Ankle
- #12** Describe the symptoms, proper first-aid procedures, and possible prevention measures for the following conditions:
- #12a** Anaphylaxis/allergic reactions
- #12b** Asthma attack
- #12c** Bruises

Event Requirements

2023 Scouts BSA Summer Camp

First Aid (Eagle required)	2022-01-01
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U PR

- #12d** Sprains or strains
- #12e** Hypothermia
- #12f** Frostbite
- #12g** Burns-first, second, and third degree
- #12h** Concussion
- #12i** Convulsions/seizures
- #12j** Someone who is unconscious
- #12k** Dehydration
- #12l** Muscle cramps
- #12m** Heat exhaustion
- #12n** Heat stroke
- #12o** Abdominal pain
- #12p** Broken, chipped, or loosened tooth
- #13** Do the following:
 - #13a** Describe the conditions under which an injured person should be moved.
 - #13b** If a sick or an injured person must be moved, tell how you would determine the best method. Demonstrate this method.
 - #13c** With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.
- #14** Teach another Scout a first-aid skill selected by your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

Fish and Wildlife Management 2021-01-01

U PR

- #1** Describe the meaning and purposes of fish and wildlife conservation and management.
- #2** List and discuss at least three major problems that continue to threaten your state's fish and wildlife resources.
- #3** Describe some ways in which everyone can help with fish and wildlife conservation.
- #4** List and describe five major fish and wildlife management practices used by managers in your state.
- #5** Do ONE of the following:
- #5a** Construct, erect, and check regularly at least two artificial nest boxes (wood duck, bluebird, squirrel, etc.) and keep written records for one nesting season.
- #5b** Construct, erect, and check regularly bird feeders and keep written records of the kinds of birds visiting the feeders.
- #5c** Develop and implement a fishery improvement project or a backyard wildlife habitat improvement project. Share the results with your counselor.
- #5d** Design and construct a wildlife blind near a game trail, water hole, salt lick, bird feeder, or birdbath and take good photographs or make sketches from the blind of any combination of 10 wild birds, mammals, reptiles, or amphibians.
- #6** Do ONE of the following:
- #6a** Observe and record 25 species of wildlife. Your list may include mammals, birds, reptiles, amphibians, and fish. Write down when and where each animal was seen.
- #6b** List the wildlife species in your state that are classified as endangered, threatened, exotic, non-native, game species, furbearers, or migratory game birds. Discuss with your counselor management practices in place or being developed for at least three of these species.
- #6c** Start a scrapbook of North American fish and wildlife. Insert markers to divide the book into separate parts for mammals, birds, reptiles, amphibians, and fish. Collect articles on such subjects as life histories, habitat, behavior, and feeding habits on all of the five categories and place them in your notebook accordingly. Articles and pictures may be taken from newspapers or science, nature, and outdoor magazines, or from other sources including the internet (with your parent's permission). Enter at least five articles on mammals, five on birds, five on reptiles, five on amphibians, and five on fish. Put each animal on a separate sheet in alphabetical order. Include pictures whenever possible.
- #7** Do ONE of the following:
- #7a** Determine the age of five species of fish from scale samples or identify various age classes of one species in a lake and report the results.

Event Requirements

2023 Scouts BSA Summer Camp

Fish and Wildlife Management 2021-01-01

U PR

- #7b** Conduct a creel census on a small lake to estimate catch per unit effort.

- #7c** Examine the stomach contents of three fish and record the findings. It is not necessary to catch any fish for this option. You may visit a cleaning station set up for fishermen or find another, similar alternative.

- #7d** Make a freshwater aquarium. Include at least four species of native plants and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners. After 60 days of observation, discuss with your counselor the life cycles, food chains, and management needs you have recognized. After completing requirement 7d to your counselor's satisfaction, with your counselor's assistance, check local laws to determine what you should do with the specimens you have collected.

- #8** Using resources found at the library and in periodicals, books, and the internet (with your parent's permission), learn about three different positions held by fisheries and/or wildlife professionals. Find out the education and training requirements for each position.

Event Requirements

2023 Scouts BSA Summer Camp

Fishing **2021-01-01**

U PR

#1 Do the following:

#1a Explain to your counselor the most likely hazards you may encounter while participating in fishing activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

#1b Discuss the prevention of and treatment for the following health concerns that could occur while fishing, including cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.

#1c Explain how to remove a hook that has lodged in your arm.

#1d Name and explain five safety practices you should always follow while fishing.

#2 Discuss the differences between two types of fishing outfits. Point out and identify the parts of several types of rods and reels. Explain how and when each would be used. Review with your counselor how to care for this equipment.

#3 Demonstrate the proper use of two different types of fishing equipment.

#4 Demonstrate how to tie the following knots: improved clinch knot, Palomar knot, uni knot, uni to uni knot, and arbor knot. Explain how and when each knot is used.

#5 Name and identify five basic artificial lures and five natural baits and explain how to fish with them. Explain why baitfish are not to be released.

#6 Do the following:

#6a Explain the importance of practicing Leave No Trace techniques. Discuss the positive effects of Leave No Trace on fishing resources.

#6b Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.

#7 Obtain and review the regulations affecting game fishing where you live. Explain why they were adopted and what is accomplished by following them.

#8 Explain what good outdoor sportsmanlike behavior is and how it relates to anglers. Tell how the Outdoor Code of the Boy Scouts of America relates to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.

#9 Catch at least one fish and identify it.

#10 If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired. (It is not required that you eat the fish.)

Event Requirements

2023 Scouts BSA Summer Camp

Fly Fishing **2021-01-01**

U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in fly-fishing activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards. Name and explain five safety practices you should always follow while fly-fishing.
- #1b** Discuss the prevention of and treatment for health concerns that could occur while fly-fishing, including cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.
- #1c** Explain how to remove a hook that has lodged in your arm.
- #2** Demonstrate how to match a fly rod, line, and leader to achieve a balanced system. Discuss several types of fly lines, and explain how and when each would be used. Review with your counselor how to care for this equipment.

#3 Demonstrate how to tie proper knots to prepare a fly rod for fishing:

- #3a** Tie backing to the arbor of a fly reel spool using an arbor knot.
- #3b** Tie backing to the fly line using a nail knot.
- #3c** Attach a leader to the fly line using a nail knot or a loop-to-loop connection.
- #3d** Add a tippet to a leader using a surgeon's knot or a loop-to-loop connection.
- #3e** Tie a fly onto the terminal end of the leader using an improved clinch knot.
- #4** Explain how and when each of the following types of flies is used: dry flies, wet flies, nymphs, streamers, bass bugs, poppers, and salt water flies. Tell what each one imitates. Tie at least two types of the flies mentioned in this requirement.
- #5** Demonstrate the ability to cast a fly 30 feet consistently and accurately using both overhead and roll cast techniques.
- #6** Go to a suitable fishing location and observe what fish may be eating both above and beneath the water's surface. Explain the importance of matching the hatch.

#7 Do the following:

- #7a** Explain the importance of practicing Leave No Trace techniques. Discuss the positive effects of Leave No Trace on fly-fishing resources.
- #7b** Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.

Event Requirements

2023 Scouts BSA Summer Camp

Fly Fishing **2021-01-01**

U PR

- #8** Obtain and review a copy of the regulations affecting game fishing where you live or where you pan to fish. Explain why they were adopted and what is accomplished by following them.

- #9** Discuss what good sportsmanlike behavior is and how it relates to anglers. Tell how the Outdoor Code of the Boy Scouts of America relates to a fishing enthusiast, including the aspects of littering, trespassing, courteous behavior, 'catch and release,' and obeying fishing regulations.

- #10** Catch at least one fish using a fly rod and a fly. Identify it and quickly release it live back into the water. Discuss this experience with your counselor.

- #11** If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired. (It is not required that you eat the fish.)

Event Requirements

2023 Scouts BSA Summer Camp

Game Design	2023-01-01
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U PR

#1 Do the following:

#1a Analyze four games you have played, each from a different medium. Identify the medium, player format, objectives, rules, resources, and theme (if relevant). Discuss with your counselor the play experience, what you enjoy in each game, and what you dislike. Make a chart to compare and contrast the games.

#1b Describe five different reasons that people play games. For each, give an example of a game that fits that reason.

#2 Discuss with your counselor five of the following 17 game design terms. For each term that you pick, describe how it relates to a specific game.

Thematic game elements: story, setting, characters

Gameplay elements: play sequence, level design, interface design

Game analysis: difficulty, balance, depth, pace, replay value, age appropriateness

Related terms: single-player vs. multiplayer, cooperative vs. competitive, turn-based vs. real-time, strategy vs. reflex vs. chance, abstract vs. thematic

#3 Define the term intellectual property. Describe the types of intellectual property associated with the game design industry. Describe how intellectual property is protected and why protection is necessary. Define and give an example of a licensed property.

#4 Do the following:

#4a Pick a game where the players can change the rules or objectives (examples: basketball, hearts, chess, kickball). Briefly summarize the standard rules and objectives and play through the game normally.

#4b Propose changes to several rules or objectives. Predict how each change will affect gameplay.

#4c Play the game with one rule or objective change, observing how the players' actions and emotional experiences are affected by the rule change. Repeat this process with two other changes.

#4d Explain to your counselor how the changes affected the actions and experience of the players. Discuss the accuracy of your predictions.

#5 Design a new game. Any game medium or combination of mediums is acceptable. Record your work in a game design notebook.

#5a Write a vision statement for your game. Identify the medium, player format, objectives, and theme of the game. If suitable, describe the setting, story, and characters.

#5b Describe the reason that someone would want to play your game.

Event Requirements

2023 Scouts BSA Summer Camp

Game Design 2023-01-01

U PR

#5c Make a preliminary list of the rules of the game. Define the resources.

#5d Draw the game elements.

null You must have your merit badge counselor's approval of your concept before you begin creating the prototype.

#6 Do the following:

#6a Prototype your game from requirement 5. If applicable, demonstrate to your counselor that you have addressed player safety through the rules and equipment. Record your work in your game design notebook.

#6b Test your prototype with as many other people as you need to meet the player format. Compare the play experience to your descriptions from requirement 5b. Correct unclear rules, holes in the rules, dead ends, and obvious rule exploits. Change at least one rule, mechanic, or objective from your first version of the game, and describe why you are making the change. Play the game again. Record in your game design notebook whether or not your change had the expected effect.

#6c Repeat 6b at least two more times and record the results in your game design notebook.

#7 Blind test your game. Do the following:

#7a Write an instruction sheet that includes all of the information needed to play the game. Clearly describe how to set up the game, play the game, and end the game. List the game objectives.

#7b Share your prototype from requirement 6a with a group of players that has not played it or witnessed a previous playtest. Provide them with your instruction sheet(s) and any physical components. Watch them play the game, but do not provide them with instruction. Record their feedback in your game design notebook.

#7c Share your game design notebook with your counselor. Discuss the player reactions to your project and what you learned about the game design process. Based on your testing, determine what you like most about your game and suggest one or more changes.

#8 Do ONE of the following:

#8a With your parent or guardian's permission and your counselor's approval, visit with a professional in the game development industry and ask them about their job and how it fits into the overall development process.

#8b Alternatively, meet with a professional in game development education and discuss the skills they emphasize in the classroom.

Event Requirements

2023 Scouts BSA Summer Camp

Kayaking	2020-01-01
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U PR

#1 Do the following:

#1a Explain to your counselor the hazards you are most likely to encounter while participating in kayaking activities, including weather and water-related hazards, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

#1b Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that can occur while kayaking: blisters, cold-water shock and hypothermia, heat-related illnesses, dehydration, sunburn, sprains, and strains.

#1c Review the BSA Safety Afloat policy. Explain to your counselor how this applies to kayaking.

#2 Before doing requirements 3 through 8, successfully complete the BSA swimmer test: Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

#3 Do the following:

#3a Review the characteristics of life jackets most appropriate for kayaking and understand why one must always be worn while paddling. Then demonstrate how to select and fit a life jacket for kayaking.

#3b Review the importance of safety equipment such as a signal device, extra paddle, sponge, bilge pump, flotation bags, and throw bag.

#4 Do the following:

#4a Name and point out the major parts of a kayak.

#4b Review the differences in the design between recreational, whitewater, and sea or touring kayaks. Include how length, width, stability, and rocker are involved in the design of each type.

#4c Explain the care, maintenance, and storage of a kayak.

#5 Discuss the following:

#5a How to use a kayak paddle.

#5b Parts of a paddle.

#5c The care and maintenance of a paddle.

Event Requirements

2023 Scouts BSA Summer Camp

Kayaking **2020-01-01**

U PR

#6 Using a properly equipped kayak with an open cockpit, a sit-on-top, or an inflatable kayak, do the following:

- #6a** Safely capsize and perform a wet exit.
- #6b** Reenter the kayak with assistance from a buddy boat.
- #6c** Demonstrate a kayak-over-kayak rescue.
- #6d** Demonstrate the HELP position.
- #6e** Capsize the kayak, swim it and the paddle to shore, and empty water from the kayak with assistance if needed.

#7 As a solo paddler, use a properly equipped kayak to demonstrate the following:

- #7a** Forward stroke
- #7b** Reverse stroke
- #7c** Forward sweep
- #7d** Reverse sweep
- #7e** Draw stroke
- #7f** Stern draw

#8 As a solo paddler, use a properly equipped kayak to demonstrate the following:

- #8a** Paddle a straight line for 15 to 20 boat lengths using appropriate strokes while maintaining trim and balance of the kayak.
- #8b** Spin or pivot from a stationary position 180 degrees (half circle) to the right and left within two boat lengths.
- #8c** Move abeam to the right 10 feet and to the left 10 feet.
- #8d** Stop the boat in one boat length.
- #8e** While maintaining forward motion, turn the kayak 90 degrees to the right and left.

Event Requirements

2023 Scouts BSA Summer Camp

Kayaking **2020-01-01**

U PR

#8f Move the kayak backward three to four boat lengths using appropriate and effective reverse strokes.

#8g Paddle the kayak in a buoyed figure 8 course around markers three to four boat lengths apart.

Event Requirements

2023 Scouts BSA Summer Camp

Leatherwork **2017-01-01**

U PR

#1 Do the following:

- #1a** Explain to your counsel the hazards you are most likely to encounter while using leatherwork tools and materials, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.
- #1b** Show that you know first aid for injuries or illnesses that could occur while working with leather, including minor cuts and scratches, puncture wounds, ingested poisoning, and reactions from exposure to chemicals such as dyes, cements, and finishes used in leatherworking.

#2 Explain to your counselor

- #2a** Where leather comes from
- #2b** What kinds of hides are used to make leather
- #2c** What are five types of leather
- #2d** What are the best uses for each type of leather

#3 Make one or more articles of leather that use at least five of the following steps:

- #3a** Pattern layout and transfer
- #3b** Cutting leather
- #3c** Punching holes
- #3d** Carving or stamping surface designs
- #3e** Applying dye or stain and finish to the project
- #3f** Assembly by lacing or stitching
- #3g** Setting snaps and rivets
- #3h** Dressing edges
- #4** Braid or plait an article out of leather, vinyl lace, or paracord.

Event Requirements

2023 Scouts BSA Summer Camp

Leatherwork **2017-01-01**

U PR

#5 Do ONE of the following:

- #5a** Learn about the commercial tanning process. Report about it to your merit badge counselor.
- #5b** Tan the skin of a small animal. Describe the safety precautions you will take and the tanning method that you used.
- #5c** Recondition or show that you can take proper care of your shoes, a baseball glove, a saddle, furniture, or other articles of leather. Discuss with your counselor the advantages or disadvantages of leather vs. synthetic materials.
- #5d** Visit a leather-related business. This could be a leathercraft supply company, a tannery, a leather goods or shoe factory, or a saddle shop. Report on your visit to your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

Lifesaving (Eagle required) 2021-01-01
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U PR

#1 Before doing requirements 3 through 15, review with your counselor the principles of Safe Swim Defense.

#2 Before doing requirements 3 through 15:

#2a Earn the Swimming merit badge.

#2b Swim continuously for 400 yards using each of the following strokes in a strong manner, in good form with rhythmic breathing, for at least 50 continuous yards: front crawl, sidestroke, breaststroke, and elementary backstroke.

#3 Explain the following:

#3a Common drowning situations and how to prevent them.

#3b How to identify persons in the water who need assistance.

#3c The order of methods in water rescue.

#3d How rescue techniques vary depending on the setting and the condition of the person needing assistance.

#3e Situations for which in-water rescues should not be undertaken.

#4 Demonstrate 'reaching' rescues using various items such as arm, leg, towels, shirts, paddles, and poles.

#5 Demonstrate 'throwing' rescues using various items such as a line, ring buoy, rescue bag, and free-floating support. Successfully place at least one such aid within reach of a practice victim 25 feet from shore.

#6 With your counselor's approval, view in-person or on video a rowing rescue performed using a rowboat, canoe, kayak, or stand up paddleboard. Discuss with your counselor how effectively and efficiently the rescue was performed.

#7 List various items that can be used as aids in a 'go' rescue. Explain why buoyant aids are preferred.

#8 Correctly demonstrate rescues of a conscious practice subject 30 feet from shore in deep water using two types of buoyant aids provided by your counselor. Use a proper entry and a strong approach stroke. Speak to the subject to determine his or her condition and to provide instructions and encouragement.

#8a Present one aid to a subject, release it, and swim at a safe distance as the subject moves to safety.

#8b In a separate rescue, present the other aid to a subject and use it to tow the subject to safety.

Event Requirements

2023 Scouts BSA Summer Camp

Lifesaving (Eagle required) 2021-01-01

U PR

#9 Discuss with your counselor when it is appropriate to remove heavy clothing before attempting a swimming rescue. Remove street clothes in 20 seconds or less, enter the water, and approach a conscious practice subject 30 feet from shore in deep water. Speak to the subject and use a nonbuoyant aid, such as a shirt or towel, to tow the subject to safety.

#10 Discuss with your counselor the importance of avoiding contact with an active subject and demonstrate lead-and-wait techniques.

#11 Perform the following nonequipment rescues for a conscious practice subject 30 feet from shore. Begin in the water from a position near the subject. Speak to the subject to determine his or her condition and to provide instructions and encouragement..

#11a Perform an armpit tow for a calm, responsive, tired swimmer resting with a back float.

#11b Perform a cross-chest carry for an exhausted, responsive subject treading water.

#12 In deep water, show how to escape from a victim's grasp on your wrist. Repeat for front and rear holds about the head and shoulders.

#13 Perform the following rescues for an unconscious practice subject at or near the surface 30 feet from shore. Use a proper entry and strong approach stroke. Speak to the subject and splash water on the subject to determine his or her condition before making contact. Quickly remove the victim from the water, with assistance if needed, and position for CPR.

#13a Perform an equipment assist using a buoyant aid.

#13b Perform a front approach and wrist tow.

#13c Perform a rear approach and armpit tow.

#14 Discuss with your counselor how to respond if a victim submerges before being reached by a rescuer, and do the following:

#14a Recover a 10-pound weight in 8 to 10 feet of water using a feetfirst surface dive.

#14b Repeat using a headfirst surface dive.

#15 Demonstrate management of a spinal injury to your counselor:

#15a Discuss the causes, signs, and symptoms of a spinal injury.

#15b Support a faceup subject in calm water of standing depth.

#15c Turn a subject from a facedown to a faceup position in water of standing depth while maintaining support.

Event Requirements

2023 Scouts BSA Summer Camp

Lifesaving (Eagle required) 2021-01-01

U PR

#16 Demonstrate knowledge of resuscitation procedure:

- #16a** Describe how to recognize the need for rescue breathing and CPR.
- #16b** Demonstrate CPR knowledge and skills, including rescue breathing, on a mannequin under the guidance of a current CPR/AED instructor trained by a nationally certified provider.
- #17** With your counselor, discuss causes, prevention, and treatment of other injuries or illnesses that could occur while swimming or boating, including hypothermia, dehydration, heat-related illnesses, muscle cramps, sunburn, stings, and hyperventilation.

Event Requirements

2023 Scouts BSA Summer Camp

Metalwork	2008-01-01
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U PR

#1 Read the safety rules for metalwork. Discuss how to be safe while working with metal. Discuss with your counselor the additional safety rules that apply to the metalwork option you choose for requirement 5.

#2 Define the terms native metal, malleable, metallurgy, alloy, nonferrous, and ferrous. Then do the following:

#2a Name two nonferrous alloys used by pre-Iron Age metalworkers. Name the metals that are combined to form these alloys.

#2b Name three ferrous alloys used by modern metalworkers.

#2c Describe how to work-harden a metal.

#2d Describe how to anneal a nonferrous and a ferrous metal.

#3 Do the following:

#3a Work-harden a piece of 26- or 28-gauge sheet brass or sheet copper. Put a 45-degree bend in the metal, then heavily peen the area along the bend line to work-harden it. Note the amount of effort that is required to overcome the yield point in this unworked piece of metal.

#3b Soften the work-hardened piece from requirement 3a by annealing it, and then try to remove the 45-degree bend. Note the amount of effort that is required to overcome the yield point.

#3c Make a temper color index from a flat piece of steel. Using hand tools, make and temper a center punch of medium-carbon or high-carbon steel.

#4 Find out about three career opportunities in metalworking. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

#5 After completing the first four requirements, complete at least ONE of the options listed below.

#5a Option 1 - Sheet Metal Mechanic/Tinsmith

#5a[1] Name and describe the use of the basic sheet metalworking tools.

#5a[2] Create a sketch of two objects to make from sheet metal. Include each component's dimensions on your sketch, which need not be to scale.

#5a3 Make two objects out of 24- or 26-gauge sheet metal. Use patterns either provided by your counselor or made by you and approved by your counselor. Construct these objects using a metal that is appropriate to the object's ultimate purpose, and using cutting, bending, edging, and either soldering or brazing.

Event Requirements

2023 Scouts BSA Summer Camp

Metalwork 2008-01-01

U PR

#5a[3]a One object also must include at least one riveted component.

#5a[3]b If you do not make your objects from zinc-plated sheet steel or tin-plated sheet steel, preserve your work from oxidation.

#5b Option 2 - Silversmith

#5b[1] Name and describe the use of a silversmith's basic tools.

#5b[2] Create a sketch of two objects to make from sheet silver. Include each component's dimensions on your sketch, which need not be to scale.

#5b3 Make two objects out of 18- or 20-gauge sheet copper. Use patterns either provided by your counselor or made by you and approved by your counselor. Both objects must include a soldered joint. If you have prior silversmithing experience, you may substitute sterling silver, nickel silver, or lead-free pewter.

#5b[3]a At least one object must include a sawed component you have made yourself.

#5b[3]b At least one object must include a sunken part you have made yourself.

#5b[3]c Clean and polish your objects.

#5c Option 3 - Founder

#5c[1] Name and describe the use of the basic parts of a two-piece mold. Name at least three different types of molds.

#5c[2] Create a sketch of two objects to cast in metal. Include each component's dimensions on your sketch, which need not be to scale.

#5c3 Make two molds, one using a pattern provided by your counselor and another one you have made yourself that has been approved by your counselor. Position the pouring gate and vents yourself. Do not use copyrighted materials as patterns.

#5c[3]a Using lead-free pewter, make a casting using a mold provided by your counselor.

#5c[3]b Using lead-free pewter, make a casting using the mold that you have made.

#5d Option 4 - Blacksmith

#5d[1] Name and describe the use of a blacksmith's basic tools.

#5d[2] Make a sketch of two objects to hot-forged. Include each component's dimensions on your sketch, which need not be to scale.

Event Requirements

2023 Scouts BSA Summer Camp

Metalwork 2008-01-01

U PR

#5d3 Using low-carbon steel at least 1/4 inch thick, perform the following exercises:

- #5d[3]a Draw out by forging a taper.
- #5d[3]b Use the horn of the anvil by forging a U-shaped bend.
- #5d[3]c Form a decorative twist in a piece of square steel.
- #5d[3]d Use the edge of the anvil to bend metal by forging an L-shaped bend.

#5d4 Using low-carbon steel at least 1/4 inch thick, make the two objects you sketched that require hot-forging. Be sure you have your counselor's approval before you begin.

- #5d[4]a Include a decorative twist on one object.
- #5d[4]b Include a hammer-riveted joint in one object.
- #5d[4]c Preserve your work from oxidation.

Event Requirements

2023 Scouts BSA Summer Camp

Mining in Society **2022-01-01**

U PR

#1 Do the following:

- #1a** Select 10 different minerals. For each one, name a product for which the mineral is used.
- #1b** Explain the role mining has in producing and processing things that are grown.
- #1c** From the list of minerals you chose for requirement 1a, determine the countries where those minerals can be found, and discuss what you learned with your counselor.
- #2** Obtain a map of your state or region showing major cities, highways, rivers, and railroads. Mark the locations of five mining enterprises. Find out what resource is processed at each location, and identify the mine as a surface or underground operation. Discuss with your counselor how the resources mined at these locations are used.

#3 Discuss with your counselor the potential hazards a miner may encounter at an active mine and the protective measures used by miners. In your discussion, explain how:

- #3a** The miner's personal protective equipment is worn and used, including a hard hat, safety glasses, earplugs, dust mask or respirator, self-rescue device, and high-visibility vest.
- #3b** Miners protect their hands and feet from impact, pinch, vibration, slipping, and tripping/falling hazards.
- #3c** Monitoring equipment warns miners of imminent danger, and how robots, drones, and other technology may be used in mine rescues.
- #4** Discuss with your counselor the dangers someone might encounter at an abandoned mine or quarry.

#5 Do ONE of the following:

- #5a** With your parent's and counselor's approval, interview a worker in the mining industry. Discuss the work, equipment, and technology used in this individual's position, and learn about a current project. Ask to see reports, drawings, and/or maps made for the project. Find out about the educational and professional requirements for this individual's position. Ask how the individual's mining career began. Discuss with your counselor what you have learned.
- #5b** With your parent's permission and counselor's approval, visit a mining or minerals exhibit at a museum. Find out about the history of the museum's exhibit and the type of mining it represents. Give three examples of how mineral resources have influenced history.
- #5c** With your parent's permission and counselor's approval, visit an active mine.* Find out about the tasks required to explore, plan, permit, mine, and process the resource mined at that site. Take photographs if allowed, and request brochures from your visit. Share photos, brochures, and what you have learned with your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

Mining in Society	2022-01-01
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U PR

- #5d** With your parent's permission and counselor's approval, visit a mining equipment manufacturer or supplier.* Discuss the types of equipment produced or supplied there, and in what part of the mining process this equipment is used. Take photographs if allowed, and request brochures from your visit. Share photos, brochures, and what you have learned with your counselor.
- #5e** Discuss with your counselor two methods used to reduce rock in size, one of which uses a chemical process to extract a mineral. Explain the difference between smelting and refining.
- #5f** Learn about the history of a local mine, including what is or was mined there, how the deposit was found, the mining techniques and processes used, and how the mined resource is or was used. Find out from a historian, community leader, or business person how mining has affected your community. Note any social, cultural, or economic consequences of mining in your area. Share what you have learned with your counselor.
- #6** Do the following:
- #6a** Choose a modern mining site. Find out what is being done to help control environmental impacts. Share what you have learned about mining and sustainability.
- #6b** Explain reclamation as it is used in mining and how mine reclamation pertains to Scouting's no-trace principles.
- #6c** Discuss with your counselor what values society has about returning the land to the benefit of wildlife and people after mining has ended. Discuss the transformation of the BSA Summit Bechtel Family National Scout Reserve from a mine site to its current role.
- #7** Do ONE of the following:
- #7a** Explore the anticipated benefits of interplanetary mining. Learn how NASA and private investors may search for, extract, and process minerals in outer space, and the primary reasons for mining the moon, other planets, or near- Earth asteroids. Find out how exploration and mineral processing in space differ from exploration on Earth. Share what you have learned with your counselor, and discuss the difficulties encountered in exploring, collecting, and analyzing surface or near-surface samples in space.
- #7b** Identify three minerals found dissolved in seawater or found on the ocean floor, and list three places where the ocean is mined today. Share this information with your counselor, and discuss the chief incentives for mining the oceans for minerals, the reclamation necessary after mining is over, and any special concerns when mining minerals from the ocean. Find out what sustainability problems arise from mining the oceans. Discuss what you learn with your counselor.
- #7c** Learn what metals and minerals are recycled after their original use has ended. List four metals and two nonmetals, and find out how each can be recycled. Find out how recycling affects the sustainability of natural resources and how this idea is related to mining. Discuss what you learn with your counselor.
- #7d** With your parent's permission, use the Internet and other resources to determine the current price of gold, copper, aluminum, or other commodities like cement or coal, and find out the five-year price trend for two of these. Report your findings to your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

Mining in Society **2022-01-01**

U PR

#8 Do ONE of the following:

- #8a** With your parent's and counselor's approval, interview a worker in the mining industry. Discuss the work, equipment, and technology used in this individual's position, and learn about a current project. Ask to see reports, drawings, and/or maps made for the project. Find out about the educational and professional requirements for this individual's position. Ask how the individual's mining career began. Discuss with your counselor what you have learned.
- #8b** Find out about three career opportunities in the mining industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.
- #8c** With your parent's permission and counselor's approval, visit a career academy or community college to learn about educational and training requirements for a position in the mining industry that interests you. Find out why this position is critical to the mining industry, and discuss what you learned with your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

Motorboating **2021-01-01**

U PR

#1 Do the following:

- #1a** Discuss with your counselor the following hazards you might encounter while motorboating: flammable fuel; carbon monoxide; propellers; collisions; falls overboard; capsize; running aground. Explain what you should do to anticipate, prevent, mitigate and respond to these hazards.
- #1b** Explain first aid for injuries or illnesses that could occur while motorboating, including hypothermia, heat reactions, dehydration, motion sickness, bugbites, and blisters.
- #1c** Identify the conditions that must exist before performing CPR on a person, and explain how such conditions are recognized. Demonstrate proper technique for performing CPR using a training device approved by your counselor.

#2 Do the following:

- #2a** Before doing requirement 5, successfully complete the BSA swimmer test.
- #2b** Name the different types of personal flotation devices (PFDs), and explain when each type should be used. Show how to choose and properly fit a PFD.

#3 Do the following:

- #3a** Explain inboard, outboard, and inboard/outboard motors, and the uses and advantages of each.
- #3b** Explain the safety procedures and precautions involving handling fuel and engine servicing, and equipment storage and placement.
- #3c** Explain how to winterize a boat motor and tell why this procedure is necessary.
- #3d** Explain the safety procedures and precautions involving swimmers and skiers in the water, passenger positions underway, and boat wakes.

#4 Show you know safety guidelines for motorboating by doing the following:

- #4a** Review how each item of the BSA Safety Afloat policy applies, including checking the weather prior to and during time on the water, confirming all required equipment is present and functional, and following a float plan.
- #4b** Explain the rules or laws that apply to recreational boating in your area or state. Have a permit to operate a motorboat, if required by the laws of your state. Discuss how you would find information regarding the boating laws in different states.
- #4c** Discuss how hazards of weather and heavy water conditions can affect safety and performance in motorboating.
- #4d** Discuss with your counselor the nautical rules of the road and describe the national and your state's aids to navigation.

Event Requirements

2023 Scouts BSA Summer Camp

Motorboating 2021-01-01

U PR

- #4e** Explain and show the correct use of equipment required by both state and federal regulations to be carried aboard a motorboat.
- #4f** Explain federal and state rules for a ventilation system, and tell why these rules are required
- #4g** Explain the use of lights (sight signals) and sound signals on motorboats.
- #4h** Discuss the common types of anchors used in motorboat-ing and under what conditions each would be preferred. Explain proper anchoring techniques.
- #5 With your counselor or other adults on board, demonstrate proper boat-handling procedures and skills by doing the following:*
- #5a** Board and assist others in boarding. Confirm that all passengers on board are wearing properly fitted life jackets.
- #5b** Fuel the boat and complete a safety check.
- #5c** If equipped, attach a kill switch and safely start the motor. Get underway from dockside or from a beach launch.
- #5d** Run a course for at least a mile, showing procedures for overtaking and passing slower craft, yielding right-of-way, passing oncoming traffic, making turns, reversing direction, and using navigation aids.
- #5e** Stop and secure the boat in position on the open water using anchors. Raise and stow the anchor and get underway.
- #5f** Land or dock the boat, disembark, and assist others in doing the same.
- #5g** Moor, dock, or beach the boat and secure all gear.

Event Requirements

2023 Scouts BSA Summer Camp

Music	2017-01-01
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U PR

- #1** Sing or play a simple song or hymn chosen by your counselor, using good technique, phrasing, tone, rhythm, and dynamics. Read all the signs and terms of the score.
- #2** Name the five general groups of musical instruments. Create an illustration that shows how tones are generated and how instruments produce sound.
- #3** Do TWO of the following:
- #3a** Attend a live performance, or listen to three hours of recordings from any two of the following musical styles: blues, jazz, classical, country, bluegrass, ethnic, gospel, musical theater, opera. Describe the sound of the music and the instruments used. Identify the composers or songwriters, the performers, and the titles of the pieces you heard. If it was a live performance, describe the setting and the reaction of the audience. Discuss your thoughts about the music.
- #3b** Interview an adult member of your family about music. Find out what the most popular music was when he or she was your age. Find out what his or her favorite music is now, and listen to three of your relative's favorite tunes with him or her. How do those favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for your relative, and explain why you like these songs. Ask what he or she thinks of your favorite music.
- #3c** Serve for six months as a member of a school band, choir, or other organized musical group, or perform as a soloist in public six times.
- #3d** List five people who are important in the history of American music and explain to your counselor why they continue to be influential. Include at least one composer, one performer, one innovator, and one person born more than 100 years ago.
- #4** Do ONE of the following:
- #4a** Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
- #4b** Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.
- #4c** Make a traditional instrument and learn to play it.
- #5** Define for your counselor intellectual property (IP). Explain how to properly obtain and share recorded music.

Event Requirements

2023 Scouts BSA Summer Camp

Nature **2023-01-01**

U PR

- #1 Name three ways in which plants are important to animals. Name a plant that is protected in your state or region, and explain why it is at risk.
- #2 Name three ways in which animals are important to plants. Name an animal that is protected in your state or region, and explain why it is at risk.
- #3 Explain the term 'food chain.' Give an example of a four-step land food chain and a four-step water food chain.
- #4** Do all the requirements in FIVE of the following fields:
*Photos may be those taken with your own equipment or gathered from other sources.
- #4a** Birds
- #4a[1] In the field, identify eight species of birds.
- #4a[2] Make and set out a birdhouse OR a feeding station OR a birdbath. List what birds used it during a period of one month.
- #4b** Mammals
- #4b[1] In the field, identify three species of wild mammals.
- #4b[2] Make plaster casts of the tracks of a wild mammal.
- #4c** Reptiles and Amphibians
- #4c[1] Show that you can recognize the venomous snakes in your area.
- #4c[2] In the field, identify three species of reptiles or amphibians.
- #4c[3] Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.
- #4d** Insects and Spiders
*Photos may be those taken with your own equipment or gathered from other sources.
*Photos may be those taken with your own equipment or gathered from other sources.
- #4d[1] Collect and identify either in the field or through photographs 10 species of insects or spiders.*
- #4d[2] Hatch an insect from the pupa or cocoon; OR hatch adults from nymphs; OR keep larvae until they form pupae or cocoons; OR keep a colony of ants or bees through one season.
- #4e** Fish

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2023 Scouts BSA Summer Camp

Nature **2023-01-01**

U PR

#4e[1] Identify two species of fish native to your area.

#4e[2] Collect four kinds of animal food eaten by fish in the wild.

#4f Mollusks and Crustateans

#4f[1] Identify five species of mollusks and crustaceans.

#4f[2] Collect, mount, and label six shells.

#4g Plants

#4g[1] In the field, identify 15 species of wild plants.

#4g2 Do ONE of the following options:

#4(g)[2]a Collect and label the seeds of six plants OR the leaves of 12 plants.

#4[g](2)b Photograph the seeds of six plants OR the leaves of 12 plants and create a catalog of your photos.

#4h Soils and Rocks

#4h[1] Collect and identify three different types of soil that represent soils high in sand, clay and humus.

#4h[2] Collect and identify five different types of rocks from your area.

#5 Discuss the principle of Leave No Trace and how it relates to nature.

#6 Do the following:

#6a Explain what succession is to your counselor.

#6b Visit a natural area (forest, grassland, meadow, water feature) and explain what stage of succession (both plant and animal) the area is in. Talk about what community/succession stages may have been there before and what community/succession stages may replace what you see now. Discuss what disturbances or changes have taken place in the past to create this landscape and what changes may occur in the future to change the landscape further.

#1 Name three ways in which plants are important to animals. Name a plant that is protected in your state or region, and explain why it is at risk.

Event Requirements

2023 Scouts BSA Summer Camp

Nature	2023-01-01
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U PR

- #2** Name three ways in which animals are important to plants. Name an animal that is protected in your state or region, and explain why it is at risk.
- #3** Explain the term 'food chain.' Give an example of a four-step land food chain and a four-step water food chain.
- #4b[1]** In the field, identify three species of wild mammals.
- #4b[2]** Make plaster casts of the tracks of a wild mammal.
- #4c[1]** Show that you can recognize the venomous snakes in your area.
- #4c[2]** In the field, identify three species of reptiles or amphibians.
- #4c[3]** Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.
- #4e[1]** Identify two species of fish native to your area.
- #4e[2]** Collect four kinds of animal food eaten by fish in the wild.
- #4g[1]** In the field, identify 15 species of wild plants.
- #4(g)[2]a** Collect and label the seeds of six plants OR the leaves of 12 plants.
- #4(g)(2)b** Photograph the seeds of six plants OR the leaves of 12 plants and create a catalog of your photos.
- #4h[1]** Collect and identify three different types of soil that represent soils high in sand, clay and humus.
- #4h[2]** Collect and identify five different types of rocks from your area.
- #5** Discuss the principle of Leave No Trace and how it relates to nature.
- #6** Do the following:
- #6a** Explain what succession is to your counselor.
- #6b** Visit a natural area (forest, grassland, meadow, water feature) and explain what stage of succession (both plant and animal) the area is in. Talk about what community/succession stages may have been there before and what community/succession stages may replace what you see now. Discuss what disturbances or changes have taken place in the past to create this landscape and what changes may occur in the future to change the landscape further.

Event Requirements

2023 Scouts BSA Summer Camp

Nuclear Science 2017-01-01

U PR

#1 Do the following:

- #1a** Tell what radiation is.
- #1b** Describe the hazards of radiation to humans, the environment, and wildlife. Explain the difference between radiation exposure and contamination. In your explanation, discuss the nature and magnitude of radiation risks to humans from nuclear power, medical radiation (e.g., chest or dental X-ray), and background radiation including radon. Explain the ALARA principle and measures required by law to minimize these risks.
- #1c** Describe the radiation hazard symbol and explain where it should be used. Tell why and how people must use radiation or radioactive materials carefully.
- #1d** Compare the amount of radiation exposure of a nuclear power plant worker to that of someone receiving a chest and dental X-ray.

#2 Do the following:

- #2a** Tell the meaning of the following: atom, nucleus, proton, neutron, electron, quark, isotope; alpha particle, beta particle, gamma ray, X-ray; ionization, radioactivity, radioisotope, and stability.
- #2b** Choose an element from the periodic table. Construct 3-D models for the atoms of three isotopes of this element, showing neutrons, protons, and electrons. Use the three models to explain the difference between atomic number and mass number and the difference between the atom and nuclear and quark structures of isotopes.

#3 Do ONE of the following; then discuss modern particle physics with your counselor:

- #3a** Visit an accelerator (research lab) or university where people study the properties of the nucleus or nucleons.
- #3b** Name three particle accelerators and describe several experiments that each accelerator performs.

#4 Do TWO of the following; then discuss with your counselor the different kinds of radiation and how they can be used:

- #4a** Build an electroscope. Show how it works. Place a radiation source inside and explain the effect it causes.
- #4b** Make a cloud chamber. Show how it can be used to see the tracks caused by radiation. Explain what is happening.
- #4c** Obtain a sample of irradiated and non-irradiated foods. Prepare the two foods and compare their taste and texture. Store the leftovers in separate containers and under the same conditions. For a period of 14 days, observe their rate of decomposition or spoilage, and describe the differences you see on days 5, 10, and 14.

Event Requirements

2023 Scouts BSA Summer Camp

Nuclear Science 2017-01-01

U PR

- #4d Visit a place where radioisotopes are being used. Using a drawing, explain how and why they are used.
- #5 Do ONE of the following; then discuss with your counselor the principles of radiation safety:
- #5a Using a radiation survey meter and a radioactive source, show how the counts per minute change as the source gets closer to or farther from the radiation detector. Place three different materials between the source and the detector, then explain any differences in the measurements per minute. Explain how time, distance, and shielding can reduce an individual's radiation dose.
- #5b Describe how radon is detected in homes. Discuss the steps taken for the long-term and short-term test methods, tell how to interpret the results, and explain when each type of test should be used. Explain the health concern related to radon gas and tell what steps can be taken to reduce radon in buildings.
- #5c Visit a place where X-rays are used. Draw a floor plan of this room. Show where the unit, the unit operator, and the patient would be when the X-ray unit is operated. Explain the precautions taken and the importance of those precautions.
- #6 Do ONE of the following; then discuss with your counselor how nuclear energy is used to produce electricity:
- #6a Make a drawing showing how nuclear fission happens, labeling all details. Draw another picture showing how a chain reaction could be started and how it could be stopped. Explain what is meant by a 'critical mass.'
- #6b Build a model of a nuclear reactor. Show the fuel, control rods, shielding, moderator, and cooling material. Explain how a reactor could be used to change nuclear energy into electrical energy or make things radioactive.
- #6c Find out how many nuclear power plants exist in the United States. Locate the one nearest your home. Find out what percentage of electricity in the United States is generated by nuclear power plants, by coal, and by gas.
- #7 Give an example of each of the following in relation to how energy from an atom can be used: nuclear medicine, environmental applications, industrial applications, space exploration, and radiation therapy. For each example, explain the application and its significance to nuclear science.
- #8 Find out about three career opportunities in nuclear science that interest you. Pick one and find out the education, training, and experience required for this profession and discuss this with your counselor. Tell why this profession interests you.

Event Requirements

2023 Scouts BSA Summer Camp

Oceanography 2013-01-01

U PR

- #1** Name four branches of oceanography. Describe at least five reasons why it is important for people to learn about the oceans.
- #2** Define salinity, temperature, and density, and describe how these important properties of seawater are measured by the physical oceanographer. Discuss the circulation and currents of the ocean. Describe the effects of the oceans on weather and climate.
- #3** Describe the characteristics of ocean waves. Point out the differences among the storm surge, tsunami, tidal wave, and tidal bore. Explain the difference between sea, swell, and surf. Explain how breakers are formed.
- #4** Draw a cross-section of underwater topography. Show what is meant by:
Name and put on your drawing the following: seamount, guyot, rift valley, canyon, trench, and oceanic ridge. Compare the depths in the oceans with the heights of mountains on land.
Name and put on your drawing the following: seamount, guyot, rift valley, canyon, trench, and oceanic ridge. Compare the depths in the oceans with the heights of mountains on land.
- #4a** Continental shelf
- #4b** Continental slope
- #4c** Abyssal plain
- #5** List the main salts, gases, and nutrients in sea water. Describe some important properties of water. Tell how the animals and plants of the ocean affect the chemical composition of seawater. Explain how differences in evaporation and precipitation affect the salt content of the oceans.
- #6** Describe some of the biologically important properties of seawater. Define benthos, nekton, and plankton. Name some of the plants and animals that make up each of these groups. Describe the place and importance of phytoplankton in the oceanic food chain.
- #7** Do ONE of the following:
- #7a** Make a plankton net.* Tow the net by a dock, wade with it, hold it in a current, or tow it from a rowboat. Do this for about 20 minutes. Save the sample. Examine it under a microscope or high-power glass. Identify the three most common types of plankton in the sample.
- #7b** Make a series of models (clay or plaster and wood) of a volcanic island. Show the growth of an atoll from a fringing reef through a barrier reef. Describe the Darwinian theory of coral reef formation.
- #7c** Measure the water temperature at the surface, midwater, and bottom of a body of water four times daily for five consecutive days. You may measure depth with a rock tied to a line. Make a Secchi disk to measure turbidity (how much suspended sedimentation is in the water). Measure the air temperature. Note the cloud cover and roughness of the water. Show your findings (air and water temperature, turbidity) on a graph. Tell how the water temperature changes with air temperature.

Event Requirements

2023 Scouts BSA Summer Camp

Oceanography	2013-01-01
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U PR

- #7d** Make a model showing the inshore sediment movement by littoral currents, tidal movement, and wave action. Include such formations as high and low waterlines, low-tide terrace, berm, and coastal cliffs. Show how offshore bars are built up and torn down.
- #7e** Make a wave generator. Show reflection and refraction of waves. Show how groins, jetties, and breakwaters affect these patterns.
- #7f** Track and monitor satellite images available on the Internet for a specific location for three weeks. Describe what you have learned to your counselor.
- #8** Do ONE of the following:
Write a 500-word report about your visit.
- #8a** Write a 500-word report on a book about oceanography approved by your counselor.
- #8b** Visit one of the following:
Write a 500-word report about your visit.
Write a 500-word report about your visit.
- #8b[1]** Oceanographic research ship
- #8b[2]** Oceanographic institute, marine laboratory, or marine aquarium
- #8c** Explain to your troop in a five-minute prepared speech 'Why Oceanography Is Important' or describe 'Career Opportunities in Oceanography.' (Before making your speech, show your speech outline to your counselor for approval.)
- #9** Describe four methods that marine scientists use to investigate the ocean, underlying geology, and organisms living in the water.

Event Requirements

2023 Scouts BSA Summer Camp

Painting 2020-01-01

U PR

- #1** Explain the proper safety procedures to follow when preparing surfaces and applying coatings.
- #2 Do the following:
- #2a** Explain three ways that coatings can improve a surface.
- #2b** Explain where you would apply enamel paint, flat paint, wood stain, and varnish, and explain the importance of sheen.
- #2c** Tell why each is best for these uses.
- #3** Prepare and paint two different surfaces using patching materials or caulking and the proper primers and topcoats. Suggested projects include an interior or exterior wall, a door, a piece of furniture, a concrete wall or floor, a porch rail, or a fence. Your counselor must preapprove the projects.
- #4** Prepare and paint an item using harmonizing colors that you have selected using the color wheel in the Painting merit badge pamphlet.
- #5** Show the right way to use, clean, maintain, and store painting equipment.
- #6** Explain the importance of ladder safety, personal hygiene, and the use of personal protective equipment when painting.
- #7** Explain some of the environmental and health issues concerning removing paint, applying paint, and discarding old paint.
- #8** Find out about career opportunities in the painting craft. Discuss the training and experience required, and explain why this profession might interest you.

Event Requirements

2023 Scouts BSA Summer Camp

Pioneering	2022-01-01
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U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you might encounter while participating in pioneering activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Discuss the prevention of, and first-aid treatment for, injuries and conditions that could occur while working on pioneering projects, including rope splinters, rope burns, cuts, scratches, insect bites and stings, hypothermia, dehydration, heat exhaustion, heatstroke, sunburn, and falls.

#2 Do the following:

- #2a** Demonstrate the West Country method of whipping a rope.
- #2b** Demonstrate how to tie a rope tackle and the following knots: clove hitch formed as two half hitches, clove hitch on a bight, butterfly knot, roundturn with two half hitches, and rolling hitch.
- #2c** Demonstrate and explain when to use the following lashings: square, diagonal, round, shear, tripod, and floor lashing.

#3 Do the following:

- #3a** Using square and tripod lashings from requirement 2c, build a Tripod Wash Station (or with your counselor's permission, another camp gadget of your own design).
- #3b** Using rolling hitches or roundturns with two half hitches, and round lashings from requirements 2b and 2c, build a 15-foot Scout Stave Flagpole (or with your counselor's permission, another camp gadget of your own design).
- #3c** Using shear, square, and floor lashings, clove hitches on a bight, and rope tackles from requirements 2b and 2c, build a Simple Camp Table (or with your counselor's permission, another camp gadget of your own design).
- #4** Explain the differences between synthetic ropes and natural-fiber ropes. Discuss which types of rope are suitable for pioneering work and why. Include the following in your discussion: breaking strength, safe working loads, and the care and storage of rope.
- #5** Explain the uses for the back splice, eye splice, and short splice. View a demonstration on forming each splice.
- #6** Using a rope-making device or machine, make a rope at least 6 feet long consisting of three strands, each having three yarns. Whip the ends.
- #7** Explain the importance of effectively anchoring a pioneering project. Describe to your counselor the 3-2-1 anchoring system and the log-and-stake anchoring system.

Event Requirements

2023 Scouts BSA Summer Camp

Pioneering **2022-01-01**

U PR

#8 Describe the lashings that are used when building a trestle, how the poles are positioned, and how X braces contribute to the overall structural integrity of a pioneering project.

#9 Working in a group, (or individually with the help of your counselor) build a full size pioneering structure, using one of the following designs in the merit badge pamphlet:

Double A-Frame Monkey Bridge

Single A-Frame Bridge

Single Trestle Bridge

Single Lock Bridge

4x4 Square Climbing Tower

Four Flag Gateway Tower

Double Tripod Chippewa Kitchen

Another type of structure approved in advance by your counselor

Carefully plan the project, assembling and organizing all the materials, referring to the points under Safe Pioneering, and complying with the height restrictions in the Guide to Safe Scouting.

Event Requirements

2023 Scouts BSA Summer Camp

Public Health **2021-01-01**

U PR

- #1** Explain what public health is. Explain how Escherichia coli (E. coli), tetanus, AIDS, encephalitis, salmonellosis, Lyme disease, and coronavirus (COVID-19) are contracted. Then, pick any four of the following diseases and explain how each one is contracted and possibly prevented: gonorrhea, West Nile virus, botulism, influenza, syphilis, hepatitis, emphysema, meningitis, herpes, lead poisoning. For all 10 diseases, explain the type or form of the disease (viral, bacterial, environmental, toxin), any possible vectors for transmission, ways to help prevent exposure or the spread of infection, and available treatments.

#2 Do the following:

- #2a** Explain the meaning of immunization.
- #2b** Name eight diseases against which a young child should be immunized, two diseases against which everyone should be reimmunized periodically, and one immunization everyone should receive annually.
- #2c** Using the list of diseases and conditions in requirement 1b, discuss with your counselor those which currently have no immunization available.
- #3** Discuss the importance of safe drinking water in terms of the spread of disease. Then, demonstrate two ways for making water safe to drink that can be used while at camp. In your demonstration, explain how dishes and utensils should be washed, dried, and kept sanitary at home and in camp.
- #4** Explain what a vector is and how insects and rodents can be controlled in your home, in your community, and at camp. Tell why this is important. In your discussion, explain which vectors can be easily controlled by individuals and which ones require long-term, collective action.

#5 With your parent's and counselor's approval, do ONE of the following:

#5a Visit a municipal wastewater treatment facility or a solid-waste management operation in your community.

- #5a[1]** Describe how the facility safely treats and disposes of sewage or solid waste.
- #5a[2]** Discuss your visit and what you learned with your counselor.
- #5a[3]** Describe how sewage and solid waste should be disposed of under wilderness camping conditions.

#5b Visit a food service facility, such as a restaurant or school cafeteria.

- #5b[1]** Observe food preparation, handling, and storage. Learn how the facility keeps food from becoming contaminated.
- #5b[2]** Find out what conditions allow microorganisms to multiply in food, what can be done to help prevent them from growing and spreading, and how to kill them.

Event Requirements

2023 Scouts BSA Summer Camp

Public Health **2021-01-01**

U PR

#5b[3] Discuss the importance of using a thermometer to check food temperatures.

#5b[4] Discuss your visit and what you learned with your counselor.

#6 Do the following:

#6a Describe the health dangers from air, water, and noise pollution.

#6b Describe health dangers from tobacco use and alcohol and drug abuse.

#6c Describe the health dangers from abusing illegal and prescription drugs.

#7 With your parent's and counselor's approval, do

#7 ONE of the following:

#7a Visit your city, county, or state public health agency.

#7b Familiarize yourself with your city, county, or state health agency's website.

#7 After completing either 7a or 7b, do the following:

#7(i) Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.

#7(ii) Explain the role of your health agency as it relates to the outbreak of diseases.

#7(iii) Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after the disaster.

#8 Pick a profession in the public health sector that interests you. Find out the education, training, and experience required to work in this profession. Discuss what you learn with your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: First Class 0000-00-00

U PR

null Camping and Outdoor Ethics

null Do the following:

#1a Since joining, have participated in 10 separate troop/patrol activities, six of which include overnight camping. These 10 activities do not include troop or patrol meetings. On at least five of the six campouts, spend the night in a tent that you pitch or other structure that you help erect (such as lean-to, snow cave, or tepee).

#1b Explain the potential impacts of camping, both on the environment and on other outdoor users. Explain why the Outdoor Code and Leave No Trace principles are important for protecting the outdoors.

null Cooking

null Do the following:

#2a Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the MyPlate or the current USDA nutrition model and how it meets nutritional needs for the planned activity or campout.

#2b Using the menu planned in First Class requirement 2a, make a list showing the cost and food amounts needed to feed three or more youth. Secure the ingredients.

#2c Tell which pans, utensils, and other gear will be needed to cook and serve these meals.

#2d Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, waste water, and other rubbish.

#2e On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup.

null Tools

null Do the following:

#3a Discuss when you should and should not use lashings.

#3b Demonstrate tying the timber hitch and clove hitch.

#3c Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.

#3d Use lashing to make a useful camp gadget or structure.

null Navigation

null Do the following:

#4a Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

#4b Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.

null Nature

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: First Class 0000-00-00

U PR

null Do the following:

- #5a** Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.
- #5b** Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.
- #5c** Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.
- #5d** Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions.

null Aquatics

null Do the following:

- #6a** Successfully complete the BSA swimmer test.*
- #6b** Tell what precautions must be taken for a safe trip afloat.
- #6c** Identify the basic parts of a canoe, kayak, or other boat. Identify all parts of a paddle or an oar.
- #6d** Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat.
- #6e** With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)

null First Aid and Emergency Preparedness

null Do the following:

- #7a** Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.

null By yourself and with a partner, show how to:

- #7b1** Transport a person from a smoke-filled room
- #7b2** Transport for at least 25 yards a person with a sprained ankle
- #7c** Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
- #7d** Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations.
- #7e** Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.
- #7f** Explain how to obtain potable water in an emergency.

null Fitness

null Do the following:

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: First Class 0000-00-00

U PR

- #8a** After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.
- #8b** Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.
null Citizenship
null Do the following:
- #9a** Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations as a U.S. citizen.
- #9b** Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.
- #9c** On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action, Compare your results.
- #9d** Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e. Explain how your service to others relates to the Scout Law.
null Leadership
- #10** Tell someone who is eligible to join Scouts BSAs, or an inactive Scouts BSA, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Scouts BSA to become active. Share your efforts with your Scoutmaster or other adult leader.
null Scout Spirit
- #11** Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life. _____
- #13** While working toward the First Class rank, and after competing Second Class requirement 11, participate in a Scoutmaster conference.
- #14** Successfully complete your board of review for the First Class rank.
null Notes
null For Varsity Scouts working on Scouts BSA requirements, replace 'troop' with 'team' and 'Scoutmaster' with 'Varsity Scout Coach.'
null The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.
null Alternative requirements for the First Class rank are available for Scouts with physical or mental disabilities.
null *See the Swimming merit badge requirements for details about the BSA swimmer test.

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Scout 0000-00-00

U PR

null Do the following:

- #1a** Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.
- #1b** Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.
- #1c** Demonstrate the Scouts BSA sign, salute, and handshake. Explain when they should be used.
- #1d** Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.
- #1e** Repeat from memory the Outdoor Code. List the seven principles of Leave No Trace. Explain the difference between the two.
- #1f** Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.

null After attending at least one Scouts BSA troop meeting, do the following:

- #2a** Describe how the Scouts in the troop provide its leadership.
- #2b** Describe the four steps of Scouts BSA advancement.
- #2c** Describe the Scouts BSA ranks and how they are earned.
- #2d** Describe what merit badges are and how they are earned.

null Do the following:

- #3a** Explain the patrol method. Describe the types of patrols that are used in your troop.
- #3b** Become familiar with your patrol name, emblem, flag, and yell. Explain how these create patrol spirit.

null Do the following:

- #4a** Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.
- #4b** Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
- #5** Tell what you need to know about using a pocketknife safely and responsibly.
- #6** With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide* and earn the Cyber Chip award for your grade or view the Personal Safety Awareness videos (with your parent or Guardian's permission).
- #7** Since joining the troop and while working on Scout rank, participate in a Scoutmaster conference.

null Notes

null *For Varsity Scouts working on Scouts BSA requirements, replace 'troop' with 'team' and 'Scoutmaster' with 'Varsity Scout Coach'

null **If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Second Class 0000-00-00

U PR

null Camping and Outdoor Ethics

null Do the following:

#1a Since joining, participate in five separate troop/patrol activities, three of which include overnight camping. These five activities do not include troop or patrol meetings. On at least two of the three campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee).

#1b Recite the principles of Leave No Trace from memory. Explain how you follow them on all outings.

#1c On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

null Cooking and Tools

null Do the following:

#2a Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.

#2b Use a pocketknife, and a saw or axe if needed, to prepare tinder, kindling, and fuel for a cooking fire.

#2c Using a minimum-impact method, and at an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site. Properly dispose of the ashes and any charred remains.

#2d Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.

#2e On one campout, plan and cook one hot breakfast or lunch, selecting foods from the MyPlate food guide or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.

#2f Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.

#2g Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.

null Navigation

null Do the following:

#3a Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.

#3b Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian*.

#3c Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.*

#3d Demonstrate how to find directions during the day and at night without using a compass or an electronic device.

null Nature

#4 Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.

null Aquatics

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Second Class 0000-00-00

U PR

Do the following:

- #5a** Tell what precautions must be taken for a safe swim.
- #5b** Demonstrate your ability to pass the BSA beginner test: jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.
- #5c** Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.
- #5d** Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.

First Aid and Emergency Preparedness

Do the following:

Demonstrate first aid for the following:

- #6a1** Object in the eye
- #6a2** Bite of a warm-blooded animal
- #6a3** Puncture wounds from a splinter, nail, or fishhook
- #6a4** Serious burns (partial thickness, or second degree)
- #6a5** Heat exhaustion
- #6a6** Shock
- #6a7** Heatstroke, dehydration, hypothermia, and hyperventilation
- #6b** Show what to do for 'hurry' cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.
- #6c** Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.
- #6d** Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder.
- #6e** Tell how you should respond if you come upon the scene of a vehicular accident.

Fitness

Do the following:

- #7a** After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.
- #7b** Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so.
- #7c** Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned.

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Second Class 0000-00-00

U PR

null Citizenship

null Do the following:

#8a Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.

#8b Explain what respect is due the flag of the United States.

#8c With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal.

#8d At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose.

#8e Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath.

null Personal Safety Awareness

null Do the following:

#9a Explain the three R's or personal safety and protection.

#9b Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.

null Scout Spirit

#10 Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life. _____

#11 While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference.

#12 Successfully complete your board of review for the Second Class rank.

null Notes

null For Varsity Scouts working on Scouts BSA requirements, replace 'troop' with 'team' and 'Scoutmaster' with 'Varsity Scout Coach.'

null The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

null Alternative requirements for the Second CLass rank are available for Scouts with physical or mental disabilities, if they meet the criteria listed in the *Scouts BSA Requirements* book.

null *If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute 'trip' for 'hike.'

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Tenderfoot 0000-00-00

U PR

 null Do the following:

- #1a** Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.
- #1b** Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.
- #1c** Explain how you demonstrated the Outdoor Code and Leave No Trace on campouts or outings.

 null Cooking

 null Do the following:

- #2a** On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.
- #2b** While on a campout, demonstrate an appropriate method of safely cleaning items used to prepare, serve, and eat a meal.
- #2c** Explain the importance of eating together as a patrol.

 null Tools

 null Do the following:

- #3a** Demonstrate a practical use of a square knot.
- #3b** Demonstrate a practical use of two half-hitches.
- #3c** Demonstrate a practical use of the taut-line hitch.
- #3d** Describe proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.

 null First Aid and Nature

 null Do the following:

 null Show first aid for the following:

- #4a1** Simple cuts and scrapes
- #4a2** Blisters on the hand and foot
- #4a3** Minor (thermal/heat) burns or scalds (superficial, or first-degree)
- #4a4** Bites or stings of insects and ticks
- #4a5** Venomous snakebite
- #4a6** Nosebleed
- #4a7** Frostbite and Sunburn
- #4a8** Choking
- #4b** Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them.

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Tenderfoot 0000-00-00

U PR

- #4c** Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in tenderfoot requirements 4a and 4b.
- #4d** Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.
- null** Hiking
- null** Do the following:
- #5a** Explain the importance of the buddy system as it relates to your personal safety on outings and where you live. Use the buddy system while on a troop or patrol outing.
- #5b** Describe what to do if you became lost on a hike or campout.
- #5c** Explain the rules of safe hiking and responsible, both on the highway and cross-country, during the day and at night.
- null** Fitness
- null** Do the following:
- null** Record your best in the following tests:
- #6a1** Push-ups _____ (Record the number done correctly in 60 seconds)
- #6a2** Sit-ups or curl-ups _____ (Record the number done correctly in 60 seconds)
- #6a3** Back-saver sit-and-reach _____ (Record the distance stretched)
- #6a4** 1-mile walk/run _____ (Record the time)
- #6b** Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days.
- #6c** Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days.
- #6c1** Push-ups _____ (Record the number done correctly in 60 seconds)
- #6c2** Sit-ups or curl-ups _____ (Record the number done correctly in 60 seconds)
- #6c3** Back-saver sit-and-reach _____ (Record the distance stretched)
- #6c4** 1-mile walk/run _____ (Record the time)
- null** Citizenship
- null** Do the following:
- #7a** Demonstrate how to display, raise, lower, and fold the U.S. flag.
- #7b** Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.
- null** Leadership

Event Requirements

2023 Scouts BSA Summer Camp

Trailblazers: Rank: Tenderfoot 0000-00-00

U PR

- #8** Describe the steps in Scouting's Teaching EDGE method. use the Teaching EDGE method to teach another person how to tie a square knot.
- #9** Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life. _____
- #10** While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.
- #11** Successfully complete your board of review for the Tenderfoot rank.

null Notes

null For Varsity Scouts working on Scouts BSA requirements, replace 'troop' with 'team' and 'Scoutmaster' with 'Varsity Scout Coach.'

null The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

null Alternative requirements for Tenderfoot rank are available for Scouts with physical or mental disabilities, if they meet the criteria listed in the *Scouts BSA Requirements* book.

Event Requirements

2023 Scouts BSA Summer Camp

Reptile and Amphibian Study 2023-01-01

U PR

- #1** Describe the identifying characteristics of six species of reptiles and four species of amphibians found in the United States. For any four of these, make sketches from your own observations or take photographs. Show markings, color patterns, or other characteristics that are important in the identification of each of the four species. Discuss the habits and habitats of all 10 species.
- #2** Discuss with your merit badge counselor the approximate number of species and general geographic distribution of reptiles and amphibians in the United States. Prepare a list of the most common species found in your local area or state.
- #3** Describe the main differences between
- #3a** Amphibians and reptiles
- #3b** Alligators and crocodiles
- #3c** Toads and frogs
- #3d** Snakes and lizards
- #4** Explain how reptiles and amphibians are an important component of the natural environment. List four species that are officially protected by the federal government or by the state you live in, and tell why each is protected. List three species of reptiles and three species of amphibians found in your local area that are not protected. Discuss the food habits of all 10 species.
- #5** Compare how reptiles reproduce to how amphibians reproduce.
- #6** From observation, describe how snakes move forward. Describe the functions of the muscles, ribs, and belly plates.
- #7** Describe in detail six venomous snakes and the one venomous lizard found in the United States. Describe their habits and geographic range. Tell what you should do in case of a bite by a venomous species.
- #8** Do ONE of the following:
- #8a** Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders).
- #8b** Choose a reptile or amphibian that you can observe at a local zoo, aquarium, nature center, or other such exhibit (such as your classroom or school). Study the specimen weekly for a period of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Discuss with your counselor how the animal you observed was cared for to include its housing and habitat, how the lighting, temperature, and humidity were maintained, and any veterinary care requirements. Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home

Event Requirements

2023 Scouts BSA Summer Camp

Reptile and Amphibian Study 2023-01-01

U PR

range, preferred climate, average life expectancy, and natural predators. Also identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.
Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators. Also identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.

#9 Do TWO of the following:

- #9a** Identify at night three kinds of toads or frogs by their voices. Imitate the song of each for your counselor. Stalk each with a flashlight and discover how each sings and from where.
- #9b** Identify by sight eight species of reptiles or amphibians.
- #9c** Using visual aids, give a brief talk to a small group on three different reptiles and amphibians.
- #10** Tell five superstitions or false beliefs about reptiles and amphibians and give a correct explanation for each. Give seven examples of unusual behavior or other true facts about reptiles and amphibians.

Event Requirements

2023 Scouts BSA Summer Camp

Rifle Shooting (Option A - Modern Cartridge)	2019-01-01
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U PR

#1 Do the following:

- #1a** Explain why BB and pellet air guns must always be treated with the same respect as firearms.
- #1b** Describe how you would react if a friend visiting your home asked to see your or your family's firearm(s).
- #1c** Explain the need for, and use and types of, eye and hearing protection. Demonstrate their proper use.
- #1d** Give the main points of the laws for owning and using guns in your community and state.
- #1e** Explain how hunting is related to the wise use of renewable wildlife resources.
- #f** Successfully complete a state hunter education course or obtain a copy of the hunting laws for your state, then do the following:
- #1g** Identify and explain how you can join or be a part of shooting sports activities.
- #1h** Explain to your counselor the proper hygienic guidelines used in shooting.
- #1i** Give your counselor a list of sources that you could contact for information on firearms and their uses.

#2 Option A - Rifle Shooting (Modern cartridge type)

- #2a Opt a** Identify the three main parts of a rifle, and tell how they function.
- #2b Opt a** Identify and demonstrate the three fundamental rules for safe gun handling.
- #2c Opt a** Identify the two types of cartridges, their parts, and how they function.
- #2d Opt a** Explain to your counselor what a misfire, hangfire, and squib fire are, and explain the procedures to follow in response to each.
- #2e Opt a** Identify and demonstrate the five fundamentals of shooting a rifle safely.
- #2f Opt a** Explain to your counselor the fundamental rules for safe gun handling. Explain each rule for using and storing a gun. Identify and explain each rule for safe shooting.
- #2g Opt a** Explain the range commands and range procedures.
- #2h Opt a** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a rifle from the bench rest position or supported prone position while

Event Requirements

2023 Scouts BSA Summer Camp

Rifle Shooting (Option A - Modern Cartridge)	2019-01-01
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using the five fundamentals of rifle shooting.

- #2i Opt a** Identify the basic safety rules for cleaning a rifle, and identify the materials needed.
- #2j Opt a** Demonstrate how to clean a rifle properly and safely.
- #2k Opt a** Discuss what points you would consider in selecting a rifle.
- #2l Opt a** Using a .22 caliber rimfire rifle and shooting from a bench rest or supported prone position at 50 feet, fire five groups (three shots per group) that can be covered by a quarter. Using these targets, explain how to adjust sights to zero a rifle.
- #2m Opt a** Adjust sights to center the group on the target* and fire five groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score: (1) A-32 targets - 9; (2) A-17 or TQ-1 targets - 7; (3) A-36 targets - 5.

Event Requirements

2023 Scouts BSA Summer Camp

Scouting Heritage **2014-01-01**

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#1 Discuss with your counselor the life and times of Lord Baden-Powell of Gilwell. Explain why he felt a program like Scouting would be good for the young men of his day. Include in your discussion how Scouting was introduced in the United States, and the origins of Boy Scouting and Cub Scouting under Baden-Powell.

#2 Do the following:

#2a Give a short biographical summary of any TWO of the following, and tell of their roles in how Scouting developed and grew in the United States.

#2a[1] Daniel Carter Beard

#2a[2] William D. Boyce

#2a[3] Waite Phillips

#2a[4] Ernest Thompson Seton

#2a[5] James E. West

#2a[6] 'Green Bar Bill' Hillcourt

#2b Discuss the significance to Scouting of any TWO of the following:

#2b[1] Brownsea Island

#2b[2] The First World Scout Jamboree

#2b[3] Boy Scout Handbook

#2b[4] Boys' Life magazine

#3 Discuss with your counselor how Scouting's programs have developed over time and been adapted to fit different age groups and interests (Cub Scouting, Boy Scouting, Exploring, Venturing).

#4 Do ONE of the following:

#4a Attend either a BSA national jamboree, OR world Scout jamboree, OR a national BSA high-adventure base. While there, keep a journal documenting your day-to-day experiences. Upon your return, report to your counselor what you did, saw, and learned. You may include photos, brochures, and other documents in your report.

Event Requirements

2023 Scouts BSA Summer Camp

Scouting Heritage 2014-01-01
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U PR

- #4b** Write or visit the National Scouting Museum. Obtain information about this facility. Give a short report on what you think the role of this museum is in the Scouting program.
- #4c** Visit an exhibit of Scouting memorabilia or a local museum with a Scouting history gallery, or (with your parent's permission and counselor's approval) visit with someone in your council who is recognized as a dedicated Scouting historian or memorabilia collector. Learn what you can about the history of Boy Scouting. Give a short report to your counselor on what you saw and learned.
- #5** Learn about the history of your unit or Scouting in your area. Interview at least two people (one from the past and one from the present) associated with your troop. These individuals could be adult unit leaders, Scouts, troop committee members, or representatives of your troop's chartered organization. Find out when your unit was originally chartered. Create a report of your findings on the history of your troop, and present it to your patrol or troop or at a court of honor, and then add it to the troop's library. This presentation could be in the form of an oral/written report, an exhibit, a scrapbook, or a computer presentation such as a slide show.
- #6** Make a collection of some of your personal patches and other Scouting memorabilia. With their permission, you may include items borrowed from family members or friends who have been in Scouting in the past, or you may include photographs of these items. Show this collection to your counselor, and share what you have learned about items in the collection. (There is no requirement regarding how large or small this collection must be.)
- #7** Reproduce the equipment for an old-time Scouting game such as those played at Brownsea Island. You may find one on your own (with your counselor's approval), or pick one from the Scouting Heritage merit badge pamphlet. Teach and play the game with other Scouts.
- #8** Interview at least three people (different from those you interviewed for requirement 5) over the age of 40 who were Scouts. Find out about their Scouting experiences. Ask about the impact that Scouting has had on their lives. Share what you learned with your counselor.

Event Requirements

2023 Scouts BSA Summer Camp

SCUBA

Scuba Diving 2009-01-01

U PR

#1 Do the following:

- #1a** Show that you know first aid for injuries or illnesses that could occur while scuba diving, including hypothermia, hyperventilation, squeezes, decompression illness, nitrogen narcosis, motion sickness, fatigue, overexertion, heat reactions, dehydration, injuries by aquatic life, and cuts and scrapes.
- #1b** Identify the conditions that must exist before performing CPR on a person, and explain how to recognize such conditions. Demonstrate the proper technique for performing CPR using a training device approved by your counselor.
- #2** Before completing requirements 3 through 6, earn the Swimming merit badge.
- #3** Discuss the Scuba Diver's Code with your merit badge counselor, and explain the importance of each guideline to a scuba diver's safety.
- #4** Earn an Open Water Diver Certification from a scuba organization recognized by the Boy Scouts of America scuba policy.
- #5** Explain what an ecosystem is, and describe four aquatic ecosystems a diver might experience.
- #6** Find out about three career opportunities in the scuba industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Event Requirements

2023 Scouts BSA Summer Camp

Scouts BSA Summer Camp

Sculpture **2008-01-01**

U PR

#1 Explain to your counselor the precautions that must be followed for the safe use and operation of a sculptor's tools, equipment, and other materials.

#2 Do TWO of the following:

#2a Model in clay a life-size human head. Then sculpt in modeling clay, carve in wood or plaster, or use 3D modeling software to make a small-scale model of an animal or person. Explain to your counselor the method and tools you used to sculpt the figure.

#2b Make a plaster mold of a fruit or vegetable. In this mold, make a copy of the fruit or vegetable. Explain to your counselor the method and tools you used to make the copy.

#2c With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's studio. After your visit, share with your counselor what you have learned. Discuss the importance of visual arts and how it strengthens social tolerance and helps stimulate cultural, intellectual, and personal development.

#3 Find out about career opportunities in sculpture. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Event Requirements

2023 Scouts BSA Summer Camp

Shotgun Shooting	2014-01-01
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U PR

#1 Do the following:

- #1a** Explain why BB and pellet air guns must always be treated with the same respect as firearms.
- #1b** Describe how you would react if a friend visiting your home asked to see your or your family's firearm(s).
- #1c** Explain the need for and use and types of eye and hearing protection.
- #1d** Explain the main points of the laws for owning and using guns in your community and state.
- #1e** Explain how hunting is related to the wise use of renewable wildlife resources.
- #1f** Successfully complete a state hunter education course, or obtain a copy of the hunting laws for your state, then do the following.
 - #1f[1]** Explain the main points of hunting laws in your state and give any special laws on the use of guns and ammunition, and
 - #1f[2]** List the kinds of wildlife that can be legally hunted in your state.
 - #1g** Explain to your counselor the proper hygienic guidelines used in shooting.
 - #1h** Identify and explain three shotgun sports. Identify places in your community where you could shoot these sports and explain how you can join or be a part of shooting sports activities.
 - #1i** Give your counselor a list of sources that you could contact for information on firearms and their use.

#2 Do ONE of the following options:

#2A Shotgun Shooting (Modern Shotshell Type) Option A

- #2a Opt A** Identify the principal parts of a shotgun, action types, and how they function.
- #2b Opt A** Identify and demonstrate the rules for safely handling a shotgun.
- #2c Opt A** Identify the parts of a shotgun shell and their functions.
- #2d Opt A** Identify the various gauges of shotguns. Explain which one you would pick for use and why.
- #2e Opt A** Identify and explain the fundamentals of safely shooting a shotgun. Explain what a misfire, hangfire, and squib fire are, and explain the

Event Requirements

2023 Scouts BSA Summer Camp

Shotgun Shooting	2014-01-01
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procedures to follow in response to each.

- #2f Opt A** Identify and explain each rule for safely shooting a shotgun.
- #2g Opt A** Demonstrate the knowledge, skills, and attitude necessary to safely shoot moving targets, using the fundamentals of shotgun shooting.
- #2h Opt A** Identify the materials needed to clean a shotgun.
- #2i Opt A** Demonstrate how to clean a shotgun safely.
- #2j Opt A** Discuss what points you would consider in selecting a shotgun.
- #2k Opt A** Shooting score required-Hit at least 12 (48 percent) out of 25 targets in two 25-target groups. The two groups need not be shot in consecutive order. A minimum of 50 shots must be fired.

#2A Shooting skill rules:

Targets may be thrown by a hand trap, manual mechanical, or on any trap or skeet field. Note: If using a hand trap or manual mechanical trap, the trap operator should be at least five feet to the right and three feet to the rear of the shooter. If throwing left-handed with a hand trap this should be reversed. All targets should be thrown at a reasonable speed and in the same direction. Targets should be generally thrown so as to climb in the air after leaving the trap. Scores may be fired at any time, either in formal competition or in practice. Any gauge shotgun not exceeding 12 gauge may be used. Standard clay targets customarily used for trap and skeet are to be used. Any ammunition, either factory or hand loaded, may be used. Shooters must shoot in rounds of 25. Rounds need not be shot continuously or on the same day (the term 'round' refers to a single series of 25 shots).

#2B Muzzle-Loading Shotgun Shooting Option B

#2B Shooting skill rules:

Targets may be thrown by a hand trap, manual mechanical, or on any trap or skeet field. Note: If using a hand trap or manual mechanical trap, the trap operator should be at least five feet to the right and three feet to the rear of the shooter. If throwing left-handed with a hand trap this should be reversed. All targets should be thrown at a reasonable speed and in the same direction. Targets should be generally thrown so as to climb in the air after leaving the trap. Scores may be fired at any time, either in formal competition or in practice. Any gauge shotgun not exceeding 10 gauge may be used. Standard clay targets customarily used for trap and skeet are to be used. On a standard trap field, the shooter should be positioned 8 yards behind the trap house. The trap should be set to throw only straightaway targets. On a skeet field, use station 7 low house.

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2023 Scouts BSA Summer Camp

Shotgun Shooting	2014-01-01
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- #2a Opt B** Discuss a brief history of the development of the muzzle-loading shotgun.
- #2b Opt B** Identify principal parts of percussion and flintlock shotguns and discuss how they function.
- #2c Opt B** Demonstrate and explain the rules of safely handling a muzzleloading shotgun.
- #2d Opt B** Identify the various grades of black powder and their proper and safe use.
- #2e Opt B** Discuss proper safety procedures pertaining to black powder use and storage.
- #2f Opt B** Discuss proper components of a load.
- #2g Opt B** Identify proper procedures and accessories used for safely loading a muzzleloading shotgun.
- #2h Opt B** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a muzzleloading shotgun on a range, including range procedures. Explain what a misfire, hangfire, and squib fire are, and explain the procedures to follow in response to each.
- #2i Opt B** Shoot a moving target with a muzzle-loading shotgun using the five fundamentals of firing the shot.
- #2j Opt B** Identify the materials needed to clean a muzzle-loading shotgun properly and safely.
- #2k Opt B** Demonstrate how to clean to clear a muzzleloading shotgun's failure to fire and explain or demonstrate proper preventative procedures.
- #2l Opt B** Identify the causes of a muzzleloading shotgun's failing to fire and explain or demonstrate proper correction procedures.
- #2m Opt B** Discuss what points you would consider if selecting a muzzle-loading shotgun.
- #2n Opt B** Shooting score required-Hit at least five out of 15 targets in each of two 15-target groups. The two groups need not be shot in consecutive order. A minimum of 30 shots must be fired.

Event Requirements

2023 Scouts BSA Summer Camp

Signs, Signals, and Codes 2015-01-01

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- #1** Discuss with your counselor the importance of signs, signals, and codes, and why people need these different methods of communication. Briefly discuss the history and development of signs, signals, and codes.
- #2** Explain the importance of signaling in emergency communications. Discuss with your counselor the types of emergency or distress signals one might use to attract airborne search-and-rescue personnel if lost in the outdoors or trying to summon assistance during a disaster. Illustrate these signalling examples by the use of photos or drawings.
- #3** Do the following:
- #3a** Describe what Morse code is and the various means by which it can be sent. Spell your first name using Morse code. Send or receive a message of six to 10 words using Morse code.
- #3b** Describe what American Sign Language (ASL) is and how it is used today. Spell your first name using American Sign Language. Send or receive a message of six to 10 words using ASL.
- #4** Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used. Explain the difference between semaphore flags and nautical flags. Then do the following:
- #4a** Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.
- #4b** Using illustrations or photographs, identify 10 examples of nautical flags and discuss their importance.
- #5** Explain the braille reading technique and how it helps individuals with sight impairment to communicate. Then do the following:
- #5a** Either by sight or by touch, identify the letters of the braille alphabet that spell your name. By sight or touch, decode a braille message at least six words long.
- #5b** Create a message in braille at least six words long, and share this with your counselor.
- #6** Do the following:
- #6a** Describe to your counselor six sound-only signals that are in use today. Discuss the pros and cons of using sound signals versus other types of signals.
- #6b** Demonstrate to your counselor six different silent Scout signals. Use these Scout signals to direct the movements and actions to direct the movements and actions of your patrol or troop.
- #7** On a Scout outing, lay out a trail for your patrol or troop to follow. Cover at least one mile in distance and use at least six different trail signs and markers. After the Scouts have completed the trail, follow no-trace principles by replacing or returning trail markers to their original locations.

Event Requirements

2023 Scouts BSA Summer Camp

Signs, Signals, and Codes	2015-01-01
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U PR

#8 For THREE of the following activities, demonstrate five signals each. Tell what the signals mean and why they are used:

- #8a** Sports official's hand signs/signals
- #8b** Heavy-equipment operator's hand signals
- #8c** Aircraft carrier catapult crew signals
- #8d** Cyclist's hand signals
- #8e** An activity selected by you and your counselor

#9 Share with your counselor 10 examples of symbols used in everyday life. Design your own symbol. Share it with your counselor and explain what it means. Then do the following:

- #9a** Show examples of 10 traffic signs and explain their meaning.
- #9b** Using a topographical map, explain what a map legend is and discuss its importance. Point out 10 map symbols and explain the meaning of each.
- #9c** Discuss text-message symbols and why they are commonly used. Give examples of your favorite 10 text symbols or emoticons. Then see if your counselor or parent can identify the meaning or usage of each symbol.
- #10** Briefly discuss the history of secret code writing (cryptography). Make up your own secret code and write a message of up to 25 words using this code. Share the message with a friend or fellow Scout. Then share the message and code key with your counselor and discuss the effectiveness of your code.

Event Requirements

2023 Scouts BSA Summer Camp

Small-Boat Sailing **2023-01-01**

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#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in small-boat activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that can occur while canoeing: blisters, cold-water shock and hypothermia, dehydration, heat-related illnesses, sunburn, sprains, and strains.
- #1c** Discuss the BSA Safety Afloat policy. Tell how it applies to small-boat activities.
- #2** Before doing the following requirements, successfully complete the BSA swimmer test.
- #3** Describe the boat you will be using for the sailing requirement, naming all of the major parts and the function of those parts.*

#4 Before going afloat, do the following:

- #4a** Discuss the nine points of the BSA Safety Afloat plan.
- #4b** Explain the rules of the road in general and any specific rules or laws that apply to your area or state.
- #4c** Explain how water conditions, the hazards of weather, and heavy winds can affect both safety and performance in sailing.
- #4d** Discuss the warning signs of inclement weather and what to do should heavy winds develop or a storm approach.
- #4e** Prepare a typical float plan.
- #4f** Discuss the proper clothing, footwear, and personal gear required for small-boat sailing in warm weather and in cool weather. Explain how choosing the proper clothing, footwear, and personal gear will help keep you comfortable and safe while sailing.
- #5** Discuss with your counselor how to identify the wind direction and wind indicators. Explain the importance of this task before setting sail.

#6 Following the BSA Safety Afloat plan, show that you and a buddy can sail a boat properly. Do the following:

- #6a** Prepare a boat for sailing, including a safety inspection.
- #6b** Get underway from a dock, mooring, or beach.
- #6c** Properly set sails for a round-trip course approved by your counselor that will include running, beating, and reaching-the basic points of sail. While

Event Requirements

2023 Scouts BSA Summer Camp

Small-Boat Sailing	2023-01-01
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sailing, demonstrate good helmsmanship skills.

- #6d** Change direction by tacking; change direction by jibing.
- #6e** Demonstrate getting out of irons.
- #6f** Demonstrate the safety position.
- #6g** Demonstrate capsize procedures and the rescue of a person overboard.**
- #6h** Demonstrate the procedure to take after running aground.
- #6i** Accept a single line or side tow and maneuver the craft being towed safely for 20 boat lengths.
- #6(j)** Upon returning to the dock, mooring, or beach, properly secure all equipment, furl or stow sails, and prepare the craft for unattended docking or beaching overnight or longer.
- #7** Demonstrate a working knowledge of marlinespike seamanship. Do the following:
 - #7a** Show how to tie a square (reef) knot, clove hitch, two half hitches, bowline, cleat hitch, and figure-eight knot. Demonstrate the use of each.
 - #7b** Show how to heave a line, coil a line, and fake down a line.
 - #7c** Discuss the kinds of lines used on sailboats and the types of fibers used in their manufacture. Explain the advantages and disadvantages of each.
- #8** Describe how you would care for and maintain a sailboat and its gear throughout the year.
- #9** With your counselor, review sailing terminology and the points of sail. Discuss various types of sailboats in use today and explain their differences.

Event Requirements

2023 Scouts BSA Summer Camp

Snorkeling BSA 0000-00-00

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null Requirements

- #1** Before doing other requirements, successfully complete the BSA swimmer test: Jump feetfirst into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.
- #2** Discuss the importance of using the buddy system at all times while snorkeling and list duties of a buddy, beginning with equipment checks.
- #3** Explain the function, fit, and selection of mask, fins, and snorkel. Discuss the use of inflatable flotation vests and PFDs when snorkeling in open water.
- #4** In confined, shallow water (about waist deep), demonstrate use of mask and snorkel:
- #41** Show how to prevent the mask from fogging and how to equalize pressure in mask, ears, and sinus cavities. With your head underwater, flood the mask, observe the effect on your vision, surface, and drain the water from the mask.
- #42** With your face in the water, breathe through the snorkel. Then submerge, surface, clear water from the snorkel, and resume free breathing without removing the snorkel from your mouth.
- #5** In confined, shallow water, demonstrate the use of swim fins: Do first using only fins, and then repeat with a mask and snorkel.
- #51** Fit and adjust fins to feet.
- #52** Walk with fins as if entering from a beach.
- #53** Swim at the surface (10 yards) and underwater (three yards) using the flutter kick.
- #54** Control direction without using hands while swimming with fins at the surface and underwater.
- null** In confined, deep water (six to 12 feet), demonstrate:
- #61** Proper techniques for entering and exiting the water with snorkeling equipment from a dock or boat.
- #62** Headfirst and feetfirst surface dives, including proper body position for safe ascent and descent.
- null** Show knowledge of snorkeling signals:
- #71** Demonstrate divers' signs and signals, both audible and visual, for use at the surface and underwater.
- #72** Set out a diver down flag and explain its function.
- #8** In clear, confined water eight to 12 feet deep that has a firm bottom, while swimming with a buddy, use mask, fins, and snorkel to locate and recover an object from the bottom.
- null** Demonstrate basic survival skills:
- #91** Float facedown for five minutes while breathing through a snorkel with a minimum of movement.
- #92** Demonstrate survival floating for five minutes without use of a snorkel.
- #93** Using fins, show how to tow an exhausted or unconscious buddy to safety.
- #10** Review and explain the eight points of Safe Swim Defense and BSA Snorkeling Safety. Explain training, preparations, and precautions required for snorkeling in open water. Explain environmental factors that affect snorkeling and discuss special precautions needed for oceans, streams, and lakes.

Event Requirements

2023 Scouts BSA Summer Camp

Snorkeling BSA 0000-00-00

U PR

#11 Explain pressure, buoyancy, and submerged optics and acoustics related to snorkel swimming and diving.

null Discuss the effects of submersion on the body and how to handle potentially dangerous situations:

#1 What is hyperventilation and how is it avoided'

#2 What are the symptoms and consequences of hypothermia'

#3 Why is CPR training recommended for those participating in swimming and snorkeling activities'

null See Snorkeling BSA Application, No. 14-176B, for detailed requirements.

Event Requirements

2023 Scouts BSA Summer Camp

Space Exploration **2020-01-01**

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#1 Tell the purpose of space exploration and include the following:

- #1a** Historical reasons
- #1b** Immediate goals in terms of specific knowledge
- #1c** Benefits related to Earth resources, technology, and new products
- #1d** International relations and cooperation
- #2** Design a collector's card, with a picture on the front and information on the back, about your favorite space pioneer. Share your card and discuss four other space pioneers with your counselor.

#3 Build, launch, and recover a model rocket.* Make a second launch to accomplish a specific objective. (Rocket must be built to meet the safety code of the National Association of Rocketry. See the 'Model Rocketry' chapter of the Space Exploration merit badge pamphlet.) Identify and explain the following rocket parts:

- #3a** Body tube
- #3b** Engine mount
- #3c** Fins
- #3d** Igniter
- #3e** Launch lug
- #3f** Nose cone
- #3g** Payload
- #3h** Recovery system
- #3i** Rocket engine

#4 Discuss and demonstrate each of the following:

- #4a** The law of action-reaction

Event Requirements

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Space Exploration **2020-01-01**

U PR

#4b How rocket engines work

#4c How satellites stay in orbit

#4d How satellite pictures of Earth and pictures of other planets are made and transmitted

#5 Do TWO of the following:

#5a Discuss with your counselor a robotic space exploration mission and a historic crewed mission. Tell about each mission's major discoveries, its importance, and what was learned from it about the planets, moons, or regions of space explored.

#5b Using magazine photographs, news clippings, and electronic articles (such as from the Internet), make a scrapbook about a current planetary mission.

#5c Design a robotic mission to another planet, moon, comet, or asteroid that will return samples of its surface to Earth. Name the planet, moon, comet, or asteroid your spacecraft will visit. Show how your design will cope with the conditions of the environments of the planet, moon, comet, or asteroid.

#6 Describe the purpose, operation, and components of ONE of the following:

#6a Space shuttle or any other crewed orbital vehicle, whether government-owned (U.S. or foreign) or commercial

#6b International Space Station

#7 Design an inhabited base located within our solar system, such as Titan, asteroids, or other locations that humans might want to explore in person. Make drawings or a model of your base. In your design, consider and plan for the following:

#7a Source of energy

#7b How it will be constructed

#7c Life-support system

#7d Purpose and function

#8 Discuss with your counselor two possible careers in space exploration that interest you. Find out the qualifications, education, and preparation required and discuss the major responsibilities of those positions.

Event Requirements

2023 Scouts BSA Summer Camp

Swimming (Eagle required) 2023-01-01

U PR

#1 Do the following:

- #1a** Explain to your counselor how Scouting's Safe Swim Defense plan anticipates, helps prevent and mitigate, and provides responses to likely hazards you may encounter during swimming activities.
- #1b** Discuss the prevention and treatment of health concerns that could occur while swimming, including hypothermia, dehydration, sunburn, heat exhaustion, heatstroke, muscle cramps, hyperventilation, spinal injury, stings and bites, and cuts and scrapes.
- #2** Before doing the following requirements, successfully complete the BSA swimmer test: Jump feet first into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.
- #3** Swim continuously for 150 yards using the following strokes in good form and in a strong manner: front crawl or trudgen for 25 yards, back crawl for 25 yards, sidestroke for 25 yards, breaststroke for 25 yards, and elementary backstroke for 50 yards.

#4 Do the following:

- #4a** Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.
- #4b** With a helper and a practice victim, show a line rescue both as tender and as rescuer. The practice victim should be approximately 30 feet from shore in deep water.

#5 Do the following:

- #5a** Float faceup in a resting position for at least three minutes with minimal movement.
- #5b** Demonstrate survival floating for at least five minutes.
- #5c** While wearing a properly fitted U.S. Coast Guard-approved life jacket, demonstrate the HELP and huddle positions. Explain their purposes.
- #5d** Explain why swimming or survival floating will hasten the onset of hypothermia in cold water.

#6 In water over your head, but not to exceed 10 feet, do each of the following:

- #6a** Use the feet first method of surface diving and bring an object up from the bottom.

Event Requirements

2023 Scouts BSA Summer Camp

Swimming (Eagle required) 2023-01-01

U PR

- #6b** Do a headfirst surface dive (pike or tuck), and bring the object up again.
- #6c** Do a headfirst surface dive to a depth of at least 5 feet and swim underwater for three strokes. Come to the surface, take a breath, and repeat the sequence twice.
- #7** Following the guidelines set in the BSA Safe Swim Defense, in water at least 7 feet deep*, show a standing headfirst dive from a dock or pool deck. Show a long shallow dive, also from the dock or pool deck.
- * If your state, city, or local community requires a water depth greater than 7 feet, it is important to abide by that mandate.
- #8** Explain the health benefits of regular aerobic exercise, and discuss why swimming is favored as both fitness and therapeutic exercise.

Event Requirements

2023 Scouts BSA Summer Camp

Textile	2004-01-01
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U PR

- #1** Discuss with your merit badge counselor the importance of textiles. In your discussion define the terms fiber, fabric and textile. Give examples of textiles you use every day.

#2 Do the following:

- #2a** Get swatches of two natural fiber fabrics (100 percent cotton, linen, wool or silk; no blends) Get swatches of two synthetic fiber fabrics (nylon, polyester, acrylic, olefin, or spandex). Get a sample of one cellulosic fabric (rayon, acetate or lyocell).

- #2b** Give the origin, major characteristics, and general content of each type of fiber obtained for 2(a). Explain the difference between a cellulosic manufactured fiber and a synthetic manufactured fiber.

- #2c** Describe the main steps in making raw fiber into yarn, and yarn into fabric.

- #2d** Assume you will soon buy a new garment or other textile item. Tell your counselor what fiber or blend of fibers you want the item to be, and give reasons for your choice.

#3 Do TWO of the following:

- #3a** Visit a textile plant, textile products manufacturer or textile school or college. Report on what you saw and learned.

- #3b** Weave a belt, headband, place mat or wall hanging. Use a simple loom that you have made yourself.

- #3c** With a magnifying glass, examine a woven fabric, a nonwoven fabric, and a knitted fabric. Sketch what you see. Explain how the three constructions are different.

- #3d** Make a piece of felt.

- #3e** Make two natural dyes and use them to dye a garment or a piece of fabric.

- #3f** Waterproof a fabric.

- #3g** Demonstrate how to identify fibers, using a microscope identification or the breaking test.

- #4** Explain the meaning of 10 of the following terms: warp, harness, heddle, shed, aramid, spandex, sliver, yarn, spindle, distaff, loom, cellulose, sericulture, extrusion, carbon fibers, spinneret, staple, worsted, nonwoven, greige goods.

- #5** List the advantages and disadvantages of natural plant fibers, natural animal fibers, cellulosic manufactured fibers, and synthetic manufactured fibers. Identify and discuss at least four ecological concerns regarding the production and care of textiles.

Event Requirements

2023 Scouts BSA Summer Camp

Textile **2004-01-01**

U PR

#6 Explain to your merit badge counselor, either verbally or in a written report, five career possibilities in the textile industry. Tell about two positions that interest you the most and the education, cost of training and specific duties those positions require.

Event Requirements

2023 Scouts BSA Summer Camp

Wilderness Survival **2013-01-01**

U PR

#1 Do the following:

- #1a** Explain to your counselor the hazards you are most likely to encounter while participating in wilderness survival activities, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.
- #1b** Show that you know first aid for and how to prevent injuries or illnesses likely to occur in backcountry settings, including hypothermia, heat reactions, frostbite, dehydration, blisters, insect stings, tick bites, and snakebites.
- #2** From memory list the seven priorities for survival in a backcountry or wilderness location. Explain the importance of each one with your counselor.
- #3** Describe ways to avoid panic and maintain a high level of morale when lost, and explain why this is important.

#4 Describe the steps you would take to survive in the following exposure conditions:

- #4a** Cold and snowy
- #4b** Wet
- #4c** Hot and dry
- #4d** Windy
- #4e** At or on the water
- #5** Put together a personal survival kit and be able to explain how each item in it could be useful.
- #6** Using three different methods (other than matches), build and light three fires.

#7 Do the following:

- #7a** Show five different ways to attract attention when lost.
- #7b** Demonstrate how to use a signal mirror.
- #7c** Describe from memory five ground-to-air signals and tell what they mean.
- #8** Improvise a natural shelter. For the purpose of this demonstration, use techniques that have little negative impact on the environment. Spend a night in your shelter.

Event Requirements

2023 Scouts BSA Summer Camp

Wilderness Survival 2013-01-01
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U PR

- #9** Explain how to protect yourself from insects, reptiles, bears, and other animals of the local region.

- #10** Demonstrate three ways to treat water found in the outdoors to prepare it for drinking.

- #11** Show that you know the proper clothing to wear while in the outdoors during extremely hot and cold weather and during wet conditions.

- #12** Explain why it usually is not wise to eat edible wild plants or wildlife in a wilderness survival situation.

Event Requirements

2023 Scouts BSA Summer Camp

Wood Carving 2015-01-01

U PR

#1 Do the following:

- #1a** Explain to our counselor the hazards you are most likely to encounter while wood carving, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.
- #1b** Show that you know first aid for injuries that could occur while wood carving, including minor cuts and scratches and splinters.

#2 Do the following:

- #2a** Earn the Totin' Chip recognition.
- #2b** Discuss with your merit badge counselor your understanding of the Safety Checklist for Carving.

#3 Do the following:

- #3a** Explain to your counselor, orally or in writing, the care and use of five types of tools that you may use in a carving project.
- #3b** Tell your counselor how to care for and use several types of sharpening devices, then demonstrate that you know how to use these devices.

#4 Using a piece of scrap wood or a project on which you are working, show your merit badge counselor that you know how to do the following:

- #4a** Paring cut
- #4b** Push cut and levering cut
- #4c** 'V' cut
- #4d** Stop cut or score line
- #5** Tell why different woods are used for different projects. Explain why you chose the type of wood you did for your projects in requirements 6 and 7.
- #6** Plan your own or select a project from this merit badge pamphlet and complete a simple carving in the round.
- #7** Complete a simple low-relief OR a chip carving project.