

WILDLAND FIRE MANAGEMENT TEST MERIT BADGE REQUIREMENTS

COMPLETE THE FOLLOWING REQUIREMENTS PRIOR TO THE SPRING CAMPOREE:

- _____ #2
- _____ #7-Draw a diagram to illustrate the parts of a Wildfire.
- _____ #12
- _____ #13
- _____ #14
- _____ #16

Additional Videos on Wildland Firefighting to watch:

1. [Fire: Friend or Foe?](#)
2. [Wildfires 101](#)
3. [The Science of Wildfires](#)

1. Explain the history of wildland fire, its suppression, prevention and management in America.

Resources:

1. [YouTube: A History of Wildfire Prevention](#)
2. [Wildfire Education | National Interagency Fire Center](#)

2. Explain the harm caused by wildfire in the United States. Discuss the negative impacts that wildfire can have on the following resources.

- A. Commercial forest products
- B. Fish and Wildlife habitat
- C. Soil and water
- D. Recreation and public use
- E. Homes, communities and human resources
- F. Air quality and public health

Resources:

1. [YouTube: A Better Way to Think About Wildland Fires](#)
2. [YouTube: How Are Wildfires Making Us Sick](#)
3. [YouTube: How Wildfires Affect Water Supply](#)

3. Define prescribed fire. Explain how it is used to accomplish the following:

- A. Fuel reduction
- B. Fish and wildlife habitat enhancement
- C. Ecosystem restoration
- D. Forest regeneration
- E. Insect and disease control

Resources:

- 1. [YouTube: Misconceptions and Benefits of Fire](#)
- 2. [YouTube: Wildlife That Depends on Fire to Survive](#)
- 3. [YouTube: How does Fire Affect Wildlife?](#)
- 4. [YouTube: Good Fire: Prescribed Burning](#)

4. Explain defensible space and define the term wildland-urban interface. Discuss how homes and communities in the wildland-urban interface can be protected from wildfire.

Resources:

- 1. [YouTube: Separating Your Home From Wildfire – The Zones of Defensible Space](#)

5. Explain the main causes of wildfire in America. Explain how you can prevent wildfires in your community or on an outing with your unit.

Resources:

- 1. [YouTube: Decades 2:20 Wildfire Prevention](#)
- 2. [YouTube: Wildfire Prevention with Smokey Bear](#)
- 3. [Bing Videos: What Causes Wildfires? BBC Earth Explore](#)
- 4. [Lightning-caused wildfires | National Interagency Fire Center](#)
- 5. [10 Tips to Prevent Wildfires | U.S. Department of the Interior](#)

6. Describe the Fire Triangle. Explain how wildfires can be suppressed by removing each element of the fire triangle.

Resources:

- 1. [YouTube: Fire Triangle Explained – How Oxygen, Heat, and Fuel Interact with Wildfire](#)

7. Explain how the fire environment affects wildland fire behavior. Give examples of the influences of weather, topography and fuel. Draw a diagram to illustrate the parts of a wildfire.

Resources:

- 1. [YouTube: How to Describe the Behavior and Parts of a Wildfire](#)

8. Explain the following wildland fire suppression tactics and under which conditions they would be used to achieve objectives. Use your own diagrams if necessary.

- A. Direct attack
- B. Indirect attack
- C. Parallel attack
- D. Minimum Impact Suppression Tactics
- E. Mop-Up
- F. Use of machinery and aircraft
- G. Fire management for resource benefit objectives
- H. Repair and Restoration

Resources:

- 1. [YouTube: How We Fight Wildfires](#)
- 2. [Facebook: The Difference Between a Direct and Indirect Attack – US Forest Service](#)
- 3. [YouTube: Evolution of Fire Management and the Role of Knowledge](#)
- 4. [YouTube: Mop Up Operations on the Mosquito Fire](#)

9. Describe 10 tools, equipment or apparatus that are unique to wildland fire suppression and explain how these items are used.

Resources:

- 1. [YouTube: West Metro Fire Rescue: Wildland Firefighting Tools](#)
- 2. [Wildland Fire Engines](#)
- 3. [Aircraft | National Interagency Fire Center](#)
- 4. [Dozers](#)
- 5. [Firefighting Equipment](#)

10. Describe the personal protective equipment used by wildland firefighters. Explain why personal protective equipment and proper training is necessary.

Resources:

- 1. [YouTube: Dressed for Fire](#)

11. Describe the following and explain why each is an important consideration for maintaining personal safety and situational awareness during wildland fire suppression activities.

- A. 10 Standard Firefighting Orders
- B. 18 Watch Out Situations
- C. Lookouts, Communication, Escape Routes and Safety Zones (LCES)

Resources:

- 1. [YouTube: WFSTAR: Standard Firefighting Orders](#)
- 2. [Bing Videos: WFSTAR: Watch Out Situations](#)
- 3. [YouTube WFSTAR: Is Your LCES Adequate](#)

12. List the major government agencies involved with fire suppression in the United States, and the role that these agencies play in fire suppression.

Resources:

- 1. [About Us | NWCG](#) (click on Member Agencies Tab)

13. Draw a diagram of the Incident Command System. Explain the functions of the positions that make up the Command and General Staff.

Resources:

1. [ICS Organizational Structure and Elements](#)

14. Learn about three career opportunities in wildland fire. Select one and research the education, training, and experience required for this position. Discuss this position with your counselor, and explain why a career in wildland fire might interest you.

Resources:

1. [YouTube: Wildland Firefighting & Wildland Fire Ecology Jobs Explained for Beginners](#)
2. [YouTube: Wildland Fire Recruiting Video](#)

15. Do one of the following:

- A. Develop a fire readiness plan for a wildland area with which you are familiar. The plan should include a map showing available resources, water supplies, natural and manmade barriers, and access. The plan should discuss fuel loads, available fire apparatus, structure protection needs, values at risk, medical and evacuation considerations and potential fire suppression tactics.
- B. Visit with a state or federal forestry official or your local fire warden. Discuss the causes of and types of wildland fire that occur in your area. Discuss the prime fire season(s) in your area. Identify the agency responsible for wildland fire suppression in your area. Write a brief report about what you learned during your visit.
- C. Conduct a fire wise assessment of a home or a building in the wildland-urban interface, which could include a Scout camp building or facility. Identify potential risks and fire hazards. With your counselor's approval, complete a project to reduce the wildfire risk and increase the preparedness of the building. Write a brief report about what you did and learned from the assessment and project.

Resources:

1. [NFPA – Firewise USA®](#)

- D. Participate in a fire prevention campaign with your local fire department or forestry agency. Write a brief report about what you did and what you learned from it.

16. Research an historic catastrophic wildland fire incident that has occurred in the United States. Write a report of no less than 500 words describing the incident, the conditions that led to the incident, how the incident was managed, and how the incident could have been prevented. Explain what lessons were learned and how this incident affected future fire suppression policy or suppression tactics. There are many historic fires that can be researched online, here are four examples.

Resources:

1. [YouTube: The Tillamook Burn forest fire of August, 1933](#)
2. [YouTube: The Story Behind the Yellowstone Fires of 1988 | Retro Report | The New York Times](#)
3. [Bing Videos: The Smoke Jumper Tragedy of Mann Gulch](#)
4. [Bing Videos: Storm King Mountain Tragedy](#)

17. Complete the survey below to complete the test lab requirements

[SURVEY](https://scouting.co1.qualtrics.com/jfe/form/SV_40brLNN8LSYjUXk) - https://scouting.co1.qualtrics.com/jfe/form/SV_40brLNN8LSYjUXk

EMERGENCY PREPAREDNESS MERIT BADGE REQUIREMENTS

COMPLETE THE FOLLOWING REQUIREMENTS PRIOR TO THE SPRING CAMPOREE:

- _____ #1(b) – Complete spreadsheet (see attachment). Only need to choose 10 emergency situations.
- _____ #2(a) – Complete at home, have unit leader verify
- _____ #2(b) – Complete at home, have unit leader verify
- _____ #3(a) – Complete at home, have unit leader verify
- _____ #3(b) –
- _____ #8(b) –
- _____ #9 –
- _____ #10(a) – Come prepared with questions (at least 5) OR
- _____ #10(b) – Complete

The previous version of the Merit Badge requirements can be found in Scoutbook

NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the [Scout Shop](#).

1. Emergency Situations. Do the following:

(a) Discuss with your counselor the aspects of emergency preparedness and include in your discussion the kinds of questions that are important to ask yourself as you consider each of these: prevention, protection, mitigation, response, and recovery.

Resource: [5 Steps of Disaster Risk Management \(video\)](#)

(b) Using a chart, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 1(a) (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. Discuss your findings with your counselor.

(1) Home stovetop or oven fire

Resource: [How to Put Out a Stovetop Fire \(video\)](#)

(2) Home flammable liquid fire

Resource: [Flammable Liquids \(video\)](#)

(3) Gas leak in or near a home or with outside cooking

Resources: [What to Do If You Smell Gas \(video\)](#)
[How to Turn Off Main Gas Valve \(video\)](#)

(4) Food poisoning

Resources: [Stomach Flu and Food Poisoning \(video\)](#)
[Safe Food Handling \(video\)](#)
[How to Know If You Have Food Poisoning \(video\)](#)

(5) Automobile crash

Resource: [Responding to a Car Crash \(video\)](#)

- (6) Vehicle stalled in the desert
Resource: [A Desert Survival Experience \(video\)](#)
- (7) Vehicle trapped in a blizzard
Resource: [How to Survive A Car Stranding in Winter \(video\)](#)
- (8) Backcountry injury
Resource: [Backpacking First Aid \(What To Carry + Foot Care, Snakes, Poison Plants, Hypothermia, etc\) \(video\)](#)
- (9) Boating or water accident
Resource: [Preventing and Managing Boating Accidents \(website\)](#)
- (10) Toxic chemical spills and releases
Resources: [Chemical Spill Preparedness \(video\)](#)
[Household Chemical Emergencies \(website\)](#)
- (11) Nuclear power plant emergency
Resource: [How to Stay Safe in a Nuclear Emergency \(video\)](#)
- (12) Fire or explosion in a public place
Resources: [How to Survive a Building Explosion \(video\)](#)
[How to Survive a Burning High-Rise \(video\)](#)
- (13) Violence in a public place
Resource: [A Navy SEAL Reveals How to Survive an Active Shooter \(video\)](#)
- (14) Wildland fire
Resource: [If You Are Trapped by a Wildfire \(video\)](#)
- (15) Avalanche (snowslide or rockslide)
Resources: [Survive an Avalanche \(video\)](#)
[How to Survive a Landslide \(video\)](#)
- (16) Earthquake
Resource: [10 Ways to Survive an Earthquake \(video\)](#)
- (17) Tsunami
Resource: [How to Survive a Tsunami \(video\)](#)
- (18) Major flooding or a flash flood with water outage
Resource: [How to Survive a Flood \(video\)](#)
- (19) Hurricane with power outage
Resource: [How to Survive a Hurricane \(video\)](#)
- (20) Tornado
Resource: [How to Survive a Tornado \(video\)](#)
- (21) Lightning storm.
Resources: [What Happens When You Are Struck by Lightning \(video\)](#)
[Backcountry Lightning Safety \(website\)](#)

2. Planning for Family Emergencies. Do the following:

- (a) At a family meeting, discuss the situations on the chart you created for requirement 1 and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.

Resources: [How to Shelter in Place \(video\)](#)
[How to Evacuate From Wildfires \(video\)](#)

- (b) Develop and practice a plan of escape for your family in case of fire in your home. Draw a floor plan with escape routes and a map with a safe meeting place. Discuss your family's home escape plan with your counselor.

- (c) Using a checklist in the *Emergency Preparedness* merit badge pamphlet or one approved by your counselor, prepare or inspect a family disaster kit for sheltering-in-place and for evacuation of your home. Review the needs and uses of the items in a kit with your counselor.

Resources: [Checklist for Sheltering in Place \(PDF\)](#)
[Checklist for Evacuation \(PDF\)](#)
[Build a Kit \(website\)](#)

3. Preventing Accidents and Emergencies. Do ONE of the following:

- (a) Using a home safety checklist included in the *Emergency Preparedness* merit badge pamphlet or one approved by your counselor, inspect a home (or a similar building near where you live or at a camp) for safety hazards with the help of an adult. Present your completed checklist to and discuss your findings with your counselor.

Resource: [Checklists Home Safety \(PDF\)](#)

- (b) Develop emergency prevention plans for five family activities outside the home, as approved by your counselor. (Examples are taking a picnic to a park, seeing a movie, attending a worship service, an outing at a beach, traveling to visit a relative, or attending a ball game or concert.) Each plan should include an analysis of possible hazards, proposals to prevent, protect from, mitigate, respond to, and recover from emergencies, and the reasons for the actions that you propose.

Resource: [Building an Emergency Kit \(video\)](#)

4. Dangerous Situations. Show how you could save a person from the following dangerous situations without putting yourself in danger:

- (a) Live household electric wire

Resource: [Rescue and First Aid for Electric Shock \(video\)](#)

- (b) A structure filled with carbon monoxide

Resource: [Rescue from CO Poisoning \(video\)](#)

- (c) Clothes on fire

Resource: [Stop. Drop. Roll. Get Low and Go \(video\)](#)

- (d) Drowning, using nonswimming rescues (including accidents on ice).

Resources: [Reach, Throw, Row, but Don't Go! \(video\)](#)
[A Patrol Performs An Ice Rescue \(video\)](#)

5. Signaling for Help. Do the following:

- (a) Show three ways of attracting and communicating with rescue aircraft or drones.

Resource: [Ground to Air Signals \(video\)](#)

- (b) Show ways to attract the attention of searchers on the ground if you are lost in the wilderness.

Resource: [Ways to Signal for Help in the Wilderness \(video\)](#)

- (c) Show ways to attract the attention of searchers on the water if you are stranded with a capsized or disabled motorboat or sailboat.

Resources: [Signaling Devices for a Water Rescue \(video\)](#)

[Water Rescue Signaling \(video\)](#)

[How does an EPIRB work? \(video\)](#)

[PLB and EPIRB Emergency Beacons \(video\)](#)

6. Moving an Injured Person. With another person, show two good ways to transport an injured person out of a remote area using improvised stretchers to conserve the energy of rescuers while ensuring the well-being and protection of the injured person.

Resource: [Improvised Stretchers \(video\)](#)

7. National Incident Management System (NIMS) and Incident Command System (ICS). Do the following:

- (a) Describe the National Incident Management System (NIMS) and the local Incident Command System (ICS).

Resources: [NIMS \(video\)](#)

[ICS \(video\)](#)

- (b) Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor.

- (c) Discuss how a Scout troop can help in an emergency situation using ICS.

8. Emergency Service. Do the following:

- (a) Discuss with your counselor the duties that a Scout troop should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:

Resource: [Agency Cooperation in an ICS \(video\)](#)

- (1) Crowd and traffic control

Resource: [Guidelines for Managing Crowds \(website\)](#)

- (2) Messenger service during an incident

Resource: [Social Media Messaging for Natural Disasters \(website\)](#)

- (3) Collection and distribution services

Resource: [Food Bank \(video\)](#)

- (4) Group feeding, shelter, and sanitation.

Resource: [Feeding LA Wildfire Evacuees \(video\)](#)

- (b) Prepare a written plan for mobilizing your troop when needed to do emergency service. If your troop already has a mobilization plan, present the plan to your counselor and tell your part in making the plan work.

(c) Using a checklist in the *Emergency Preparedness* merit badge pamphlet or one approved by your counselor, prepare or inspect a personal emergency service pack for a mobilization call. Explain the needs and uses of the contents to your counselor.

Resources: [Checklist for Go Bag \(PDF\)](#)
[Family and Personal Emergency Kits \(website\)](#)

(d) Take part in an emergency service project, either a real one or a practice exercise, with a Scouting troop or a community agency or at Scout camp or at a school. Review what you learned and practiced with your counselor.

Resource: [Emergency Procedures at Camp \(video\)](#)

9. First Aid Merit Badge. Earn the First Aid merit badge.

10. Careers. Do ONE of the following:

(a) Interview an emergency services coordinator or a civil servant about their work in disaster management. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor and whether you might be interested in this career.

Resource: [NYC Emergency Management Interns \(video\)](#)

(b) Identify three career opportunities that would use skills and knowledge in emergency services. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

Resource: [Explore a Career in Disaster and Emergency Management \(video\)](#)

(c) Identify how you might use the skills and knowledge in the field of emergency preparedness to pursue a personal hobby and/or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Resource: [Teen CERT Team Training \(video\)](#)

FIRE SAFETY MERIT BADGE REQUIREMENTS

COMPLETE THE FOLLOWING REQUIREMENTS PRIOR TO THE SPRING CAMPOREE:

- _____ #1
- _____ #2(a)
- _____ #2(b)
- _____ #7(a)
- _____ #7(b)
- _____ #10(a) OR _____ #10(b)

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1. Science of and Hazards of Fire. Do the following:

- (a) Explain the concept of fire.
- (b) Name the parts of the fire tetrahedron and the products of combustion.
- (c) Describe the life cycle of a fire.
- (d) Explain the three methods of heat transfer.

2. Fire Extinguishers. Do the following:

- (a) Explain the different classes of fires.
- (b) Identify the different classes of fire extinguishers and which should be used for each class of fire.
- (c) Demonstrate how to use a fire extinguisher and a fire blanket.

3. Fire-related Injuries. Do the following:

- (a) Explain and demonstrate the technique of stop, drop, roll, cool, and call.
- (b) Describe how clothing fires occur, how to prevent them, and how clothing can prevent or contribute to burn injuries.
- (c) Identify the most frequent causes of burn injuries and how to prevent them.
- (d) Review the prevention of, symptoms and signs of, and treatment of airway burns and carbon monoxide (CO) poisoning.

4. Origins of Fires. Do the following:

(a) Explain the four classifications of fire origin (natural, accidental, incendiary, or undetermined) and give an example of each.

(b) Describe how a fire classified as incendiary might lead to criminal prosecution of a person charged with arson.

5. Fire Safety at Home. Do the following:

(a) Describe how to prevent the frequent causes of home fires, including unattended cooking, electricity, smoking, clothes dryers, and rechargeable batteries.

(b) Describe how to prevent frequent causes of seasonal and holiday-related home fires, including fires related to home heating, holiday trees, candles, and fireworks.

(c) Demonstrate how to safely light and extinguish a candle. Discuss with your counselor, then with your family, how to safely use candles.

(d) Using the Home Fire Safety Checklist in the *Fire Safety* merit badge pamphlet or one approved by your counselor, and with the help of an adult, inspect a home (or a similar building near where you live or at a camp) for fire safety hazards. Present your completed checklist to your counselor and discuss your findings.

(e) Determine if, and what types of, smoke and CO alarms are required in homes in your community. List what types of smoke and CO alarms your home has, their locations, and their expiration dates.

(f) Demonstrate maintenance of smoke and CO alarms to your counselor and review plans to replace expired alarms.

(g) Develop a home fire-escape plan and a fire-drill schedule with your family, draw a floor plan of your home with exits marked and a map showing your family meeting point, and conduct a home fire drill.

(h) Explain what to do and what not to do if you smell natural gas and if you smell smoke.

(i) Explain how you would report a fire to have the fire department respond.

6. Safety with Flammable and Combustible Liquids. Do the following:

(a) Explain what flammable and combustible liquids are commonly used in homes and how to safely store them.

(b) Describe the safe way to refuel a liquid-fueled engine, such as a lawn mower, outboard motor, farm machine, or automobile with fuel from an approved container.

(c) Describe the options available for safely disposing of unwanted flammable, combustible, and hazardous substances in your community.

7. Fire Safety in Public Buildings. Do the following:

- (a) Explain how public buildings are designed for fire safety.
- (b) Explain what fire safety systems and equipment can be found in public buildings.
- (c) Explain what fire safety precautions you should take when you are in a public building.

8. Fire Safety at Camp. Do the following:

- (a) Explain how the Leave No Trace Seven Principles apply to camping fires.
- (b) Demonstrate lighting a match safely, the proper way to extinguish it, and to dispose of it. Explain the similarities and differences between safety matches and strike-anywhere matches.
- (c) Explain and demonstrate making sparks with flint and steel or with a ferro rod and catching a spark to create a flame. Extinguish the flame safely using one of principles of the fire tetrahedron.
- (d) Demonstrate the safe way to start a charcoal fire.
- (e) Describe three common campsite fire lays. Collect, prepare, and set up tinder, kindling, and fuel for a campfire following the Leave No Trace Seven Principles. Ignite your fire lay and safely extinguish your fire.
- (f) Demonstrate using a camp stove.
- (g) Explain how to set up and keep a campsite safe from fire.
- (h) Develop a lesson plan to teach a fire safety skill or topic, such as lighting a candle or a match or a charcoal fire or a lantern or a camp stove or using flint and steel or setting up a fire lay. Review your lesson plan with your counselor. Teach your skill or topic to one or more Scouts using the EDGE method.

9. Wildland Fires. Do the following:

- (a) List causes of wildland fires and ways to prevent them.
- (b) Explain the social, economic, and environmental consequences of wildland fires.

10. Careers. Do ONE of the following:

- (a) Visit a fire station in-person. Identify the various types of fire service vehicles. From the firefighters you meet during your visit, learn about the fire prevention activities in your community and about their careers. Discuss with your counselor what you learned during your tour and interviews.
- (b) Identify three career opportunities that would use skills and knowledge in the field of fire safety. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

SAFETY MERIT BADGE REQUIREMENTS

COMPLETE THE FOLLOWING REQUIREMENTS PRIOR TO THE SPRING CAMPOREE:

- _____ #2(c)
- _____ #2(d)
- _____ #3(b)
- _____ #5 – Complete with unit leader
- _____ #9(a) OR _____ #9(b)

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1. Safety and Hazards. Do the following:

- (a) Explain what safety is and what it means to be safe.

- (b) Explain what hazards are and how people manage hazards to reduce risks of harm and to improve safety.

2. Family and Home Safety. Do the following:

- (a) Explain common causes of and prevention of home injuries.

- (b) Discuss the dangers involved with the use of fireworks.

- (c) Explain common causes of and prevention of home fires.

- (d) Using the Home Safety Checklist in the *Safety* merit badge pamphlet, or one approved by your counselor, inspect your home or a similar building for hazards with an adult. Review your checklist and findings with your counselor.
Resource: [Home Safety Checklist \(PDF\)](#)

- (e) Develop a fire-escape plan for your home or for a similar building. Include in your drawings exit routes from each room and a meeting place outside. Conduct a fire-escape drill. Review your plan and your drill with your counselor.

- (f) Develop a family emergency action plan for evacuation because of weather or other natural disasters that occur in your area. Using a checklist in the *Safety* merit badge pamphlet or one approved by your counselor, assemble or inspect an emergency supplies kit. Explain to your counselor how a family would use the plan and the kit supplies in an emergency.

3. Safety from Crime. Do the following:

(a) Explain common types of crimes that can affect teens.

(b) Using a Home Security Checklist in the *Safety* merit badge pamphlet or one approved by your counselor, inspect your home or a similar building for crime security measures with an adult. Review your checklist and findings with your counselor.

Resource: [Home Security Checklist \(PDF\)](#)

4. Safety in Public Places. Explain each of the following to your counselor:

(a) How a person would safely exit from public buildings, a hotel, and a stadium in an emergency.

(b) How and why Scouts would take shelter at camp.

(c) How should Scouts respond to an active shooter.

(d) The meaning of this saying: "If You See Something, Say Something.®"

5. Safeguarding Youth. Do the following:

(a) Discuss Scouting America's Safeguarding Youth guidelines that adults and Scouts must follow so that everyone is safe at Scouting activities.

(b) Discuss with your counselor what situations and behaviors would prompt you to Recognize, Resist, and Report a possible abuse situation.

(c) Discuss how you, other Scouts, leaders, and anyone can report situations suspicious for abuse through the Scouts First Helpline and other means.

6. Safety from Assault. Explain how to avoid or prevent:

(a) Assault on a street

(b) Assault at a restaurant event

(c) Sexual assault at a party or on a date.

7. Online Safety. Discuss the following with your counselor:

(a) How to avoid being the victim of online crimes.

(b) Common online financial scams.

(c) Effective online security.

(d) Identity theft and how to prevent it.

(e) How criminals use social media to target victims.

(f) How bullying, texting, and sharing photos can become crimes.

8. Travel Safety. Explain guidelines for traveling safely:

- (a) As a pedestrian in a city
- (b) In a friend's car or truck
- (c) In a rideshare vehicle
- (d) On a bus
- (e) On a subway or train
- (f) On a commercial airplane.

9. Careers. Do ONE of the following:

- (a) Explore careers related to Safety merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.
- (b) Explore how you could use knowledge and skills related to safety to pursue a hobby, lifestyle, or service as a volunteer. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.

SEARCH AND RESCUE MERIT BADGE REQUIREMENTS

COMPLETE THE FOLLOWING REQUIREMENTS PRIOR TO THE SPRING CAMPOREE:

_____ #1(a) – Complete with unit leader

_____ #8(a) OR _____ #8(b)

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A Note About Prohibited Activities

The Scouting America's *Guide to Safe Scouting* states under "Prohibited Activities" that flying in aircraft as part of a search and rescue mission is a prohibited activity for youth members. For complete information, see Scouting America's [Guide to Safe Scouting](#).

NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the [Scout Shop](#).

1. Hazards and First Aid. Do the following:

(a) Show or explain first aid for, and prevention of, injuries and conditions that searchers and subjects could develop during an SAR situation, including:

- (1) Dehydration
- (2) Heatstroke
- (3) Hypothermia
- (4) Shock
- (5) Blisters
- (6) Eye injuries
- (7) Ankle and knee sprains
- (8) Bug bites of chiggers, ticks, mosquitoes, and biting gnats
- (9) Bee stings
- (10) Bites of spiders
- (11) Sting of a scorpion
- (12) Bite of a wild mammal
- (13) Bite of a venomous snake.

(b) Explain how the Scout Essentials address hazards outdoors and help lost Scouts stay safe before they are rescued.

(c) Discuss how the safety gear carried by SAR team members in their field packs address SAR hazards.

2. Staying and Getting Found. Do the following:

- (a) Explain how a trip plan and the buddy system help Scouts with staying found and getting found.
- (b) Explain how seasonal and daily weather changes affect Trip Plans.
- (c) Explain and show how a lost Scout could send signals that would alert a ground, airborne, or water SAR team to their location.
- (d) Demonstrate how to use a signaling mirror.
- (e) Explain how a Personal Locator Beacon (PLB) works and the role of the Air Force Rescue Coordination Center (AFRCC).

3. Maps. Using a map, a compass and a GPS device or app approved by your counselor, do the following:

- (a) Point out and explain the 5 D's (Date, Description, Details, Direction or Declination, Distance) of the map.
- (b) Choose a location on the map and record the altitude, latitude, longitude, and US National Grid coordinates. Describe how these coordinate systems differ.
- (c) Orient the map and take a bearing to another map location. Estimate the distance between, and describe the terrain between, the two locations.
- (d) Show a hypothetical place last seen and point out an area on your map that could be used for containment using natural or human-made boundaries.

4. Incident Command System (ICS). Do the following:

- (a) Explain how a local ICS is organized and how it compares with Scouting's patrol method.
- (b) Explain how local community agencies work to train for and manage search and rescue situations.

5. SAR Teams. Do the following:

- (a) Explain the official duties of a search and rescue team.
- (b) Explain the differences between wilderness, urban, and water SARs.
- (c) Identify four types of search and rescue teams and explain situations where they are used.

6. Search and Rescue Procedures. Do the following:

- (a) Explain the difference between search and rescue.
- (b) Explain the difference between PLS (place last seen) and LKP (last known point)
- (c) Explain the importance of effective communication in SAR operations.
- (d) Explain how predictions of "lost person behavior" determine SAR search plans for a young child, a teenager, and an adult.
- (e) Explain the following terms:
 - (1) Evaluating search urgency
 - (2) Establishing confinement
 - (3) Scent item
 - (4) Area air scent dog
 - (5) Briefing and debriefing
 - (6) Clue awareness
 - (7) Evidence preservation
 - (8) Tracking a subject
 - (9) Locating a subject using attraction
 - (10) Hasty search
 - (11) Trail sweep search
 - (12) Grid search.

7. Plan and Complete a Search. Do the following with a team of Scouts, friends, or family to execute a practice SAR exercise:

- (a) Choose a hypothetical SAR scenario, either one presented in the *Search and Rescue* merit badge pamphlet or one approved by your counselor.
- (b) Develop an Incident Action Plan (IAP) for a hasty search using the scenario information.
- (c) Before the search begins, conduct a PAUSE briefing to review hazards, safety concerns, personal and shared Scout Essentials, and other gear.
- (d) Execute the search.
- (e) After the search, hold a team debriefing to discuss the search, problems, successful and unsuccessful tactics, and ideas for improvement.

8. Careers. Do ONE of the following:

(a) Explore careers related to Search and Rescue merit badge or emergency management. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

(b) Explore how you could use knowledge and skills from this merit badge to serve as a volunteer on a disaster relief team, a wilderness rescue team, or a ski patrol. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.

NAME: _____
 TROOP: _____ DISTRICT: _____ COUNCIL: _____
 EMAIL: _____ PHONE: _____

WILDLAND FIRE MANAGEMENT TEST MERIT BADGE

2. Explain the harm caused by wildfire in the United States. Discuss the negative impacts that wildfire can have on the following resources.

- G. Commercial forest products
- H. Fish and Wildlife habitat
- I. Soil and water
- J. Recreation and public use
- K. Homes, communities and human resources
- L. Air quality and public health

HARM: _____

Requirement	Negative Impacts
A. Commercial Forest Products	
B. Fish and Wildlife Habitat	
C. Soil and Water	
D. Recreation and Public Use	
E. Homes, Communities and Human Resources	
F. Air Quality and Pulic Health	

12. List the major government agencies involved with fire suppression in the United States, and the role that these agencies play in fire suppression.

GOVERNMENT AGENCY	ROLE IN FIRE SUPPRESSION

NAME: _____

TROOP: _____ DISTRICT: _____ COUNCIL: _____

EMAIL: _____ PHONE: _____

EMERGENCY PREPAREDNESS MERIT BADGE

	Situation	Prevention	Protection	Mitigation	Response	Recovery
1	Home stovetop or oven fire					
2	Home flammable liquid fire					
3	Gas leak in or near a home or with outside cooking					
4	Food poisoning					
5	Automobile crash					
6	Vehicle stalled in the desert					
7	Vehicle trapped in a blizzard					
8	Backcountry injury					
9	Boating or water accident					
10	Toxic chemical spills and releases					
11	Nuclear power plant emergency					
12	Fire or explosion in a public place					
13	Violence in a public place					
14	Wildland fire					
15	Avalanche (snowslide or rockslide)					
16	Earthquake					

17	Tsunami					
18	Major flooding or a flash flood with water outage					
19	Hurricane with power outage					
20	Tornado					
21	Lightning storm					