

CAMP MINSI

20226



SCOUTCRAFT / STATION #940

PARTICIPANT & LEADER'S GUIDE

DIRECTOR CHRISTOPHER LUBENETSKI

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STAFF

The 2026 Scoutcraft and Station #940 Staff is made up of experienced Scouts and Leaders. Many of the staff have served as previous Summer Camp Staff members or have served as a Counselor-In-Training at Camp Minsi. Besides being Scouts in their respective troops, many of our Staff serve actively in the Order of the Arrow, Venturing, and Sea Scouting, as well as serving many leadership roles within Scouting at the unit, council, and national level. Outside of Scouting, our staff participates in many extracurricular activities, both in and out of school.

EXPECTATIONS OF SCOUTCRAF & STATION #940 STAFF

1. To be ready and prepared at the start of the class
2. To help Scouts with developing their skills
3. To help guide Scouts towards earning the merit badge
4. To complete all necessary paperwork required as a merit badge counselor
5. To be fair, respectful, and helpful.
6. Follow the Outdoor Code
7. Follow Leave No Trace
8. Follow the Scout Oath and Law
9. Lead by example

EXPECTATIONS OF PARTICIPANTS

1. Be on time and ready at the start of the class
2. To do your best every time
3. Do not be disruptive during class
4. Be respectful of fellow Scouts and Scouters
5. Follow the rules
6. Be prepared for the class
 - a. Bring and drink water
 - b. Complete prerequisites in advance
 - c. Bring the necessary class materials
 - d. Bring notebook and pen/pencil
7. Follow the Outdoor Code
8. Follow Leave No Trace
9. Follow the Scout Oath and Law

EXPECTATIONS OF UNIT LEADERS

1. Support Staff to the best of your ability
2. Help Scouts develop their skills
3. Help guide Scouts towards earning their merit badge
4. To complete all necessary paperwork required by the Staff as a unit leader
5. To be fair, respectful, and helpful.
6. Follow the Outdoor Code
7. Follow Leave No Trace
8. Follow the Scout Oath and Law
9. Lead by example

SCOUTCRAFT SAFETY

1. No running-always walk.
2. Proper footwear must always be worn when in Scoutcraft.
 - a. No open-toed shoes (flip flops, Crocs, etc.)
 - b. Boots are strongly encouraged for ankle support.
 - c. You will be asked to change your shoes as this is a safety issue due to the items you are working with and around, i.e., heavy items, boiling water, hot coals, fires, etc.
3. Safety gear must be worn and worn properly when instructed or as designated.

UNIT LEADER INFORMATION

- If you would like to borrow any equipment from Scoutcraft such as stoves, Dutch ovens, charcoal starters, or fire starters, please ask. If they are available, we are happy to loan them out.
- If you have any questions regarding a Scout's merit badge, please see the Scoutcraft Director. We ask that all questions be directed to the director not the instructor.
- If you see an unsafe action taking place that may cause injury or property damage, please stop it immediately and notify the Scoutcraft Director. Please obtain the involved participant's name if possible and any witness information.
- If a Unit Leader would like to help our Staff with any merit badges or awards, please contact the Scoutcraft Director or Program Director. We would greatly appreciate any help that Unit Leaders can provide to our Staff and the Scouts.

COOKING MERIT BADGE

Cooking Merit Badge is a vital part of a Scout's adventure and advancement and as such, we want to make it an educational experience that they will not forget. As such, we are asking for help from the Unit Leaders. We could use help to supervise the Scouts in cooking (overseeing that they measure correctly and food is properly prepared), cleanliness (washing), and safety (we will be using propane, charcoal, as well as sharp knives).

We invite Unit Leaders to watch what their Scouts are doing, learn alongside them, and, if adventurous, even try what they make.

Your help with Cooking Merit Badge will be greatly appreciated by the Staff and Scouts!!!

MERIT BADGES OFFERED

* **Bold** = Eagle Required Merit Badge

SCOUTCRAFT

***CAMPING** - Must be 1st Class Rank

***COOKING** - Must be 1st Class Rank

EXPLORATION

GEOCACHING

PIONEERING

SIGNS, SIGNALS, AND CODES

WILDERNESS SURVIVAL

STATION #940

CRIME PREVENTION

***EMERGENCY PREPAREDNESS** - Must be 2nd Class Rank

FINGERPRINTING

FIRE SAFETY

***FIRST AID** - Must be 2nd Class Rank

SAFETY

SEARCH AND RESCUE

To see prerequisites, please check the Cover Sheet of each Merit Badge

AWARDS OFFERED

SCOUTCRAFT

PAUL BUNYAN AWARD

FIREMAN CHIT

TOTIN' CHIP

CAMP MINSI SCOUTCRAFT - 2026

CAMPING MERIT BADGE



**PREREQUISITES:
MUST BE AT LEAST 1ST CLASS**

**TO EARN THE MERIT BADGE AT CAMP,
THE SCOUT MUST HAVE COMPLETED THE
PREREQUISITES LISTED ON THE
“UNIT LEADER’S CONFIRMATION FORM”**

CAMPING MERIT BADGE REQUIREMENTS

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. Do the following:

- (a) 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.
Resources: [Camping Safety Tips \(video\)](#)
[What to Do in a Bear Encounter \(and How to Avoid One\) \(video\)](#)
- (b) 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.
Resources: [5 Mistakes EVERY New Camper Makes in WET WEATHER \(video\)](#)
[Cold Weather Camping Tips \(video\)](#)
- (c) 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.
Resources: [Backpacking First Aid \(What to Carry + Foot Care, Snakes, Poison Plants, Hypothermia, etc\) \(video\)](#)
[First Aid for Snakebites \(video\)](#)
[Types of Heat Reactions \(website\)](#)
[Bad Bugs and Their Bites \(website\)](#)

2. Learn the Leave No Trace Seven Principles and the Outdoor Code, and explain what they mean. Write a personal and group plan for implementing these principles on your next outing.

Resources: [Principles of LNT \(video\)](#)
[The Outdoor Code \(website\)](#)
[LNT/Outdoor Code Planning \(PDF\)](#)

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:

Resources: [How to Read a Topographic Map \(video\)](#)

[Scouting America Planning Worksheet \(PDF\)](#)

- (a) Compass
Resource: [How to Use a Compass \(video\)](#)
- (b) GPS receiver
Resource: [Using a GPS with a Map and Compass \(video\)](#)
- (c) Smartphone with a GPS app.
Resource: [How to Use a Smartphone as a GPS \(website\)](#)

4. Do the following:

- (a) Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.
- (b) 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:

- (a) Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term "layering."
Resources: [Cold Weather Gear \(website\)](#)
[Warm Weather Gear \(website\)](#)
- (b) ..Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.
Resource: [The ONE Tip You Need to Choose Between Hiking Boots, Shoes, and Trail Runners \(video\)](#)
- (c) Explain the proper care and storage of camping equipment (clothing, footwear, bedding).
Resource: [How to Clean and Store Camping Gear \(website\)](#)
- (d) List the outdoor essentials necessary for any campout, and explain why each item is needed.
Resources: [10 Essentials for Scout Camping \(website\)](#)
[The 10 Scout Basic Outdoor Essentials \(website\)](#)
- (e) Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.

6. Do the following:

- (a) 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.
Resources: [Types of Tents \(video\)](#)
[Choosing a Tent \(website\)](#)
- (b) Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water.
Resources: [Types of Water Purification \(video\)](#)
[How to Wash Dishes at Camp \(video\)](#)
- (c) Describe the factors to be considered in deciding where to pitch your tent.
Resources: [How to Pick a Campsite \(video\)](#)
[How to Choose a GREAT Campsite *AVOID THESE MISTAKES* \(video\)](#)
- (d) Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each.
Resource: [How to Choose a Backpack \(video\)](#)
- (e) 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.
Resources: [Choosing a Sleeping Bag \(video\)](#)
[Backpacking Bags \(video\)](#)
[Caring for a Sleeping Bag \(video\)](#)
[Cleaning a Sleeping Bag \(video\)](#)

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

- (a) Make a checklist of personal and patrol gear that will be needed.
- (b) 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.
Resource: [How to Pack a Backpack for Easy Access and Comfort \(video\)](#)

8. Do the following:

- (a) Explain the safety procedures for:
 - (1) Using a propane or butane/propane stove
Resource: [How to Use a Propane Stove \(video\)](#)
 - (2) Using a liquid fuel stove
Resource: [How to Use a Liquid Fuel Stove \(video\)](#)
 - (3) Proper storage of extra fuel.
- (b) Discuss the advantages and disadvantages of different types of lightweight cooking stoves.
Resource: [Canister vs Liquid Fuel Stoves \(video\)](#)
- (c) 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.
Resource: [Food Storage & Protection: Techniques for Bears & Mini-Bears \(video\)](#)
- (d) 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 8(c). 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:

- (a) Camp for 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. Two nights may be counted toward the total for each additional long-term camping trip. Each night must be spent either under the sky, in a tent you have pitched yourself (if a tent is provided and already set up, you do not need to pitch your own), in a hammock that is safely strung outdoors, in a lean-to, or other three-sided shelter with an open front. Nights spent in indoor lock-in events, cabin camping, hotel stays, or other covered accommodations do not count toward the 20 nights.
- (b) On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.
 - (1) Hike up a mountain, gaining at least 1,000 vertical feet.
Resource: [Training for Elevation Gain \(video\)](#)
 - (2) Backpack, snowshoe, or cross-country ski for at least 4 miles.
Resource: [Learn to Snowshoe \(video\)](#)
 - (3) Take a bike trip of at least 15 miles or at least four hours.
Resource: [What I Wish I Knew Before Bikepacking \(video\)](#)
 - (4) Take a nonmotorized trip on the water of at least four hours or 5 miles.
Resource: [Canoeing With LNT \(video\)](#)
 - (5) Plan and carry out an overnight snow camping experience.
Resource: [Winter Camping Tips \(video\)](#)
 - (6) Rappel down a rappel route of 30 feet or more.
Resource: [How to Rappel \(video\)](#)
- (c) On any of these camping experiences, perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.
Resource: [Project Planning Checklist \(PDF\)](#)

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.

CAMP MINSI: SCOUTCRAFT

Scoutcraft Director Chris Lubenetski

Unit Leader's Confirmation Form

SCOUT'S NAME: _____ TROOP # _____

I attest that _____ has, to my satisfaction and based upon the requirements of Camping Merit Badge (2026), completed the following requirements:

UNIT LEADER: Please initial whether the Scout *DID SATISFY* or *DID NOT SATISFY* the requirement.

#4(b) DID SATISFY DID NOT SATISFY REQUIREMENT

#5(e) DID SATISFY DID NOT SATISFY REQUIREMENT

#7(b) DID SATISFY DID NOT SATISFY REQUIREMENT

#8(c) DID SATISFY DID NOT SATISFY REQUIREMENT

#8(d) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(a) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(b)(1) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(b)(2) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(b)(3) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(b)(4) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(b)(5) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(b)(6) DID SATISFY DID NOT SATISFY REQUIREMENT

#9(c) DID SATISFY DID NOT SATISFY REQUIREMENT

THANK YOU,

Unit Leader's Signature: _____

Unit Leader's Printed Name: _____

Troop number: _____ District name: _____

Council: _____

CAMP MINSI SCOUTCRAFT - 2026

COOKING MERIT BADGE



**PREREQUISITES:
MUST BE AT LEAST 1ST CLASS**

**TO EARN THE MERIT BADGE AT CAMP,
THE SCOUT MUST HAVE COMPLETED THE
PREREQUISITES LISTED ON THE
“UNIT LEADER’S CONFIRMATION FORM”**

COOKING MERIT BADGE REQUIREMENTS

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

NOTE: Repeating Meals or Menus: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward this merit badge and may not be used for rank advancement or any other merit badge. Meals prepared for rank advancement or other merit badges may not be counted toward the *Cooking* merit badge. Menus used for meals in requirements 4, 5, and 6 must not be repeated.

Outdoor Cooking: Where local regulations do not allow you to build a fire, the counselor may adjust the requirement to meet the law. The meals in requirements 5 and 6 may be prepared for different trips and need not be prepared consecutively. Scouts working on this badge in summer camp should take into consideration foods that can be obtained at the camp commissary.

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

1. Health and safety. Do the following:

- (a) 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.
Resources: [6 Campfire Cooking Mistakes to Avoid *Do This Instead* \(video\)](#)
[5 Mistakes EVERY New Camper Makes COOKING \(video\)](#)
- (b) 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.
Resources: [Treating Burns and Cuts \(video\)](#)
[Food Allergy with Anaphylaxis \(video\)](#)
[What to Do When an Adult is Choking \(Responsive\) \(video\)](#)
- (c) 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.
Resource: [Basic Food Safety: Avoiding Cross Contamination \(video\)](#)
- (d) 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.
Resources: [Food Allergy Awareness \(video\)](#)
[What's a Food Allergy—and What's Not? \(video\)](#)
- (e) 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.
Resource: [10 Rules for Reading a Food Label \(video\)](#)

2. Nutrition. Do the following:

- (a) 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.

Resource: [MyPlate Food Groups \(website\)](#)

- (b) Explain why you should limit your intake of oils and sugars.
Resource: [Tips for Limiting Sugar in Your Diet \(video\)](#)
- (c) Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
Resource: [MyPlate Food Plan \(website\)](#)
- (d) Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.
Resource: [Healthy Eating Tip Sheets \(website\)](#)
- (e) Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, and protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.
Resource: [How to Read Food Labels \(video\)](#)

3. Cooking Basics. Do the following:

- (a) Discuss 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, microwaving, air frying, grilling, foil cooking, and Dutch oven.
Resources: [Types of Cooking Techniques, Cooking Methods \(video\)](#)
[6 Tips to Master Foil Packet Cooking \(video\)](#)
[Dutch Oven Basics for Beginners \(video\)](#)
- (b) Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.
Resource: [Camp Stove vs Campfires \(website\)](#)
- (c) 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.
Resource: [Timing Your Meals \(video\)](#)
- (d) Explain and give examples of how taste, texture, and smell impact what we eat.
Resource: [How Your Sense of Smell Helps You Savor Flavor \(video\)](#)

4. Cooking at Home. Do the following:

Note: 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.

Resource: [The Five Tastes \(video\)](#)

- (a) 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.
Resource: [MyPlate Kitchen \(website\)](#)
- (b) 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.
Resource: [MyPlate Kitchen \(website\)](#)
- (c) Share and discuss your meal plan and shopping list with your counselor.
Resource: [MyPlate Kitchen \(website\)](#)
- (d) 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.
- (e) 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.
Resource: [Timing Your Meals \(video\)](#)
- (f) 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.

5. Camp Cooking. Do the following:

- (a) Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. 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. List the equipment and utensils needed to prepare and serve these meals.
Resource: [MyPlate Tools \(website\)](#)
- (b) Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
Resource: [MyPlate Tools \(website\)](#)
- (c) Share and discuss your menu plans and shopping list with your counselor.
- (d) In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpacking stove. Use a skillet OR a Dutch oven over campfire coals for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.
Resources: [How to Use a Propane Stove \(video\)](#)
[How to Use a Liquid Fuel Stove \(video\)](#)
[6 Tips to Master Foil Packet Cooking \(video\)](#)
[Dutch Oven Basics for Beginners \(video\)](#)
- (e) In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.
- (f) 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.
- (g) Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.
Resource: [How to Wash Dishes at Camp \(video\)](#)
- (h) Discuss how you followed the Leave No Trace Seven Principles and the Outdoor Code when preparing your meals.
Resources: [7 Principles of LNT \(website\)](#)
[Outdoor Code \(website\)](#)

6. Trail and backpacking meals. Do the following:

- (a) Using the MyPlate food guide or the current USDA nutrition model, plan a day of meals 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.
Resource: [MyPlate Kitchen \(website\)](#)
- (b) 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.
- (c) Share and discuss your menu 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.
Resource: [Repackaging Food for Backpacking \(video\)](#)
- (d) 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).
Resource: [Lighting a Liquid Fuel Stove \(video\)](#)
- (e) 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.
- (f) 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.
Resource: [Cleaning Up & Washing Dishes \(video\)](#)

7. Careers and Hobbies. Do ONE of the following:

- (a) Identify three career opportunities that would use skills and knowledge in cooking. 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.
Resources: [13 Careers in the Food Industry \(website\)](#)
[Exploring Culinary Career Paths: Popular Specializations and Opportunities \(video\)](#)
[How to Become a Chocolatier \(video\)](#)
- (b) Identify how you might use the skills and knowledge in cooking to pursue a personal hobby 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.
Resources: [Sharpen Your Cooking Skills and Improve Your Diet \(and Even Your Social Life\) \(website\)](#)
[70 Cooking Hobbies: Discover Delicious Culinary Adventures \(website\)](#)

CAMP MINSI: SCOUTCRAFT

Scoutcraft Director Chris Lubenetski

Unit Leader's Confirmation Form

SCOUT'S NAME: _____ TROOP # _____

I attest that _____ has, to my satisfaction and based upon the requirements of Cooking Merit Badge (2026), completed the following requirements:

UNIT LEADER: Please initial whether the Scout *DID SATISFY* or *DID NOT SATISFY* the requirement.

#4(a) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#4(b) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#4(c) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#4(d) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#4(e) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#4(f) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#6(a) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#6(b) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#6(c) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#6(d) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#6(e) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#6(f) () DID SATISFY () DID NOT SATISFY REQUIREMENT

THANK YOU,

Unit Leader's Signature: _____

Unit Leader's Printed Name: _____

Troop number: _____ District name: _____

Council: _____

CAMP MINSI SCOUTCRAFT - 2026

EXPLORATION MERIT BADGE



**PREREQUISITES
REQUIREMENTS: #2, 4, 5, AND 9**

EXPLORATION MERIT BADGE REQUIREMENTS

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. General Knowledge. Do the following:

- (a) Define exploration and explain how it differs from adventure travel, trekking or hiking, tour-group trips, or recreational outdoor adventure trips.
Resource: [What's the Difference Between Adventure and Exploration? \(website\)](#)
- (b) Explain how approaches to exploration may differ if it occurs in the ocean, in space, in a jungle, or in a science lab in a city.
Resource: [What Is Exploration \(video\)](#)

2. History of Exploration. Discuss with your counselor the history of exploration. Select a field of study with a history of exploration to illustrate the importance of exploration in the development of that field (for example, aerospace, oil industry, paleontology, oceanography, etc.).

Resources: [50 Years of Space Exploration \(video\)](#)

[Into the Abyss: How Humans Became the Astronauts of the Deep Sea \(video\)](#)

[The Age of Exploration \(video\)](#)

[How the Higgs Boson Was Discovered \(video\)](#)

3. Importance of Exploration. Explain to your counselor why it is important to explore. Discuss the following:

- (a) Why it is important for exploration to have a scientific basis
Resource: [What It Takes to Be an Adventurer \(video\)](#)
- (b) How explorers have aided in our understanding of our world
Resource: [Why We Explore \(video\)](#)
- (c) What you think it takes to be an explorer.
Resource: [Why Great Scientists Ask Great Questions? w/ Neil deGrasse Tyson \(video\)](#)

4. Real-Life Exploration. Do ONE of the following:

- (a) Learn about a living explorer. Create a short report or presentation (verbal, written, or multimedia slide presentation) on this individual's objectives and the achievements of one of the explorer's expeditions. Share what you have learned with your counselor and unit.

Resources: [50 Years of Discovery | Jane Goodall and The Leakey Foundation \(video\)](#)
[The World's Greatest Living Explorer | Ranulph Fiennes \(video\)](#)
[Levison Wood / Walking the Nile / Himalayas / Americas / Arabia Badlands & Beyond \(video\)](#)
[Unsung Heroes of Everest | Nat Geo Live \(video\)](#)

- (b) Learn about an actual scientific exploration expedition. Gather information about the mission objectives and the expedition's most interesting or important discoveries. Share what you have learned with your counselor and unit. Tell how the information gained from this expedition helped scientists answer important questions.

Resources: [Mars 2020: Perseverance Rover \(website\)](#)
[Expedition Amazon - Into the Waters | National Geographic \(video\)](#)

- (c) Learn about types of exploration that may take place in a laboratory or scientific research facility (medicine, biology, chemistry, physics, astronomy, etc.). Explain to your counselor how laboratory research and exploration are similar to field research and exploration.

Resources: [Research Scientist \(video\)](#)
[Inside the World's Largest Science Experiment \(video\)](#)
[Day in the Life of a Research Scientist \(video\)](#)

5. Exploration in Lab and Field. Do ONE of the following, and share what you learn with your counselor:

- (a) With your parent or guardian's permission and counselor's approval, visit either in person or via the internet an exploration sponsoring organization (such as The Explorers Club, National Geographic Society, Smithsonian Institution, American Alpine Club, World Wildlife Fund, or similar organization). Find out what type(s) of exploration the organization supports.

Resources: [The Explorers Club \(website\)](#)
[National Geographic Society \(website\)](#)
[Smithsonian Institution \(website\)](#)
[World Wildlife Federation \(website\)](#)

- (b) With permission and approval, visit either in person or via the internet a science lab, astronomical observatory, medical research facility, or similar site. Learn what exploration is done in this facility.

6. Expedition Planning. Discuss with your counselor each of the following steps for conducting a successful exploration activity. Explain the need for each step.

- (a) Identify the objectives (establish goals).
Resource: [EXPEDITIONS | How to Get Started! \(video\)](#)
- (b) Plan the mission. Create an expedition agenda or schedule. List potential documents or permits needed.
Resources: [How to Plan an Expedition \(video\)](#)
[Plan Your DREAM ADVENTURE: Expert Tips From a Pro Expedition Leader \(video\)](#)
[How to Plan an Adventure | Plan a Camping Trip \(video\)](#)
- (c) Budget and plan for adequate financial resources. Estimate costs for travel, equipment, accommodations, meals, permits or licenses, and other expedition expenses.
Resource: [How to Plan for Permits and Reservations \(video\)](#)
- (d) Determine equipment and supplies required for personal and mission needs for the length of the expedition.
- (e) Determine communication and transportation needs. Plan how to keep in contact with your base or the outside world, and determine how you will communicate with each other on-site.
- (f) Establish safety and first aid procedures (including planning for medical evacuation). Identify the hazards that explorers could encounter on the expedition, and establish procedures to prevent or avoid those hazards.
Resource: [Wilderness Primary Care Kit Walkthrough | Essential Expedition Essentials Medical Kit Guide \(video\)](#)
- (g) Determine team selection. Identify who is essential for the expedition to be successful and what skills are required by the expedition leader.
Resource: [Flight of the Osprey Media Team Selection \(video\)](#)
- (h) Establish detailed recordkeeping (documentation) procedures. Plan the interpretation and sharing of information at the conclusion of the expedition.
Resource: [The 7 Fundamentals of Documenting Your Travels \(website\)](#)

7. Prepare for an Expedition. With your parent or guardian's permission and counselor's approval, prepare for an actual expedition to an area you have not previously explored; the place may be nearby or far away. Do the following:

- (a) Make your preparations under the supervision of a trained expedition leader, expedition planner, or other qualified adult experienced in exploration (such as a school science teacher, museum representative, or qualified instructor).
- (b) Use the steps listed in requirement 6 to guide your preparations. List the items of equipment and supplies you will need. Discuss with your counselor why you chose each item and how it will be of value on the expedition. Determine who should go on the expedition.
- (c) Conduct a pre-expedition check, covering the steps in requirement 6, and share the results with your counselor. With your counselor, walk through the *Scouting America SAFE Checklist* for your expedition. Ensure that all foreseeable hazards for your expedition are adequately addressed.
Resource: [Scouting America SAFE Checklist \(PDF\)](#)

8. Go on an Expedition. Complete the following:

- (a) With your parent or guardian's permission and under the supervision of your counselor or a counselor-approved qualified person, use the planning steps you learned in requirement 6 and the preparations you completed in requirement 7 to personally undertake an actual expedition to an area you have not previously explored.
- (b) Discuss with your counselor about the vital role of outdoor ethics in exploration, explaining how they promote responsible and mindful adventuring. Explain how you applied the outdoor code, Leave No Trace and Tread Lightly! principles during your expedition.

Resources: [Leave No Trace Basics \(video\)](#)

[Leave No Trace Outdoor Ethics \(video\)](#)

- (c) After you return, compile a report on the results of your expedition and how you accomplished your objective(s). Include a statement of the objectives, note your findings and observations, include photos, note any discoveries, report any problems or adverse events, and have a conclusion (whether you reached your objective or not). The post-expedition report must be at least one page and no more than three; one page can be photos, graphs, or figures.

9. Career Opportunities: Do ONE of the following:

- (a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include—with your parent or guardian's permission—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.

Resources: [Ocean Exploration Careers \(website\)](#)

[Unlocking Space Careers: Beyond Astronauts and Rocket \(video\)](#)

[How I Became a Researcher \(video\)](#)

- (b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby. 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 pursued this.

Resources: [Ready to Dive Into the Adventure of a Lifetime? Become a PADI Scuba Diver \(video\)](#)

[Astronomy for Beginners \(video\)](#)

[Permanent Orienteering Course \(video\)](#)

CAMP MINSI SCOUTCRAFT - 2026

GEOCACHING MERIT BADGE



PREREQUISITES:
REQUIREMENTS: #7, 8, AND 9

GEOCACHING MERIT BADGE REQUIREMENTS

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. Do the following:

- (a) Explain to your counselor the most likely hazards you may encounter while participating in geocaching activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- (b) Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in geocaching activities, including cuts, scrapes, snakebite, insect stings, tick bites, exposure to poisonous plants, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), and dehydration.
- (c) Discuss how to properly plan an activity that uses GPS, including using the buddy system, sharing your plan with others, and considering the weather, route, and proper attire.

2. Discuss the following with your counselor:

- (a) Why you should never bury a cache
- (b) How to use proper geocaching etiquette when hiding or seeking a cache, and how to properly hide, post, maintain, and dismantle a geocache
- (c) The Leave No Trace Seven Principles and the Outdoor Code as they apply to geocaching.

3. Explain the following terms used in geocaching: waypoint, log, cache, accuracy, difficulty and terrain ratings, attributes, and trackable. Choose five additional terms to explain to your counselor.

4. Explain how the Global Positioning System (GPS) works. Then, using Scouting's EDGE, demonstrate to your counselor the use of a GPS unit. Include marking and editing a waypoint, changing field functions, and changing the coordinate system in the unit.

5. Do the following:

- (a) Show you know how to use a map and compass and explain why this is important for geocaching.
- (b) Explain the similarities and differences between GPS navigation and standard map-reading skills and describe the benefits of each.

6. Describe to your counselor the four steps to finding your first cache. Then mark and edit a waypoint.

7. With your parent or guardian's permission, go to www.geocaching.com. Type in your city and state to locate public geocaches in your area. Share with your counselor the posted information about three of those geocaches. Then, pick one of the three and find the cache.

Note: To fulfill this requirement, you will need to set up a free user account with www.Geocaching.com. Before doing so, ask your parent for permission and help.

8. Do ONE of the following:

- (a) If a Cache to Eagle® series exists in your council, visit at least three of the locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle® program helps share our Scouting service with the public.
- (b) Create a Scouting-related Travel Bug® that promotes one of the values of Scouting. Release your Travel Bug into a public geocache and, with your parent or guardian's permission, monitor its progress at www.geocaching.com for 30 days. Keep a log, and share this with your counselor at the end of the 30-day period.
- (c) Set up and hide a public geocache, following the guidelines in the *Geocaching* merit badge pamphlet. Before doing so, share with your counselor a three-month maintenance plan for the geocache where you are personally responsible for those three months. After setting up the geocache, with your parent or guardian's permission, follow the logs online for 30 days and share them with your counselor. You must archive the geocache when you are no longer maintaining it.
- (d) Explain what Cache In Trash Out (CITO) means, and describe how you have practiced CITO at public geocaches or at a CITO event. Then, either create CITO containers to leave at public caches, or host a CITO event for your unit or for the public.

9. Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Tell your counselor about your experience, and share the materials you used and developed for this event.

CAMP MINSI SCOUTCRAFT - 2026

PIONEERING MERIT BADGE



PREREQUISITES: NONE

**KNOWLEDGE OF ROPES, KNOTS, HITCHES,
AND LASHINGS IS HELPFUL**

PIONEERING MERIT BADGE REQUIREMENTS

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

Note: All pioneering projects constructed for this merit badge must comply with height standards as outlined in the [Guide to Safe Scouting](#).

Counselors should also ensure that Scouts follow the Leave No Trace Seven Principles and the Outdoor Code in their pioneering projects. Just as hiking and camping without a trace are signs of expert outdoorsmanship, protecting the environment is a mark of responsible pioneering. Minimize impacts to the land.

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

1. Do the following:

- (a) 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.
Resource: [Safe Pioneering \(video\)](#)
- (b) 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.
Resources: [Pioneering Safety Checklist \(PDF\)](#)
[Sunburn \(video\)](#)
[First Aid for Rope Burns \(website\)](#)

2. Do the following:

- (a) Demonstrate the West Country method of whipping a rope.
Resources: [How to Tie a Half Knot \(West Country\) Whipping \(video\)](#)
[How to Tie a Sailmaker's Whipping \(video\)](#)
- (b) 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.
Resources: [How to Tie a Rope Tackle \(video\)](#)
[How to Tie and Apply a Clove Hitch and Half Hitches \(video\)](#)
[How to Tie a Clove Hitch on a Bight \(video\)](#)
[How to Tie a Butterfly Knot \(video\)](#)
[How to Tie a Roundturn with Two Half Hitches \(video\)](#)
[How to Tie a Rolling Hitch \(video\)](#)
- (c) Demonstrate and explain when to use the following lashings: square, diagonal, round, shear, tripod, and floor lashing.
Resources: [How to Tie the Mark II Square Lashing \(video\)](#)
[How to Tie a Diagonal Lashing \(video\)](#)
[How to Tie a Round Lashing \(video\)](#)
[How to Tie a Shear Lashing \(video\)](#)
[How to Tie a Tripod Lashing \(with Plain Turns\) \(video\)](#)
[How to Tie a Floor Lashing \(video\)](#)

3. Do the following:

- (a) Using square and tripod lashings from requirement 2(c), build a Tripod Wash Station (or with your counselor's permission, another camp gadget of your own design).
Resource: [Tripod Hand Wash Station: The Ideal First Class Camp Gadget! \(video\)](#)
- (b) Using rolling hitches or roundturns with two half hitches, and round lashings from requirements 2(b) and 2(c), build a 15-foot Scout Stave Flagpole (or with your counselor's permission, another camp gadget of your own design).
Resource: [Patrol Challenge - 15 Foot Scout Stave Flagpole \(video\)](#)
- (c) Using shear, square, and floor lashings, clove hitches on a bight, and rope tackles from requirements 2(b) and 2(c), build a Simple Camp Table (or with your counselor's permission, another camp gadget of your own design).
Resource: [Simple Camp Table \(video\)](#)

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.

Resource: [How to Prepare and Preserve Lashing Ropes and Pioneering Spars \(video\)](#)

5. Explain the uses for the back splice, eye splice, and short splice. View a demonstration on forming each splice.

Resources: [How to Create a Back Splice \(video\)](#)
[How to Create an Eye Splice \(video\)](#)
[How to Create a Short Splice \(video\)](#)

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.

Resource: [Making a Rope from Twine \(video\)](#)

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.

Resource: [Anchoring Pioneering Projects \(video\)](#)

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.

Resource: [Making a Trestle \(video\)](#)

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 *Pioneering* 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, or 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*.

Resources: [Making a Trestle \(video\)](#)

[Building Pioneering Projects \(video\)](#)

[Double A-Frame Monkey Bridge \(video\)](#)

[Single Trestle Bridge \(video\)](#)

[Double Tripod Chippewa Kitchen \(video\)](#)

PIONEERING MERIT BADGE CHECKLIST

NAME: _____

TROOP: _____ COUNCIL: _____ SITE: _____

Requirement	Description	Approved	Date
2a	West Country Whipping		
2b	Rope Tackle		
	Clove Hitch		
	Clove Hitch on a bight		
	Butterfly Knot		
	Roundturn with 2 half hitches		
	Rolling hitch		
2c	Square Lashing		
	Diagonal Lashing		
	Round Lashing		
	Shear Lashing		
	Tripod Lashing		
	Floor Lashing		

CAMP MINSI SCOUTCRAFT - 2026

SIGNS, SIGNALS, AND CODES MERIT BADGE



PREREQUISITES: NONE

**SOME KNOWLEDGE OF MORSE CODE,
BRAILLE, AND AMERICAN SIGN LANGUAGE
IS HELPFUL**

SIGNS, SIGNALS, AND CODES

MERIT BADGE

REQUIREMENTS

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. 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 signaling examples by the use of photos or drawings.

3. Do the following:

- (a) 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.
- (b) 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. Do the following:

- (a) Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used.
- (b) Explain to your counselor the difference between semaphore flags and nautical flags.
- (c) After 4(a) and 4(b) have been completed, do the following:
 - (1) Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.
 - (2) 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:

- (a) 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.
- (b) Create a message in braille at least six words long, and share this with your counselor.

6. Do the following:

- (a) 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.
- (b) Demonstrate to your counselor six different silent Scout signals. Use these Scout signals 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 the Leave No Trace Seven Principles and the Outdoor Code by replacing or returning trail markers to their original locations.

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

- (a) Sports official's hand signs/signals
- (b) Heavy-equipment operator's hand signals
- (c) Aircraft carrier catapult crew signals
- (d) Cyclist's hand signals
- (e) 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:

- (a) Show examples of 10 traffic signs and explain their meaning.
- (b) 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.
- (c) Discuss text-message symbols and why they are commonly used. Give examples of your favorite 10 text symbols or emoticons. Then see if your parent, guardian, or counselor 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.

CAMP MINSI SCOUTCRAFT - 2026

WILDERNESS SURVIVAL MERIT BADGE



**PREREQUISITES:
REQUIREMENT #10**

**SCOUTS SHOULD BE PREPARED TO BUILD A
SHELTER USING NATURAL MATERIALS
AND TO SPEND A NIGHT IN IT.**

WILDERNESS SURVIVAL MERIT BADGE REQUIREMENTS

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. Hazards and First Aid. Do the following:

- (a) Show or explain first aid for, and prevention of, injuries and conditions that could occur in backcountry settings, including:
 - (1) Dehydration
Resources: [Dehydration: Hiking in the Desert \(video\)](#)
[Symptoms, and Treatment of Dehydration \(website\)](#)
 - (2) Heatstroke
Resource: [Diagnosis and Treatment of Heat Stroke \(video\)](#)
 - (3) Hypothermia
Resources: [Recognize the "Umbles" and Avoid Hypothermia \(video\)](#)
[Hypothermia \(video\)](#)
[Frostbite and Hypothermia \(website\)](#)
 - (4) Shock
Resources: [Shock \(video\)](#)
[Shock and Bleeding \(video\)](#)
 - (5) Blisters
Resource: [How to Prevent and Treat Blisters \(website\)](#)
 - (6) Eye injuries
Resource: [5 Ways To Safely Remove Something Stuck In Your Eye \(video\)](#)
 - (7) Ankle and knee sprains
Resources: [First Aid for Ankle Sprains \(video\)](#)
[Knee Sprains \(website\)](#)
 - (8) Bug bites of chiggers, ticks, mosquitoes, and biting gnats
Resources: [Chiggers 101 \(video\)](#)
[Preventing and Treating Tick Bites \(website\)](#)
[Preventing and Treating Mosquito Bites \(website\)](#)
[Biting Gnats \(video\)](#)
 - (9) Bee stings
Resource: [How to Treat a Bee Sting \(video\)](#)
 - (10) Bites of spiders
Resources: [Black Widow and Brown Recluse Spider Bites \(video\)](#)
[Black Widow vs. Brown Recluse Spider Bites \(video\)](#)
 - (11) Sting of a scorpion
Resource: [Scorpion Stings—Symptoms and Causes \(website\)](#)

- (12) Bite of a wild mammal
Resource: [Treatment of Animal and Human Bites \(video\)](#)
- (13) Bite of a venomous snake.
Resource: [Venomous Snake Bites \(website\)](#)
- (b) Explain how the Scout Essentials address hazards of survival situations and are basic to a survival kit.
Resources: [Scout Essentials \(website\)](#)
[Checklist for a Wilderness Survival Kit \(PDF\)](#)
- (c) Explain how a trip plan could help prevent a wilderness survival situation.
Resources: [How to Plan an Adventure | Plan a Camping Trip \(video\)](#)
[Importance of a Float Plan \(website\)](#)

2. Priorities for Survival. Explain the importance of each of the seven priorities of survival in a wilderness location.

Resource: [Seven Priorities of Survival \(video\)](#)

3. Avoiding Panic: Describe ways to avoid panic and to maintain a high level of morale when lost, and explain why this is important.

Resources: [Lost? Stop Panic & Think Clearly. \(video\)](#)

[Box Breathing | The Breathing Exercise Used By Navy SEALs \(video\)](#)

4 First Aid Kits. Put together a personal first aid kit and a personal survival kit. Show how items in the kits are used.

Resources: [Personal Family Troop First Aid Kit Checklist \(PDF\)](#)

[First Aid Kit Checklists \(website\)](#)

[Scout Essentials for Wilderness Survival \(website\)](#)

[Survival Kit List \(PDF\)](#)

5. Shelter. Do the following:

- (a) Describe the steps you would take to survive in the following exposure conditions:
 - (1) Cold and snowy
Resources: [Cold Weather Survival Skills \(video\)](#)
[Winter Survival Skills \(website\)](#)
 - (2) Wet
Resources: [Building Fire in the Rain \(video\)](#)
[Staying Warm and Dry in Wind and Rain \(video\)](#)
[Camping in the Rain \(video\)](#)
 - (3) Hot and dry
Resource: [10 Desert Survival Tips \(video\)](#)
 - (4) Windy
Resources: [Danger of Wind Chill \(video\)](#)
[Wind Chill Safety: 5 Tips to Prevent Frostbite \(video\)](#)
 - (5) At or on the water.
Resource: [What to do if Your Boat Capsizes \(website\)](#)
- (b) Show that you know the proper clothing to wear while in the outdoors during extremely hot and cold weather and during wet conditions.
Resource: [Packing Lists for Hot and Cold Weather Camping \(website\)](#)
- (c) Explain how to protect yourself from bears and raccoons.
Resources: [Preventing and Managing Bear Encounters \(video\)](#)
[Keeping Raccoons Away from your Campsite \(video\)](#)

- (d) Describe how to build or find survival shelters in a forest or in snow.
Resources: [Tree Well Shelter \(video\)](#)
[A Quick Shelter under a Tree \(video\)](#)
- (e) 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.
Resource: [How to Build a Survival Shelter \(video\)](#)

6. Fire Building. Using three different methods (other than matches), build and light three fires.

Resource: [4 Emergency Fire Starters \(video\)](#)

7. Signaling. Do the following:

- (a) Explain and show how lost or stranded Scouts could send signals to attract the attention of ground, airborne, or water search teams.
Resources: [How to Signal for Ground Rescue \(video\)](#)
[Surface to Air Visual and Body Signals \(PDF\)](#)
[Distress Signals for Water Emergencies \(video\)](#)
- (b) Demonstrate how to use a signal mirror.
Resource: [How to Use a Signal Mirror \(video\)](#)
- (c) Describe from memory five ground-to-air signals and tell what they mean.

8. Water. Demonstrate three ways to treat water found in the outdoors to prepare it for drinking.

Resources: [Purifying Water \(video\)](#)
[Melting Snow for Water \(website\)](#)

9. Food. Explain why it usually is not wise to eat wild plants or wildlife in a wilderness survival situation.

10. Careers. Do ONE of the following:

- (a) Explore careers related to this 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.
Resources: [Wilderness Jobs \(website\)](#)
[Unusual Careers in the Wilderness \(video\)](#)
- (b) Explore how you could use knowledge and skills from the Wilderness Survival merit badge to pursue a hobby or to serve as 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.
Resource: [Ultralight Backpacking \(website\)](#)

WILDERNESS SURVIVAL MERIT BADGE NOTES

Scouts should be prepared for their overnight with the appropriate equipment such as:

- **Backpack (daypack is fine)**
- **Sleeping Bag**
- **Sweat shirt and/or Jacket**
- **Long Pants**
- **Ground cloth or tarp**
- **Flashlight**
- **Water bottle**
- **Though not required, a Beanie hat is recommended as it does get quite cool in the evenings.**

**CAMP MINSI
STATION #940 - 2026**

**CRIME PREVENTION
MERIT BADGE**



**PREREQUISITES:
REQUIREMENT #3**

CRIME PREVENTION MERIT BADGE REQUIREMENTS

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. Laws and Society. Discuss the following with your counselor:

- (a) Why we have criminal laws.
- (b) What are types of crimes, including property crimes, crimes against people, white collar crime, and environmental crime.
- (c) Why people commit crimes.
- (d) Why everyone should follow the law even when no one is watching.
- (e) What is the meaning of crime prevention.

2. Groups Working to Prevent Crime. Research how the following groups contribute to crime prevention and share your findings with your counselor:

- (a) Citizens, including youth
- (b) Schools
- (c) Neighborhood, social and civic groups, including youth groups
- (d) Private security
- (e) Law enforcement agencies
- (f) Courts
- (g) Corrections and rehabilitation programs.

3. Crime in Your Community, State, and Nation. Do the following:

- (a) With your parent or guardian's permission and the approval of your counselor, research local, state, or national news coverage of three crimes of different types. Research how common these types of crimes are in your state or in the United States.
- (b) Record notes on which law enforcement agencies and courts were involved in the pursuit of justice for the victims and the accused person, why you think these crimes were committed, and what could be done to prevent similar crimes. Review your research with your counselor.

4. Home and Neighborhood Crime Prevention. Do the following:

- (a) Discuss the following with your counselor:
 - (1) How participation in activities of families, churches, sports teams, and clubs prevents crime.
 - (2) How designs of houses, neighborhoods, public buildings, stores, streets, and parks prevent crime.
- (b) Conduct a security survey of a home, a neighborhood, a park, or a camp building with adult supervision and following youth protection guidelines using a security checklist in the *Crime Prevention* merit badge pamphlet or one approved by your counselor.
Resources: [Home Security Checklists # 1 and # 2 \(PDF\)](#)
[Camp Security Checklists # 1 and # 2 \(PDF\)](#)
- (c) Use information from your survey for requirement 4(b) and the EDGE method to develop a lesson about how a family or Scouts can protect themselves from crime. Review your teaching plan with your counselor, then present your lesson to your family or to Scouts.

5. Retail Crime Prevention. Research the following topics and review them with your counselor:

- (a) The impact of shoplifting and employee theft (also known as shrinkage) and loss prevention on retail finances, customer service, and reputation.
- (b) Techniques used by retail stores to prevent shoplifting.

6. Reporting Crime. Discuss the following with your counselor:

- (a) When and how to report a crime or an impending crime.
- (b) The warning signs for child abuse and domestic violence and how to report these situations.
- (c) The three R's of personal safety and protection and how to apply them.
- (d) How reporting a crime can help law enforcement provide resources for crime victims.

7. Peers and Crime. Discuss the following with your counselor:

- (a) The role that peers play in crime, crime prevention, and experiencing crime.
- (b) How to resist peer influence.
- (c) Bullying and hazing behaviors and signs that a friend may be bullying you or someone else.
- (d) Explain the impact of gangs on communities.

8. Substance Use and Crime. Discuss the following with your counselor:

- (a) The legal and health consequences of using alcohol, tobacco and vaping products, illegal drugs, and diverted prescription drugs.
- (b) How substance use contributes to violence and property crime and increases a person's risk of becoming a victim of crime.
- (c) How drug abuse awareness, prevention, and recovery programs help prevent crime.
- (d) How to get help if you or someone you know needs help with drugs or alcohol.

9. Online Crime and You. 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.

10. Interview. With your parent or guardian's permission and your counselor's approval, interview a law enforcement officer or a civil servant about their work in crime prevention. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor.

11. Careers. Identify three career opportunities that would use skills and knowledge in the field of crime prevention. 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.

**CAMP MINSI
STATION #940 - 2026**

**EMERGENCY PREPAREDNESS
MERIT BADGE**



**PREREQUISITES:
MUST BE AT LEAST 2ND CLASS**

**TO EARN THE MERIT BADGE AT CAMP,
THE SCOUT MUST HAVE COMPLETED THE
PREREQUISITES LISTED ON THE
“UNIT LEADER’S CONFIRMATION FORM”**

EMERGENCY PREPAREDNESS MERIT BADGE REQUIREMENTS

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](#).

CAMP MINSI STATION #940 NOTE: Scouts should complete requirement 1(b) prior to camp. The chart must be legible and neat.

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(b) 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 \(video\)](#)

CAMP MINSI: STATION #940

Station #940 Director Chris Lubenetski

Unit Leader's Confirmation Form

SCOUT'S NAME: _____ TROOP # _____

I attest that _____ has, to my satisfaction and based upon the requirements of Emergency Preparedness Merit Badge (2026), completed the following requirements:

UNIT LEADER: Please initial whether the Scout *DID SATISFY* or *DID NOT SATISFY* the requirement.

#2(a) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#2(b) () DID SATISFY () DID NOT SATISFY REQUIREMENT

#9 () DID SATISFY () DID NOT SATISFY REQUIREMENT
DATE FIRST AID MERIT BADGE EARNED: _____

NOTE: Scouts should complete requirement 1(b) prior to camp. The chart must be legible and neat.

THANK YOU,

Unit Leader's Signature: _____

Unit Leader's Printed Name: _____

Troop number: _____ District name: _____

Council: _____

**CAMP MINSI
STATION #940 - 2026**

**FINGERPRINTING
MERIT BADGE**



**PREREQUISITES:
REQUIREMENT #6**

FINGERPRINTING MERIT BADGE REQUIREMENTS

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. Give a short history of fingerprinting. Tell the difference between civil and criminal identification.

Resources: [The Origins of Fingerprinting and How They Became a Staple in Modern Forensic Science \(video\)](#)

[How Did Detectives Solve the Case of the Bloody Fingerprints? \(video\)](#)

[History of Fingerprinting \(video\)](#)

2. Do the following:

- (a) Explain the difference between the automated fingerprint identification systems (AFIS) now used by law enforcement agencies and the biometric fingerprint systems used to control access to computers and places like buildings and airports.

Resource: [AFIS - Automated Fingerprint Identification System \(video\)](#)

- (b) Discuss how our society uses identification systems based on tokens, passwords, and biometrics.

Resources: [What Is Multifactor Authentication \(video\)](#)

[Token Authentication \(video\)](#)

[Biometric Authentication Technology \(video\)](#)

[Science of Innovation—Biometrics \(video\)](#)

3. Do the following:

- (a) Name the surfaces of the body where friction or papillary ridges are found.

Resource: [Fingerprint Ridge Patterns \(video\)](#)

- (b) Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.

Resources: [Principles of Fingerprint Science \(video\)](#)

[Why Are Your Fingerprints Unique? \(video\)](#)

- (c) Explain what it takes to positively identify a person using fingerprints.

Resources: [How Reliable is Fingerprint Analysis? \(video\)](#)

[Fingerprint Evidence \(video\)](#)

4. Take a clear set of prints using ONE of the following methods:

- (a) 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.
Resource: [How to Roll Fingerprints \(video\)](#)
- (b) Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.
Resource: [Developing Latent Fingerprints With Black Powder \(video\)](#)

5. Show your 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.

Resource: [Fingerprint Patterns: Arch, Loop, and Whorl \(video\)](#)

6. Identify three career opportunities that would use skills and knowledge in the areas of biometrics and/or fingerprinting. 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.

Resources: [Fingerprint Technician \(video\)](#)
[Latent Fingerprinting Examiner \(video\)](#)

**CAMP MINSI
STATION #940 - 2026**

FIRE SAFETY MERIT BADGE



**PREREQUISITES:
REQUIREMENT #10**

FIRE SAFETY MERIT BADGE REQUIREMENTS

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. 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.

**CAMP MINSI
STATION #940 - 2026**

FIRST AID MERIT BADGE



**PREREQUISITES:
MUST BE AT LEAST 2ND CLASS**

FIRST AID MERIT BADGE REQUIREMENTS

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. Handling a First Aid Emergency. Do the following:

- (a) Explain the steps necessary to assess and handle a first aid emergency, including a safety evaluation of the scene.
- (b) Tell how you would obtain emergency medical assistance from your home and from a remote location on a wilderness camping trip.
- (c) Demonstrate the precautions you must take to reduce the risk of transmitting an infection between you and the victim while administering first aid, including the safe disposal of used first aid supplies.
- (d) Demonstrate evaluation of and management of a patient's airway and breathing.
- (e) Demonstrate a thorough examination of an accident victim.
- (f) Discuss why shock is an emergency.
- (g) Define the term triage and describe examples of triage situations that you may encounter.

2. Preparing for First Aid Emergencies. Do the following:

- (a) Obtain a copy of the Scout Annual Health and Medical Record and discuss the importance of the form including information on immunizations, allergies, medications, health history, and medical examinations to providing first aid at Scouting events.
- (b) Using checklists provided in the *First Aid* merit badge pamphlet or ones approved by your counselor, do the following:
 - (1) Assemble a personal first-aid kit for hiking and backpacking. Demonstrate the proper use of each item in your first-aid kit to your counselor.
Resource: [Personal, Family, and Troop First Aid Kit Checklist \(PDF\)](#)
 - (2) With your counselor, inspect a unit, home, vehicle, or camp first-aid kit and discuss your findings.

3. Wounds with No External Bleeding. Describe the symptoms and signs of, show first aid for, and explain prevention of these wounds:

- (a) Closed wounds, such as a bruise (contusion) or a hematoma
- (b) Superficial, partial thickness, and full thickness thermal (heat) burns or scalds
- (c) Chemical burns
- (d) Electrical burns
- (e) Sunburn
- (f) Snow blindness
- (g) Immersion foot, frostnip, frostbite, and ice burns
- (h) Abrasions, such as chafing and rope burns
- (i) Blisters on the hands, feet, buttocks, and shoulders
- (j) Puncture wounds from splinters, rope splinters, nails, and fish hooks
- (k) Rash from poisonous plants
- (l) Bug bites of chiggers, ticks, mosquitoes, and biting gnats
- (m) Bee stings
- (n) Bites of spiders
- (o) Sting of a scorpion
- (p) Bite of a pet or wild mammal or human
- (q) Bite of a venomous snake.

4. Bleeding Wounds. Describe the symptoms and signs of, show first aid for, and explain prevention of these wounds:

- (a) A nosebleed.
- (b) An open wound with mild or moderate bleeding, such as a scratch or a scrape (abrasions), or a shallow cut (laceration).
- (c) An open wound with severe bleeding such as a deep cut on an arm or leg.
- (d) Explain when it is appropriate and is not appropriate to use one or more tourniquets. List some of the benefits and dangers of using a tourniquet. Demonstrate the application of a tourniquet without tightening it.

5. Breathing Emergencies. Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions affecting breathing:

- (a) Choking
- (b) Asthmatic attack
- (c) Anaphylaxis from an insect bite or sting or from food or product allergy
- (d) Inhalation injuries
- (e) Altitude sickness.

6. Loss of Consciousness. Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions causing loss of consciousness:

- (a) Fainting
- (b) Hypoglycemia
- (c) Seizure
- (d) Drug overdose and alcohol poisoning
- (e) Underwater hypoxic blackout
- (f) Cold water shock and drowning
- (g) Lightning strike and electric shock.

7. Heart Attack. Do the following:

- (a) Explain what a heart attack is.
- (b) Describe the symptoms and signs of a heart attack and first aid for this condition.
- (c) Describe the conditions that must exist before performing CPR on a person.
- (d) Demonstrate proper CPR technique using a training device approved by your counselor.
- (e) Explain the use of an automated external defibrillator (AED).
- (f) Demonstrate or simulate the proper use of an AED, using an AED training device if available.
- (g) Identify the typical location(s) of one or more AED(s) at public facilities in your community, such as, your school, place of worship, unit meeting place, sports facilities, and/or camp or by using a smart phone app. Discuss the reasons for choosing locations like these.

8. Muscle and Bone Injuries. Do the following:

- (a) Explain the similarities and differences in a strain, a muscle tear, a tendon rupture, a sprain, a dislocation, a simple fracture, and a compound fracture.
- (b) Describe the symptoms and signs of and first aid for a muscle strain, a muscle tear, and a tendon rupture.
- (c) Describe the symptoms and signs of, and potential complications of, a sprain, a fracture, and a dislocation.
- (d) Demonstrate bandages for these injuries:
 - (1) Arm slings for forearm or upper arm or collarbone fractures
 - (2) Elastic wrap and cravat bandages for ankle sprain
 - (3) Elastic wrap and cravat bandages for wrist sprain or hand injury.
- (e) Demonstrate the proper procedures for handling and splinting of suspected closed or open fractures or dislocations of the:
 - (1) Finger and toe
 - (2) Forearm or wrist
 - (3) Upper leg
 - (4) Lower leg or ankle.

9. Head and Spine Injuries. Do the following:

- (a) Describe the symptoms and signs of, relationships between, possible complications of, and prevention of head, neck, and back injuries.
- (b) Describe the symptoms and signs of and first aid for a concussion.
- (c) Demonstrate first aid for an open head wound with a triangular or other bandage.
- (d) Demonstrate first aid for someone with a suspected neck or back injury.

10. Moving a Patient. Do the following:

- (a) Describe the conditions under which an injured person should and should not be moved.
- (b) If a sick or an injured person must be moved, tell how you would decide the best method. Demonstrate these methods.
- (c) By yourself and with a partner, demonstrate how to transport a person from a smoke-filled room.
- (d) By yourself and with a partner, demonstrate how to transport a person with a sprained ankle for at least 25 yards.
- (e) With helpers under your supervision, improvise a stretcher and move a presumably unconscious person for at least 25 yards.

11. Heat- and Cold-Related Conditions. Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions associated with exertion and/or heat or cold exposure:

- (a) Dehydration and over-hydration
- (b) Heat cramps and muscle pain after exertion
- (c) Heat exhaustion
- (d) Heat stroke
- (e) Chest pains associated with cold exposure
- (f) Hypothermia.

12. Mental Health Conditions. Describe the following:

- (a) Reactions associated with at least three stressful situations, such as mountain backpacking, rappelling, a ropes course, speaking before an audience, making a phone call to an adult, taking a swim test, missing home, lighting a match, trying out for a sports team, meeting someone for the first time, or other stressful circumstances.
- (b) The actions that you and others should take to prepare for and manage these situations.
- (c) The indications that someone might be a danger to themselves or others.
- (d) The actions that you should take if you suspect that someone might be a danger to themselves or others.

13. Miscellaneous Conditions. Describe the symptoms and signs of, show first aid for, and explain prevention of the following conditions:

- (a) Object in the eye
- (b) Broken, chipped, loosened, or knocked out tooth
- (c) Vomiting and diarrhea associated with food poisoning
- (d) Abdominal pain
- (e) Stroke.

14. With guidance from your counselor, develop a plan to teach a first-aid skill or topic using the EDGE method. Discuss your skill, topic, and plan with your counselor, and then teach your skill or topic to your family or to one or more Scouts.

15. Do ONE of the following:

- (a) Visit an emergency medical station house or training center in person. From the medical first responders that you meet during your visit, learn about how they serve their community and about their careers. Discuss with your counselor what you learned during your tour and interviews.
- (b) Interview an emergency medical services professional about their work. 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.
- (c) Identify three career opportunities that would use skills and knowledge in emergency medical 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.
- (d) Identify how you might use the skills and knowledge in the field of emergency medical services 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.

**CAMP MINSI
STATION #940 - 2026**

SAFETY MERIT BADGE



**PREREQUISITES:
REQUIREMENTS #2D, 2E, 3, 9**

SAFETY MERIT BADGE REQUIREMENTS

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. 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.

**CAMP MINSI
STATION #940 - 2026**

**SEARCH AND RESCUE
MERIT BADGE**



**PREREQUISITES:
REQUIREMENT #8**

SEARCH AND RESCUE MERIT BADGE REQUIREMENTS

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

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.

**CAMP MINSI
SCOUTCRAFT - 2026**

**PAUL BUNYAN AWARD
(YOUTH AWARD)**



PREREQUISITES: NONE

PAUL BUNYAN AWARD REQUIREMENTS

Study the *Scouts BSA Handbook* and the *Camping* merit badge pamphlet, and demonstrate to your Scoutmaster or other qualified person the following:

1. Explain the most likely hazards you may encounter while using woods tools listed in requirement 5 and what you should do to anticipate, help prevent, manage, and respond to these hazards.
2. Show that you know first aid for injuries that could occur while using woods tools.
3. Earn the [Totin' Chip](#).
4. Help a Scout or patrol earn the [Totin' Chip](#), and demonstrate to them the value of proper woods-tools use.
5. Be familiar with the proper and safe use, maintenance and storage of woods tools including:
 - Axe
 - Hatchet
 - Loppers
 - McLeod
 - Pulaski
 - Saw
 - Shovel
 - Pick Axe
 - PryBar
6. Demonstrate proper use of four of the tools listed in requirement 5.
7. With unit leader approval and supervision, using woods tools, spend at least two hours doing one of the following conservation oriented projects:
 - Clear trails or fire lanes for two hours.
 - Trim a downed tree, cut into four-foot lengths, and stack; make a brush with branches.
 - Build a natural retaining wall or irrigation way to aid in a planned conservation effort.

CAMP MINSI SCOUTCRAFT - 2026

FIREM'N CHIT AWARD (YOUTH AWARD)



PREREQUISITES: NONE

FIREM'N CHIT REQUIREMENTS

This certification grants a Scout the right to carry fire-lighting devices (matches, lighters, etc.) to build campfires. The Scout must show their Scout leader, or someone designated by their leader, an understanding of the responsibility to do the following:

1. I have read and understand use and safety rules from the *Scouts BSA Handbook*.
2. I will build a campfire only when necessary and when I have the necessary permits (regulations vary by locality).
3. I will minimize campfire impacts or use existing fire lays consistent with the principles of Leave No Trace. I will check to see that all flammable material is cleared at least 5 feet in all directions from fire (total 10 feet).
4. I will safely use and store fire-starting materials.
5. I will see that fire is attended to at all times.
6. I will make sure that water and/or a shovel is readily available. I will promptly report any wildfire to the proper authorities.
7. I will use the cold-out test to make sure the fire is cold out and will make sure the fire lay is cleaned before I leave it.
8. I follow the Outdoor Code, the *Guide to Safe Scouting*, and the principles of Leave No Trace and Tread Lightly!

The Scout's "Firem'n Rights" can be taken away if they fail in their responsibility.

CAMP MINSI SCOUTCRAFT - 2026

TOTIN' CHIP AWARD (YOUTH AWARD)



PREREQUISITES: NONE

TOTIN' CHIP AWARD REQUIREMENTS

This certification grants a Scout the right to carry and use woods tools. The Scout must show their Scout leader, or someone designated by their leader, that the Scout understands their responsibility to do the following:

1. Read and understand woods tools use and safety rules from the Scouts BSA handbooks.
2. Demonstrate proper handling, care, and use of the pocketknife, ax, and saw.
3. Use knife, ax, and saw as tools, not playthings.
4. Respect all safety rules to protect others.
5. Respect property. Cut living and dead trees only with permission and good reason.
6. Subscribe to the Outdoor Code.

The Scout's "Totin' Rights" can be taken away if they fail in their responsibility.