

Event Requirements

Winter Camp 2023

Merit Badge - General use

Archery 2023-01-01

U PR

#1 Do the following:

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

#2 Do the following:

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

#2d Do ONE of the following:

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

#3 Do the following:

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

#4 Explain the following:

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

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Archery **2023-01-01**

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- #4b** The differences among field, target, and 3-D archery
- #4c** How the five-color World Archery Federation target is scored
- #4d** How the National Field Archery Association (NFAA) black-and-white field targets and blue indoor targets are scored
- #5** Do ONE of the following options.
- #5A** Option A - Using a Recurve Bow or Longbow
- #5a Opt A** Name and point to the parts of the recurve or longbow you are shooting.
- #5b Opt A** Explain how to properly care for and store recurve bows and longbows.
- #5c Opt A** Demonstrate and explain USA Archery's 'Steps of Shooting' for the bow you are shooting.
- #5d Opt A** Demonstrate the proper way to string a recurve bow or longbow.
- #5e Opt A** Using a bow square, locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.
- #5Af** Do ONE of the following:
- #5Af1** Using a recurve bow or longbow and arrows with a finger release, shoot a single round of one of the following BSA, USA Archery, or NFAA rounds:
- #5f[1]a Opt A** An NFAA field round of 14 targets and make a score of 60 points
- #5f[1]b Opt A** A BSA Scout field round of 14 targets and make a score of 80 points
- #5f[1]c Opt A** World Archery/USA Archery indoor* round and make a score of 80 points
- #5f[1]d Opt A** An NFAA indoor* round and make a score of 50 points
- #5f[2] Opt A** Shooting 30 arrows in five-arrow ends at an 80-centimeter (32-inch) five-color target at 10 yards and using the 10 scoring regions, make a score of 150.
- #5f[3] Opt A** As a member of the USA Archery Junior Olympic Archery Development program (JOAD), earn your indoor or outdoor green, purple, and gray achievement award pins using a recurve bow or longbow.

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 #5f[4] Opt A As a member of the NFAA's Junior Division, earn a Cub or Youth 100-score Progression Patch.

#5B Option B - Using a Compound Bow

 #5a Opt B Name and point to the parts of the compound bow you are shooting. **#5b Opt B** Explain how to properly care for and store compound bows. **#5c Opt B** Demonstrate and explain USA Archery's 'Steps of Shooting' for the bow you are shooting. **#5d Opt B** Explain why it is necessary to have the string or cable on a compound bow replaced at an archery shop. **#5e Opt B** Locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.

#5Bf Do ONE of the following:

#5Bf1 Using a compound bow and arrows with a finger release, shoot a single round of ONE of the following BSA, NAA, or NFAA rounds:

 #5f[1]a Opt B An NFAA field round of 14 targets and make a score of 70 points **#5f[1]b Opt B** A BSA Scout field round of 14 targets and make a score of 90 points **#5f[1]c Opt B** A World Archery/USA Archery indoor* round and make a score of 90 points **#5f[1]d Opt B** An NFAA indoor* round and make a score of 60 points **#5f[2] Opt B** Shooting at an 80-centimeter (32-inch) five-color target using the 10 scoring regions, make a minimum score of 160. Accomplish this in the following manner:

Shoot 15 arrows in five-arrow ends, at a distance of 10 yards

AND

Shoot 15 arrows in five-arrow ends, at a distance of 15 yards.

 #5f[3] Opt B As a member of the USA Archery Junior Olympic Archery Development program (JOAD), earn your indoor or outdoor green, purple, and gray achievement award pins using a compound bow. **#5f[4] Opt B** As a member of the NFAA's Junior Division, earn a Cub or Youth 100-score Progression Patch.

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Aviation **2014-01-01**

U PR

#1 Do the following:

- #1a** Define 'aircraft.' Describe some kinds and uses of aircraft today. Explain the operation of piston, turboprop, and jet engines.
- #1b** Point out on a model airplane the forces that act on an airplane in flight.
- #1c** Explain how an airfoil generates lift, how the primary control surfaces (ailerons, elevators, and rudder) affect the airplane's attitude, and how a propeller produces thrust.
- #1d** Demonstrate how the control surfaces of an airplane are used for takeoff, straight climb, level turn, climbing turn, descending turn, straight descent, and landing.
- #1e** Explain the following: the sport pilot, the recreational pilot and the private pilot certificates; the instrument rating.

#2 Do TWO of the following:

- #2a** Take a flight in an aircraft, with your parent's permission. Record the date, place, type of aircraft, and duration of flight, and report on your impressions of the flight.
- #2b** Under supervision, perform a preflight inspection of a light airplane.
- #2c** Obtain and learn how to read an aeronautical chart. Measure a true course on the chart. Correct it for magnetic variation, compass deviation, and wind drift to determine a compass heading.
- #2d** Using one of many flight simulator software packages available for computers, 'fly' the course and heading you established in requirement 2c or another course you have plotted.
- #2e** Explain the purposes and functions of the various instruments found in a typical single-engine aircraft: attitude indicator, heading indicator, altimeter, airspeed indicator, turn and bank indicator, vertical speed indicator, compass, navigation (GPS and VOR) and communication radios, tachometer, oil pressure gauge, and oil temperature gauge.
- #2f** Create an original poster of an aircraft instrument panel. Include and identify the instruments and radios discussed in requirement 2e.

#3 Do ONE of the following:

- #3a** Build and fly a fuel-driven or battery-powered electric model airplane. Describe safety rules for building and flying model airplanes. Tell safety rules for use of glue, paint, dope, plastics, fuel, and battery pack.

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Aviation **2014-01-01**

U PR

#3b Build a model FPG-9. Get others in your troop or patrol to make their own model, then organize a competition to test the precision of flight and landing of the models.

#4 Do ONE of the following:

#4a Visit an airport. After the visit, report on how the facilities are used, how runways are numbered, and how runways are determined to be 'active.'

#4b Visit a Federal Aviation Administration facility control tower, terminal radar control facility, air route traffic control center, or Flight Standards District Office. (Phone directory listings are under U.S. Government Offices, Transportation Department, Federal Aviation Administration. Call in advance.) Report on the operation and your impressions of the facility.

#4c Visit an aviation museum or attend an air show. Report on your impressions of the museum or show.

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

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Backpacking/Hiking: Backpacking 2015-01-01

U PR

- #1** Discuss the prevention of and treatment for the health concerns that could occur while backpacking, including hypothermia, heat reactions, frostbite, dehydration, insect stings, tick bites, snakebite, and blisters.

#2 Do the following:

- #2a** List 10 items that are essential to be carried on any backpacking trek and explain why each item is necessary.

- #2b** Describe 10 ways you can limit the weight and bulk to be carried in your pack without jeopardizing your health or safety.

#3 Do the following:

- #3a** Define limits on the number of backpackers appropriate for a trek crew.

- #3b** Describe how a trek crew should be organized.

- #3c** Tell how you would minimize risk on a backpacking trek.

- #3d** Explain the purpose of an emergency response plan.

#4 Do the following:

- #4a** Describe the importance of using Leave No Trace principles while backpacking, and at least five ways you can lessen the crew's impact on the environment.

- #4b** Describe proper methods of handling human and other wastes while on a backpacking trek. Describe the importance of and means to assure personal cleanliness while on a backpacking trek.

- #4c** Tell what factors are important in choosing a campsite.

#5 Do the following:

- #5a** Demonstrate two ways to treat water and tell why water treatment is essential.

- #5b** Explain to your counselor the importance of staying well-hydrated during a trek.

#6 Do the following:

- #6a** Demonstrate that you can read topographic maps.

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Backpacking/Hiking: Backpacking 2015-01-01

U PR

- #6b** While on a trek, use a map and compass to establish your position on the ground at three different locations, OR use a GPS receiver to establish your position on a topographic map and on the ground at three different locations.
- #6c** Explain how to stay found, and what to do if you get lost.
- #7** Tell how to prepare properly for and deal with inclement weather.
- #8** Do the following:
- #8a** Explain the advantages and disadvantages of the different types of backpacking stoves using at least three different types of fuel.
- #8b** Demonstrate that you know how to operate a backpacking stove safely and to handle liquid fuel safely.
- #8c** Prepare at least three meals using a stove and fuel you can carry in a backpack.
- #8d** Demonstrate that you know how to keep cooking and eating gear clean and sanitary, and that you practice proper methods for food storage while on a backpacking trek.
- #9** Do the following:
- #9a** Write a plan that includes a schedule for a patrol/crew backpacking hike of at least 2 miles.
- #9b** Conduct a prehike inspection of the patrol and its equipment.
- #9c** Show that you know how to properly pack your personal gear and your share of the crew's gear and food.
- #9d** Show that you can properly shoulder your pack and adjust it for proper wear.
- #9e** While using the plan you developed for requirement 9a, carry your fully loaded pack to complete a hike of at least 2 miles.
- #10** Using Leave No Trace principles, participate in at least three backpacking treks of at least three days each and at least 15 miles each, and using at least two different campsites on each trek. Carry everything you will need throughout the trek.
- #11** Do the following:
- #11a** Write a plan for a backpacking trek of at least five days using at least three different campsites and covering at least 30 miles. Your plan must include a description of and route to the trek area, a schedule (including a daily schedule), a list of food and equipment needs, a safety and emergency plan, and a budget.

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Backpacking/Hiking: Backpacking	2015-01-01
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U PR

- #11b** Using Leave No Trace principles, take the trek you have planned and, while on the trek, complete at least one service project approved by your merit badge counselor.

- #11c** Keep a daily journal during the trek that includes a day-by-day description of you activities, including notes about what worked well and thoughts about improvements that could be made for the next trek.

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Basketry **2015-01-01**

U PR

#1 Do the following:

#1a Explain to your counselor the hazards you are most likely to encounter while using basketry tools and materials, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

#1b Discuss the prevention of and first-aid treatment for injuries, including cuts, scratches, and scrapes, that could occur while working with basketry tools and materials.

#2 Do the following:

#2a Show your counselor that you are able to identify each of the following types of baskets: plaited, coiled, ribbed, and wicker.

#2b Describe three different types of weaves to your counselor.

#3 Plan and weave each of the following projects:

#3a a square basket

#3b a round basket

#3c a campstool seat

Event Requirements

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

#1 Do the following:

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

#1b Discuss with your counselor why it is important to be aware of weather conditions before and during your camping activities. Tell how you can prepare should the weather turn bad during your campouts.

#1c Show that you know first aid for and how to prevent injuries or illnesses that could occur while camping, including hypothermia, frostbite, heat reactions, dehydration, altitude sickness, insect stings, tick bites, snakebite, blisters, and hyperventilation.

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

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

#3a A compass

#3b A GPS receiver**

#3c A smartphone with a GPS app**

#4 Do the following:

#4a Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.

#4b Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.

#5 Do the following:

#5a Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term 'layering.'

#5b Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.

#5c Explain the proper care and storage of camping equipment (clothing, footwear, bedding).

#5d List the outdoor essentials necessary for any campout, and explain why each item is needed.

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Camping (Eagle required) 2018-01-01

U PR

 #5e Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.

#6 Do the following:

 #6a Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent. **#6b** Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water. **#6c** Describe the factors to be considered in deciding where to pitch your tent. **#6d** Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each. **#6e** Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.

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

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

#8 Do the following:

 #8a Explain the safety procedures for:
Using a propane or butane/propane stove
Using a liquid fuel stove
Proper storage of extra fuel **#8b** Discuss the advantages and disadvantages of different types of lightweight cooking stoves. **#8c** Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination. **#8d** While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.

#9 Show experience in camping by doing the following:

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

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

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

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

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

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

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

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

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

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

Event Requirements

Winter Camp 2023

Chess 2013-01-01

U PR

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

#2 Discuss with your merit badge counselor the following:

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

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

 #3a The name of each chess piece **#3b** How to set up a chessboard **#3c** How each chess piece moves, including castling and en passant captures

#4 Do the following:

 #4a Demonstrate scorekeeping using the algebraic system of chess notation. **#4b** Discuss the differences between the opening, the middle game, and the endgame. **#4c** Explain four opening principles. **#4d** Explain the four rules for castling. **#4e** On a chessboard, demonstrate a 'scholar's mate' and a 'fool's mate.' **#4f** Demonstrate on a chessboard four ways a chess game can end in a draw.

#5 Do the following:

 #5a Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, time. **#5b** Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double attack, fork, interposing, overloading, overprotecting, pin, remove the defender, skewer, zwischenzug.

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Chess **2013-01-01**

U PR

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

Event Requirements

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Citizenship in the Nation (Eagle required) 2022-01-01

U PR

#1 What is the Constitution of the United States? What does the Constitution do? What principles does it reflect? Why is it important to have a Constitution?

#2 List the six purposes for creating the United States Constitution set forth in the Preamble to the Constitution. How do these purposes affect your family and community?

#3 List the three branches of the United States government. Explain:

#3a The function of each branch of government

#3b Why it is important to divide powers among different branches

#3c How each branch 'checks' and 'balances' the others

#3d How citizens can be involved in each branch of government.

#4 Discuss the importance of:

#4a The Declaration of Independence

#4b The Bill of Rights (the first 10 Amendments to the Constitution) and the 14th Amendment

#4c The traditional United States motto 'E Pluribus Unum.'

#5 Watch the national evening news for five days in a row or read the main stories in a national media organization (e.g., a newspaper or news website) for five days in a row. Discuss the national issues that you learned about with your counselor. Choose one issue and explain how it affects you, your family, and community.

#6 With your counselor's approval, choose a speech of national historical importance. Explain:

#6a Who the author was

#6b What the historical context was

#6c What difficulties the nation faced that the author wished to discuss

#6d What the author said

#6e Why the speech is important to the nation's history.

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Citizenship in the Nation (Eagle required) 2022-01-01

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#6f Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.

#7 Do TWO of the following:

#7a Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.

#7b Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.

#7c Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.

#7d Choose a national monument that interests you. Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.

#8 Name your representatives in the United States Congress. Write a letter to your representative in Congress explaining your views on a national issue. Show your letter, along with any response you receive, to your counselor.

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Citizenship in the World (Eagle required)	2016-01-01
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U PR

- #1** Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
- #2** Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
- #3** Do the following:
- #3a** Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
- #3b** Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.
- #4** Do TWO of the following:
- #4a** Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
- #4b** Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
- #4c** Select TWO of the following organizations and describe their role in the world.
- #4c[1]** The United Nations and UNICEF
- #4c[2]** The World Court
- #4c[3]** Interpol
- #4c[4]** World Organization of the Scout Movement
- #4c[5]** The World Health Organization
- #4c[6]** Amnesty International
- #4c[7]** The International Committee of the Red Cross

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Citizenship in the World (Eagle required)	2016-01-01
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U PR

#4c[8] CARE (Cooperative for American Relief Everywhere)

#4c[9] European Union

#5 Do the following:

#5a Discuss the differences between constitutional and nonconstitutional governments.

#5b Name at least five different types of governments currently in power in the world.

#5c Show on a world map countries that use each of these five different forms of government.

#6 Do the following:

#6a Explain how a government is represented abroad and how the United States government is accredited to international organizations.

#6b Describe the roles of the following in the conduct of foreign relations.
Ambassador
Consul
Bureau of International Information Programs
Agency for International Development
United States and Foreign Commercial Service

#6c Explain the purpose of a passport and visa for international travel.

#7 Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:

#7a Visit the web site of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this web site.

#7b Visit the web site of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.

#7c Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.

#7d Attend a world Scout jamboree.

#7e Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Event Requirements

Winter Camp 2023

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

U PR

#1 Health and safety. Do the following:

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

#2 Nutrition. Do the following:

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

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

U PR

#3 Cooking basics. Do the following:

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

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

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

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

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

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

Then do the following:

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

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

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

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

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

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

Event Requirements

Winter Camp 2023

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

U PR

#5 Camp cooking. Do the following:

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

#6 Trail and backpacking meals. Do the following:

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

Event Requirements

Winter Camp 2023

Cooking Class: Cooking (Eagle required)	2023-01-01
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U PR

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

Event Requirements

Winter Camp 2023

Crime Prevention	2018-01-01
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U PR

#1 Discuss the role and value of laws in society with regard to crime and crime prevention. Include in your discussion the definitions of 'crime' and 'crime prevention.'

#2 Prepare a journal from various sources that address crime and crime prevention efforts in your community.

#3 Discuss the following with your counselor:

#3a The role of citizens, including youth, in crime prevention.

#3b Gangs and their impact on the community.

#3c When and how to report a crime.

#4 After doing EACH of the following, discuss with your counselor what you have learned.

#4a Inspect your neighborhood for opportunities that may lead to crime. Learn how to do a crime prevention survey.

#4b Using the checklist in this pamphlet, conduct a security survey of your home and discuss the results with your family.

#5 Teach your family or patrol members how to protect themselves from crime at home, at school, in your community, and while traveling.

#6 Help raise awareness about one school safety issue facing students by doing ONE of the following:

#6a Create a poster for display on a school bulletin board.

#6b With permission from school officials, create a page long public service announcement that could be read over the public address system at school or posted on the school's website.

#6c Make a presentation to a group such as a Cub Scout den that addresses the issue.

#7 Do ONE of the following:

#7a Assist in the planning and organization of a crime prevention program in your community such as Neighborhood Watch, Community Watch, or Crime Stoppers. Explain how this program can benefit your neighborhood.

#7b With your parent's and counselor's approval, visit a jail or detention facility or a criminal court hearing. Discuss your experience with your counselor.

#8 Discuss the following with your counselor:

Event Requirements

Winter Camp 2023

Crime Prevention 2018-01-01

U PR

- #8a** How drug abuse awareness programs help prevent crime.
- #8b** Why alcohol, tobacco, and marijuana are sometimes called 'gateway drugs' and how gateway drugs can lead to the use of other drugs.
- #8c** The potential consequences from the misuse of prescription drugs.
- #8d** How the illegal sale and use of drugs lead to other crimes.
- #8e** Three resources in your city where a person with a drug problem or drug-related problem can go for help.
- #8f** How to recognize child abuse.
- #8g** The three R's of Youth Protection.
- #9** Discuss the following with your counselor:
 - #9a** The role of a sheriff's or police department in crime prevention.
 - #9b** The purpose and operation of agencies in your community that help law enforcement personnel prevent crime, and how those agencies function during emergency situations.
 - #9c** Explain the role private security plays in crime prevention.
 - #9d** Choose a career in the crime prevention or security industry that interests you. Describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.

Event Requirements

Winter Camp 2023

Electricity/Electronics : Electricity 2021-01-01

U PR

#1 Demonstrate that you know how to respond to electrical emergencies by doing the following:

- #1a** Show how to rescue a person touching a live wire in the home.
 - #1b** Show how to render first aid to a person who is unconscious from electrical shock.
 - #1c** Show how to treat an electrical burn.
 - #1d** Explain what to do in an electrical storm.
 - #1e** Explain what to do in the event of an electrical fire.
 - #2** Complete an electrical home safety inspection of your home, using the checklist found in the Electricity merit badge pamphlet or one approved by your counselor. Discuss what you find with your counselor.
 - #3** Make a simple electromagnet and use it to show magnetic attraction and repulsion.
 - #4** Explain the difference between direct current and alternating current.
 - #5** Make a simple drawing to show how a battery and an electric bell work.
 - #6** Explain why a fuse blows or a circuit breaker trips. Tell how to find a blown fuse or tripped circuit breaker in your home. Show how to safely reset the circuit breaker.
 - #7** Explain what overloading an electric circuit means. Tell what you have done to make sure your home circuits are not overloaded.
 - #8** Make a floor plan wiring diagram of the lights, switches, and outlets for a room in your home. Show which fuse or circuit breaker protects each one.
- #9 Do the following:
- #9a** Read an electric meter and, using your family's electric bill, determine the energy cost from the meter readings.
 - #9b** Discuss with your counselor five ways in which your family can conserve energy.
 - #10** Explain the following electrical terms: volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, GFCI, circuit, and short circuit.

#11 Do any TWO of the following:

Event Requirements

Winter Camp 2023

Electricity/Electronics : Electricity 2021-01-01
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U PR

- #11a** Connect a buzzer, bell, or light with a battery. Have a key or switch in the line.
- #11b** Make and run a simple electric motor (not from a kit).
- #11c** Build a simple rheostat. Show that it works.
- #11d** Build a single-pole, double-throw switch. Show that it works.
- #11e** Hook a model electric train layout to a house circuit. Tell how it works.

Event Requirements

Winter Camp 2023

Electricity/Electronics : Electronics 2021-01-01

U PR

 #1 Describe the safety precautions you must exercise when using, building, altering, or repairing electronic devices.

#2 Do the following:

 #2a Draw a simple schematic diagram. It must show resistors, capacitors, and transistors or integrated circuits. Use the correct symbols. Label all parts. **#2b** Tell the purpose of each part.

#3 Do the following:

 #3a Show the right way to solder and desolder. **#3b** Show how to avoid heat damage to electronic components. **#3c** Tell about the function of a printed circuit board. Tell what precautions should be observed when soldering printed circuit boards.

#4 Do the following:

#4a Discuss each of the following with your merit badge counselor:

 #4a[1] How to use electronics for a control purpose **#4a[2]** The basic principles of digital techniques **#4a[3]** How to use electronics for three different audio applications **#4b** Show how to change three decimal numbers into binary numbers and three binary numbers into decimal numbers.

#4c Choose ONE of the following three projects. For your project, find or create a schematic diagram. To the best of your ability, explain to your counselor how the circuit you built operates.

 #4c[1] A control device **#4c[2]** A digital circuit **#4c[3]** An audio circuit

#5 Do the following:

Event Requirements

Winter Camp 2023

Electricity/Electronics : Electronics 2021-01-01
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U PR

- #5a** Show how to solve a simple problem involving current, voltage, and resistance using Ohm's law.

- #5b** Tell about the need for and the use of test equipment in electronics. Name three types of test equipment. Tell how they operate.

- #5c** Demonstrate to your counselor how to read the colored bands of a resistor to determine its resistance value.

- #6** Find out about three career opportunities in electronics that interest you. Discuss with and explain to your counselor what training and education are needed for each position.

Event Requirements

Winter Camp 2023

Emergency Preparedness (Eagle required)	2018-01-01
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U PR

 #1 Earn the First Aid merit badge.

#2 Do the following:

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

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

Prevention

Protection

Mitigation

Response

Recovery

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

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

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

Event Requirements

Winter Camp 2023

Emergency Preparedness (Eagle required) 2018-01-01
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U PR

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

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

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

#6 Do the following:

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

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

Event Requirements

Winter Camp 2023

Emergency Preparedness (Eagle required) 2018-01-01
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U PR

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

#7 Do the following:

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

#8 Do the following:

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

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

#9 Do ONE of the following:

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

Event Requirements

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Emergency Preparedness (Eagle required)	2018-01-01
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U PR

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

Event Requirements

Winter Camp 2023

Environmental Science (Eagle required) 2023-01-01

U PR

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

Event Requirements

Winter Camp 2023

Environmental Science (Eagle required)	2023-01-01
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U PR

#3d Land Pollution

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

#3e Endangered Species

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

#3f Pollution Prevention, Resource Recovery, and Conservation

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

#3g Pollination

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

Event Requirements

Winter Camp 2023

Environmental Science (Eagle required)	2023-01-01
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U PR

#3g[2] Present your counselor a one-page report on how and why honeybees are used in pollinating food crops. In your report, discuss the problems faced by the bee population today, and the impact to humanity if there were no pollinators. Share your report with your troop or patrol, your class at school, or another group approved by your counselor.

#3g[3] Have a swarm or divide at least one colony of honey bees. Explain how a hive is constructed.

#3h Invasive Species

#3h[1] Learn to identify the major invasive plant species in your community or camp and explain to your counselor what can be done to either eradicate or control their spread.

#3h[2] Do research on two invasive plant or animal species in your community or camp. Find out where the species originated, how they were transported to the United States, their life history, how they are spread, and the recommended means to eradicate or control their spread. Report your research orally or in writing to your counselor.

#3h[3] Take part in a project of at least one hour to eradicate or control the spread of an invasive plant species in your community or camp.

#4 Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:

#4a Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Report to your counselor orally or in writing the biodiversity and population density of these study areas.

#4b Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Discuss your observations with your counselor.

#5 Identify the items that would need to be included in an environmental impact statement for a construction project such as building a house, adding a new building to your Scout camp, or one you create on your own that is approved by your counselor.

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

Event Requirements

Winter Camp 2023

Fingerprinting **2004-01-01**

U PR

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

Event Requirements

Winter Camp 2023

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

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

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

#2a Your home

#2b A remote location on a wilderness camping trip

#2c An activity on open water

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

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

#5 Do the following:

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

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

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

#6a Shock

#6b Heart attack

#6c Stroke

#7 Do the following:

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

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

#8 Do the following:

Event Requirements

Winter Camp 2023

First Aid (Eagle required) 2022-01-01

U PR

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

Event Requirements

Winter Camp 2023

First Aid (Eagle required) 2022-01-01

U PR

- #12d** Sprains or strains
- #12e** Hypothermia
- #12f** Frostbite
- #12g** Burns-first, second, and third degree
- #12h** Concussion
- #12i** Convulsions/seizures
- #12j** Someone who is unconscious
- #12k** Dehydration
- #12l** Muscle cramps
- #12m** Heat exhaustion
- #12n** Heat stroke
- #12o** Abdominal pain
- #12p** Broken, chipped, or loosened tooth

- #13** Do the following:
- #13a** Describe the conditions under which an injured person should be moved.
- #13b** If a sick or an injured person must be moved, tell how you would determine the best method. Demonstrate this method.
- #13c** With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.
- #14** Teach another Scout a first-aid skill selected by your counselor.

Event Requirements

Winter Camp 2023

Geocaching 2019-01-01

U PR

#1 Do the following:

- #1a** 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.
- #1b** 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.
- #1c** 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:

- #2a** Why you should never bury a cache
- #2b** How to use proper geocaching etiquette when hiding or seeking a cache, and how to properly hide, post, maintain, and dismantle a geocache
- #2c** The principles of Leave No Trace as they apply to geocaching
- #3** Explain the following terms used in geocaching: waypoint, log, cache, accuracy, difficulty and terrain ratings, attributes, trackable. Choose five additional terms to explain to your counselor.
- #4** Explain how the Global Positioning System (GPS) works. Then, using Scouting's Teaching 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:

- #5a** Show you know how to use a map and compass and explain why this is important for geocaching.
- #5b** 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'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.

#8 Do ONE of the following:

Event Requirements

Winter Camp 2023

Geocaching **2019-01-01**

U PR

- #8a** 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.
- #8b** 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'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.
- #8c** 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'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.
- #8d** 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.

Event Requirements

Winter Camp 2023

Backpacking/Hiking: Hiking (Eagle required) 2023-01-01

U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while hiking, and what you should do to anticipate, help prevent, mitigate and respond to these hazards.
- #1b** Show that you know first aid for injuries or illnesses that could occur while hiking, including hypothermia, frostbite, dehydration, heat exhaustion, heat stroke, sunburn, hyperventilation, altitude sickness, sprained ankle, blisters, insect stings, tick bites, snakebite.

#2 Do the following:

- #2a** Explain and, where possible, show the points of good hiking practices including proper outdoor ethics, hiking safety in the daytime and at night, courtesy to others, choice of footwear, and proper care of feet and footwear.
- #2b** Read aloud or recite the Leave No Trace guidelines, and discuss why each is important while hiking.
- #2c** Read aloud or recite the Outdoor Code, and give examples of how to follow it on a hike.

- #3** Explain how hiking is an aerobic activity. Develop a plan for conditioning yourself for 10-mile hikes, and describe how you will increase your fitness for longer hikes.

#4 Take four 10-mile hikes and one 20-mile hike, each on a different day, and each of continuous miles. Prepare a written hike plan before each hike and share it with your merit badge counselor or a designee for approval before starting the hike. Include map routes, a clothing and equipment list, and a list of items for a trail lunch. You may stop for as many short rest periods as needed, as well as one meal, during each hike, but not for an extended period such as overnight.*

- #4a** 10-mile hike #1
- #4b** 10-mile hike #2
- #4c** 10-mile hike #3
- #4d** 10-mile hike #4
- #4e** 20-mile hike
- #5** After each of the hikes (or during each hike if on one continuous 'trek') in requirement 4, write a short report on your hike. For each hike, give the date and description (or map) of the route covered, the weather, any interesting things you saw, and any challenges you had and how you overcame them. It may include something you learned about yourself, about the outdoors, or about others you were hiking with. Share this with your merit badge counselor.*

Event Requirements

Winter Camp 2023

Backpacking/Hiking: Hiking (Eagle required)	2023-01-01
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U PR

Event Requirements

Winter Camp 2023

Home Repairs 2013-01-01

U PR

#1 Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while working on home repairs and what you should do to anticipate, mitigate and prevent, and respond to these hazards. Describe the appropriate safety gear and clothing that should be used when working on home repairs.
- #1b** Discuss general precautions related to home repairs. Name at least 10 safe practices that every home repairer should exercise.

#2 Under the supervision of your merit badge counselor, do FOUR of the following:

- #2a** Maintain or recondition a yard tool and show that you know how to clean up and properly store this equipment.
- #2b** Weather strip a window or door.
- #2c** Caulk cracks or joints open to the weather.
- #2d** Waterproof a basement.
- #2e** Repair a break in a concrete or asphalt surface.
- #2f** Repair the screen in a window or door.
- #2g** Replace a pane of glass.
- #2h** Solder a broken wire or metal object.

#3 Under the supervision of your merit badge counselor, do THREE of the following:

- #3a** Install or build equipment for storing tools.
- #3b** Build a workbench.
- #3c** Repair a piece of furniture.
- #3d** Paint or varnish a piece of furniture, a door, or trim on a house.
- #3e** Repair a sagging door or gate.
- #3f** Repair a loose step or railing.

Event Requirements

Winter Camp 2023

Home Repairs 2013-01-01

U PR

#3g Repair a fence.

#4 Under the supervision of your merit badge counselor, do TWO of the following:

#4a Locate a main electrical switch box and know how to replace a fuse or reset a circuit breaker.

#4b Replace an electrical cord or repair a plug or lamp socket.

#4c Install a single-pole light switch.

#4d Replace an electrical wall outlet.

#5 Under the supervision of your merit badge counselor, do TWO of the following:

#5a Clear a clogged drain or trap.

#5b Repair a leaky water faucet.

#5c Repair a flush toilet.

#5d Repair a leaky hose or connector.

#5e Clean or replace a sprinkler head.

#6 Under the supervision of your merit badge counselor, do THREE of the following:
(Either a parent or the merit badge counselor may supervise the Scout's work on any Home Repairs requirements.)

#6a Paint a wall or ceiling.

#6b Repair or replace damaged tile, linoleum, or vinyl flooring.

#6c Install drapery or curtain rods and then hang drapes or curtains.

#6d Replace window blind cords.

#6e Repair or replace a window sash cord.

#6f Reinforce a picture frame.

Event Requirements

Winter Camp 2023

Home Repairs **2013-01-01**

U PR

#6g Mend an object made of china, glass, or pottery.

Event Requirements

Winter Camp 2023

Indian Lore **2017-01-01**

U PR

- #1** Identify the different American Indian cultural areas. Explain what makes them each unique.
- #2** Give the history of one American Indian tribe, group, or nation that lives or has lived near you. Visit it, if possible. Tell about traditional dwellings, way of life, tribal government, religious beliefs, family and clan relationships, language, clothing styles, arts and crafts, food preparation, means of getting around, games, customs in warfare, where members of the group now live, and how they live.
- #3** Do TWO of the following. Focus on a specific group or tribe.
- #3a** Make an item of clothing worn by members of the tribe.
- #3b** Make and decorate three items used by the tribe, as approved by your counselor.
- #3c** Make an authentic model of a dwelling used by any Indian tribe, group, or nation.
- #3d** Visit a museum to see Indian artifacts. Discuss them with your counselor. Identify at least 10 artifacts by tribe or nation, their shape, size, and use.
- #4** Do ONE of the following:
- #4a** Learn three games played by a group or tribe. Teach and lead one game with a Scout group.
- #4b** Learn and show how a tribe traditionally cooked or prepared food. Make three food items.
- #4c** Give a demonstration showing how a specific Indian group traditionally hunted, fished, or trapped.
- #5** Do ONE of the following:
- #5a** Write or briefly describe how life might have been different for the European settlers if there had been no native Americans to meet them when they came to this continent.
- #5b** Sing two songs in an Indian language. Explain their meaning.
- #5c** Learn in an Indian language at least 25 common terms and their meanings.
- #5d** Show 25 signs in Indian sign language. Include those that will help you ask for water, for food, and where the path or road leads.
- #5e** Learn an Indian story of up to 300 words (or several shorter stories adding up to no more than 300 words). Tell the story or stories at a Scout gathering or campfire.

Event Requirements

Winter Camp 2023

Indian Lore **2017-01-01**

U PR

- #5f** Write or tell about eight things adopted by others from American Indians.
- #5g** Learn 25 Indian place names. Tell their origins and meanings.
- #5h** Name five well-known American Indian leaders, either from the past or people of today. Give their tribes or nations. Describe what they did or do now that makes them notable.
- #5i** Attend a contemporary American Indian gathering. Discuss with your counselor what you learned and observed. Include in your discussion any singing, dancing, drumming, and the various men's and women's dance styles you saw.

Event Requirements

Winter Camp 2023

Leatherwork **2017-01-01**

U PR

#1 Do the following:

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

#2 Explain to your counselor

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

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

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

Event Requirements

Winter Camp 2023

Leatherwork **2017-01-01**

U PR

#5 Do ONE of the following:

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

Event Requirements

Winter Camp 2023

Metalwork - Blacksmith: Metalwork 2008-01-01

U PR

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

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

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

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

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

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

#3 Do the following:

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

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

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

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

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

#5a Option 1 - Sheet Metal Mechanic/Tinsmith

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

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

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

Event Requirements

Winter Camp 2023

Metalwork - Blacksmith: Metalwork	2008-01-01
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U PR

- #5a[3]a** One object also must include at least one riveted component.
- #5a[3]b** If you do not make your objects from zinc-plated sheet steel or tin-plated sheet steel, preserve your work from oxidation.
- #5b** Option 2 - Silversmith
- #5b[1]** Name and describe the use of a silversmith's basic tools.
- #5b[2]** Create a sketch of two objects to make from sheet silver. Include each component's dimensions on your sketch, which need not be to scale.
- #5b3** Make two objects out of 18- or 20-gauge sheet copper. Use patterns either provided by your counselor or made by you and approved by your counselor. Both objects must include a soldered joint. If you have prior silversmithing experience, you may substitute sterling silver, nickel silver, or lead-free pewter.
- #5b[3]a** At least one object must include a sawed component you have made yourself.
- #5b[3]b** At least one object must include a sunken part you have made yourself.
- #5b[3]c** Clean and polish your objects.
- #5c** Option 3 - Founder
- #5c[1]** Name and describe the use of the basic parts of a two-piece mold. Name at least three different types of molds.
- #5c[2]** Create a sketch of two objects to cast in metal. Include each component's dimensions on your sketch, which need not be to scale.
- #5c3** Make two molds, one using a pattern provided by your counselor and another one you have made yourself that has been approved by your counselor. Position the pouring gate and vents yourself. Do not use copyrighted materials as patterns.
- #5c[3]a** Using lead-free pewter, make a casting using a mold provided by your counselor.
- #5c[3]b** Using lead-free pewter, make a casting using the mold that you have made.
- #5d** Option 4 - Blacksmith
- #5d[1]** Name and describe the use of a blacksmith's basic tools.
- #5d[2]** Make a sketch of two objects to hot-forge. Include each component's dimensions on your sketch, which need not be to scale.

Event Requirements

Winter Camp 2023

Metalwork - Blacksmith: Metalwork	2008-01-01
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U PR

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

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

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

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

Event Requirements

Winter Camp 2023

Nature **2023-01-01**

U PR

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

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

#3 Explain the term 'food chain.' Give an example of a four-step land food chain and a four-step water food chain.

#4 Do all the requirements in FIVE of the following fields:

*Photos may be those taken with your own equipment or gathered from other sources.

#4a Birds

#4a[1] In the field, identify eight species of birds.

#4a[2] Make and set out a birdhouse OR a feeding station OR a birdbath. List what birds used it during a period of one month.

#4b Mammals

#4b[1] In the field, identify three species of wild mammals.

#4b[2] Make plaster casts of the tracks of a wild mammal.

#4c Reptiles and Amphibians

#4c[1] Show that you can recognize the venomous snakes in your area.

#4c[2] In the field, identify three species of reptiles or amphibians.

#4c[3] Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.

#4d Insects and Spiders

*Photos may be those taken with your own equipment or gathered from other sources.

*Photos may be those taken with your own equipment or gathered from other sources.

#4d[1] Collect and identify either in the field or through photographs 10 species of insects or spiders.*

#4d[2] Hatch an insect from the pupa or cocoon; OR hatch adults from nymphs; OR keep larvae until they form pupae or cocoons; OR keep a colony of ants or bees through one season.

#4e Fish

Event Requirements

Winter Camp 2023

Nature **2023-01-01**

U PR

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

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

#4f Mollusks and Crustateans

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

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

#4g Plants

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

#4g2 Do ONE of the following options:

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

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

#4h Soils and Rocks

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

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

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

#6 Do the following:

#6a Explain what succession is to your counselor.

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

Event Requirements

Winter Camp 2023

Oceanography 2013-01-01

U PR

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

Event Requirements

Winter Camp 2023

Oceanography 2013-01-01

U PR

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

Event Requirements

Winter Camp 2023

Painting 2020-01-01

U PR

- #1** Explain the proper safety procedures to follow when preparing surfaces and applying coatings.

- #2** Do the following:

- #2a** Explain three ways that coatings can improve a surface.
- #2b** Explain where you would apply enamel paint, flat paint, wood stain, and varnish, and explain the importance of sheen.
- #2c** Tell why each is best for these uses.

- #3** Prepare and paint two different surfaces using patching materials or caulking and the proper primers and topcoats. Suggested projects include an interior or exterior wall, a door, a piece of furniture, a concrete wall or floor, a porch rail, or a fence. Your counselor must preapprove the projects.

- #4** Prepare and paint an item using harmonizing colors that you have selected using the color wheel in the Painting merit badge pamphlet.

- #5** Show the right way to use, clean, maintain, and store painting equipment.

- #6** Explain the importance of ladder safety, personal hygiene, and the use of personal protective equipment when painting.

- #7** Explain some of the environmental and health issues concerning removing paint, applying paint, and discarding old paint.

- #8** Find out about career opportunities in the painting craft. Discuss the training and experience required, and explain why this profession might interest you.

Event Requirements

Winter Camp 2023

Plumbing **2005-01-01**

U PR

#1 Do the following:

- #1a** Describe how a properly working plumbing system protects your family's health and safety.
- #1b** List five important local health regulations related to plumbing and tell how they protect health and safety.
- #1c** Describe the safety precautions you must take when making home plumbing repairs.

#2 Do the following:

- #2a** Make a drawing and explain how a home hot- and cold-water supply system works. Tell how you would make it safe from freezing.
- #2b** Make a drawing and explain the drainage system of the plumbing in a house. Show and explain the use of drains and vents.
- #3** Show how to use five important plumber's tools.
- #4** Identify and describe the use of each of the following: washer, retaining nut, plunger (rubber force cup), solder, flux, elbow, tee, nipple, coupling, plug, union, trap, drainpipe, and water meter.
- #5** Name the kinds of pipe that are used most often in a plumbing system. Explain why these pipes are used.
- #6** Cut, thread, and connect two pieces of metal pipe.
- #7** Under the supervision of a knowledgeable adult, solder three copper tube connections using a gas torch. Include one tee, two straight pieces, and one coupling.

#8 Do the following:

- #8a** Replace a washer in a faucet.
- #8b** Clean out a sink or lavatory trap.

Event Requirements

Winter Camp 2023

Public Speaking 2003-01-01
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U PR

- #1** Give a three- to five-minute introduction of yourself to an audience such as your troop, class at school, or some other group.
- #2** Prepare a three- to five-minute talk on a topic of your choice that incorporates body language and visual aids.
- #3** Give an impromptu talk of at least two minutes, either as part of a group discussion or before your counselor. Use a subject selected by your counselor that is interesting to you but that is not known to you in advance and for which you do not have time to prepare.
- #4** Select a topic of interest to your audience. Collect and organize information about the topic and prepare an outline. Write an eight- to 10-minute speech, practice it, then deliver it in a conversational way.
- #5** Show you know parliamentary procedure by leading a discussion or meeting according to accepted rules of order; or by answering questions on the rules of order.

Event Requirements

Winter Camp 2023

Radio **2017-01-01**

U PR

#1 Explain what radio is. Then discuss the following:

- #1a** The differences between broadcast radio and hobby radio
- #1b** The differences between broadcasting and two-way communications
- #1c** Radio station call signs and how they are used in broadcast radio and amateur radio
- #1d** The phonetic alphabet and how it is used to communicate clearly

#2 Do the following:

- #2a** Sketch a diagram showing how radio waves travel locally and around the world.
- #2b** Explain how the radio stations WWV and WWVH can be used to help determine what you can expect to hear when you listen to a shortwave radio.
- #2c** Explain the difference between a distant (DX) and a local station.
- #2d** Discuss what the Federal Communications Commission (FCC) does and how it is different from the International Telecommunication Union.

#3 Do the following:

- #3a** Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3000 megahertz (MHz).
- #3b** Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.
- #3c** Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), and public service (police and fire).
- #4** Explain how radio waves carry information. Include in your explanation: transceiver, transmitter, receiver, amplifier, and antenna.

#5 Do the following:

- #5a** Explain the differences between a block diagram and a schematic diagram.
- #5b** Draw a block diagram for a radio station that includes a transceiver, amplifier, microphone, antenna, and feed line.
- #5c** Discuss how information is sent when using amplitude modulation (AM), frequency modulation (FM), continuous wave (CW) Morse Code transmission,

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U PR

single sideband (SSB) transmission, and digital transmission.

- #5d** Explain how NOAA Weather Radio (NWR) can alert you to danger.
- #5e** Explain how cellular telephones work. Identify their benefits and limitations in an emergency.
- #6** Explain the safety precautions for working with radio gear, including the concept of grounding for direct current circuits, power outlets, and antenna systems.
- #7** Visit a radio installation (an amateur radio station, broadcast station, or public service communications center, for example) approved in advance by your counselor. Discuss what types of equipment you saw in use, how it was used, what types of licenses are required to operate and maintain the equipment, and the purpose of the station.
- #8** Find out about three career opportunities in radio. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.
- #9** Do ONE of the following (a OR b OR c OR d):
- #9a** Amateur Radio
- #9a[1]** Tell why the FCC has an amateur radio service. Describe activities that amateur radio operators can do on the air, once they have earned an amateur radio license.
- #9a[2]** Explain differences between the Technician, General, and Extra Class license requirements and privileges. Explain who administers amateur radio exams.
- #9a[3]** Explain at least five Q signals or amateur radio terms.
- #9a[4]** Explain how you would make an emergency call on voice or Morse code.
- #9a[5]** Explain the differences between handheld transceivers and home 'base' transceivers. Explain the uses of mobile amateur radio transceivers and amateur radio repeaters.
- #9a[6]** Using proper call signs, Q signals, and abbreviations, carry on a 10-minute real or simulated amateur radio contact using voice, Morse code, or digital mode. (Licensed amateur radio operators may substitute five QSL cards as evidence of contacts with five amateur radio operators. Properly log the real or simulated ham radio contact, and record the signal report.)

#9b Radio Broadcasting

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- #9b[1]** Discuss with your counselor FCC broadcast regulations. Include power levels, frequencies, and the regulations for low-power stations.
- #9b[2]** Prepare a program schedule for radio station 'KBSA' of exactly one-half hour, including music, news, commercials, and proper station identification. Record your program on audiotape or in a digital audio format, using proper techniques.
- #9b[3]** Listen to and properly log 15 broadcast stations. Determine the program format and target audience for five of these stations.
- #9b[4]** Explain to your counselor at least eight terms used in commercial broadcasting, such as segue, cut, fade, continuity, remote, Emergency Alert System, network, cue, dead air, PSA, and play list.
- #9b[5]** Discuss with your counselor alternative radio platforms such as internet streaming, satellite radio, and podcasts.

#9c Shortwave and Medium-Wave Listening

- #9c[1]** Listen across several shortwave bands for four one-hour periods—at least one period during daylight hours and at least one period at night. Log the stations properly and locate them geographically on a map, globe, or web-based mapping service.
- #9c[2]** Listen to several medium-wave stations for two one-hour periods, one period during daylight hours and one period at night. Log the stations properly and locate them on a map, globe, or web-based mapping service.
- #9c[3]** Compare your daytime and nighttime logs; note the frequencies on which your selected stations were loudest during each session. Explain differences in the signal strength from one period to the next.
- #9c[4]** Compare your medium-wave broadcast station logs and explain why some distant stations are heard at your location only during the night.
- #9c[5]** Demonstrate listening to a radio broadcast using a smartphone/cell phone. Include international broadcasts in your demonstration.

#9d Amateur Radio Direction Finding

- #9d[1]** Describe amateur radio direction finding and explain why direction finding is important as both an activity and in competition.
- #9d[2]** Describe what frequencies and equipment are used for ARDF or fox hunting.
- #9d[3]** Build a simple directional antenna for either of the two frequencies used in ARDF.
- #9d[4]** Participate in a simple fox hunt using your antenna along with a provided receiver.
- #9d[5]** Show, on a map, how you located the 'fox' using your receiver.

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Event Requirements

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Pathfinder - First Class: Rank: First Class 0000-00-00

U PR

null Camping and Outdoor Ethics

null Do the following:

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

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

null Cooking

null Do the following:

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

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

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

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

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

null Tools

null Do the following:

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

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

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

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

null Navigation

null Do the following:

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

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

null Nature

Event Requirements

Winter Camp 2023

Pathfinder - First Class: Rank: First Class 0000-00-00

U PR

Do the following:

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

Aquatics

Do the following:

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

First Aid and Emergency Preparedness

Do the following:

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

By yourself and with a partner, show how to:

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

Fitness

Do the following:

Event Requirements

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Pathfinder - First Class: Rank: First Class 0000-00-00

U PR

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

null Notes**null** For Varsity Scouts working on Scouts BSA requirements, replace 'troop' with 'team' and 'Scoutmaster' with 'Varsity Scout Coach.'**null** The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.**null** Alternative requirements for the First Class rank are available for Scouts with physical or mental disabilities.**null** *See the Swimming merit badge requirements for details about the BSA swimmer test.

Event Requirements

Winter Camp 2023

Pathfinder - Second Class: Rank: Second Class 0000-00-00

U PR

null Camping and Outdoor Ethics

null Do the following:

- #1a** Since joining, participate in five separate troop/patrol activities, three of which include overnight camping. These five activities do not include troop or patrol meetings. On at least two of the three campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee).
- #1b** Recite the principles of Leave No Trace from memory. Explain how you follow them on all outings.
- #1c** On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

null Cooking and Tools

null Do the following:

- #2a** Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.
- #2b** Use a pocketknife, and a saw or axe if needed, to prepare tinder, kindling, and fuel for a cooking fire.
- #2c** Using a minimum-impact method, and at an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site. Properly dispose of the ashes and any charred remains.
- #2d** Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.
- #2e** On one campout, plan and cook one hot breakfast or lunch, selecting foods from the MyPlate food guide or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.
- #2f** Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.
- #2g** Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.

null Navigation

null Do the following:

- #3a** Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.
- #3b** Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian*.
- #3c** Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.*
- #3d** Demonstrate how to find directions during the day and at night without using a compass or an electronic device.

null Nature

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

null Aquatics

Event Requirements

Winter Camp 2023

Pathfinder - Second Class: Rank: Second Class 0000-00-00

U PR

null Do the following:

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

null First Aid and Emergency Preparedness

null Do the following:

null Demonstrate first aid for the following:

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

null Fitness

null Do the following:

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

Event Requirements

Winter Camp 2023

Pathfinder - Second Class: Rank: Second Class 0000-00-00

U PR

null Citizenship

null Do the following:

- #8a** Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.
- #8b** Explain what respect is due the flag of the United States.
- #8c** With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal.
- #8d** At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose.
- #8e** Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath.

null Personal Safety Awareness

null Do the following:

- #9a** Explain the three R's or personal safety and protection.
- #9b** Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.

null Scout Spirit

- #10** Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life. _____
- #11** While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference.
- #12** Successfully complete your board of review for the Second Class rank.

null Notes

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

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

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

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

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Pathfinder - Tenderfoot: Rank: Tenderfoot 0000-00-00

U PR

null Do the following:

#1a Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.

#1b Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.

#1c Explain how you demonstrated the Outdoor Code and Leave No Trace on campouts or outings.

null Cooking

null Do the following:

#2a On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.

#2b While on a campout, demonstrate an appropriate method of safely cleaning items used to prepare, serve, and eat a meal.

#2c Explain the importance of eating together as a patrol.

null Tools

null Do the following:

#3a Demonstrate a practical use of a square knot.

#3b Demonstrate a practical use of two half-hitches.

#3c Demonstrate a practical use of the taut-line hitch.

#3d Describe proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.

null First Aid and Nature

null Do the following:

null Show first aid for the following:

#4a1 Simple cuts and scrapes

#4a2 Blisters on the hand and foot

#4a3 Minor (thermal/heat) burns or scalds (superficial, or first-degree)

#4a4 Bites or stings of insects and ticks

#4a5 Venomous snakebite

#4a6 Nosebleed

#4a7 Frostbite and Sunburn

#4a8 Choking

#4b Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them.

Event Requirements

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Pathfinder - Tenderfoot: Rank: Tenderfoot 0000-00-00

U PR

#4c Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in tenderfoot requirements 4a and 4b.

#4d Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.

null Hiking

null Do the following:

#5a Explain the importance of the buddy system as it relates to your personal safety on outings and where you live. Use the buddy system while on a troop or patrol outing.

#5b Describe what to do if you became lost on a hike or campout.

#5c Explain the rules of safe hiking and responsible, both on the highway and cross-country, during the day and at night.

null Fitness

null Do the following:

null Record your best in the following tests:

#6a1 Push-ups _____ (Record the number done correctly in 60 seconds)

#6a2 Sit-ups or curl-ups _____ (Record the number done correctly in 60 seconds)

#6a3 Back-saver sit-and-reach _____ (Record the distance stretched)

#6a4 1-mile walk/run _____ (Record the time)

#6b Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days.

#6c Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days.

#6c1 Push-ups _____ (Record the number done correctly in 60 seconds)

#6c2 Sit-ups or curl-ups _____ (Record the number done correctly in 60 seconds)

#6c3 Back-saver sit-and-reach _____ (Record the distance stretched)

#6c4 1-mile walk/run _____ (Record the time)

null Citizenship

null Do the following:

#7a Demonstrate how to display, raise, lower, and fold the U.S. flag.

#7b Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.

null Leadership

Event Requirements

Winter Camp 2023

Pathfinder - Tenderfoot: Rank: Tenderfoot 0000-00-00

U PR

#8 Describe the steps in Scouting's Teaching EDGE method. use the Teaching EDGE method to teach another person how to tie a square knot.

null Scout Spirit

#9 Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life. _____

#10 While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.

#11 Successfully complete your board of review for the Tenderfoot rank.

null Notes

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

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

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

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Winter Camp 2023

Rifle Shooting **2019-01-01**

U PR

#1 Do the following:

- #1a** Explain why BB and pellet air guns must always be treated with the same respect as firearms.
- #1b** Describe how you would react if a friend visiting your home asked to see your or your family's firearm(s).
- #1c** Explain the need for, and use and types of, eye and hearing protection. Demonstrate their proper use.
- #1d** Give the main points of the laws for owning and using guns in your community and state.
- #1e** Explain how hunting is related to the wise use of renewable wildlife resources.

#1f Successfully complete a state hunter education course or obtain a copy of the hunting laws for your state, then do the following:

- #1f(1)** Explain the main points of hunting laws in your state and give any special laws on the use of guns and ammunition.
- #1f(2)** List the kinds of wildlife that can be legally hunted in your state.
- #1g** Identify and explain how you can join or be a part of shooting sports activities.
- #1h** Explain to your counselor the proper hygienic guidelines used in shooting.
- #1i** Give your counselor a list of sources that you could contact for information on firearms and their uses.

#2 Do ONE of the following options:

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

- #2a Opt a** Identify the three main parts of a rifle, and tell how they function.
- #2b Opt a** Identify and demonstrate the three fundamental rules for safe gun handling.
- #2c Opt a** Identify the two types of cartridges, their parts, and how they function.
- #2d Opt a** Explain to your counselor what a misfire, hangfire, and squib fire are, and explain the procedures to follow in response to each.
- #2e Opt a** Identify and demonstrate the five fundamentals of shooting a rifle safely.

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Rifle Shooting 2019-01-01

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

#2 Option B - Air Rifle Shooting (BB or pellet)

- #2a Opt b** Identify the three main parts of an air rifle, and tell how they function.
- #2b Opt b** Identify and demonstrate the three fundamental rules for safe gun handling.
- #2c Opt B** Explain the range commands and range procedures.
- #2d Opt b** Identify the two most common types of air rifle ammunition.
- #2e Opt b** Identify and demonstrate the five fundamentals of shooting a rifle safely.
- #2f Opt b** Identify and explain each rule for shooting an air rifle safely.
- #2g Opt b** Demonstrate the knowledge, skills and attitude necessary to safely shoot a target from the bench rest position or supported prone position while using the five fundamentals of rifle shooting.
- #2h Opt b** Identify the basic safety rules for cleaning an air rifle, and identify the materials needed.

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Rifle Shooting 2019-01-01

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- #2i Opt b** Demonstrate how to clean an air rifle safely.
- #2j Opt b** Discuss what points you would consider in selecting an air rifle.
- #2k Opt b** Using a BB gun or pellet air rifle and shooting from a bench rest or supported prone position at 15 feet for BB guns or 33 feet for air rifles, fire five groups (three shots per group) that can be covered by a quarter.
- #2l Opt b** Adjust sights to center the group on the target and fire five groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score: (1) BB rifle at 15 feet or 5 meters using TQ - 5 targets - 8; (2) Pellet air rifle at 25 feet using TQ - 5 targets - 8, at 33 feet or 10 meters using AR-1 targets - 6.
- #2 Option C - Muzzleloading Rifle Shooting**
- #2a Opt c** Give a brief history of the development of muzzleloading rifles.
- #2b Opt c** Identify principal parts of percussion and flintlock rifles and discuss how they function.
- #2c Opt c** Demonstrate and discuss the safe handling of muzzleloading rifles.
- #2d Opt c** Identify the various grades of black powder and black powder substitutes and explain their proper use.
- #2e Opt c** Discuss proper safety procedures pertaining to black powder use and storage.
- #2f Opt c** Discuss proper components of a load.
- #2g Opt c** Identify proper procedures and accessories used for loading a muzzleloading rifle.
- #2h Opt c** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a muzzleloading rifle on a range, including range procedures.
- #2i Opt c** Shoot a target with a muzzleloading rifle using the five fundamentals of firing the shot.
- #2j Opt c** Identify the materials needed to clean a muzzleloading rifle safely. Using these materials, demonstrate how to clean a muzzleloading rifle safely.
- #2k Opt c** Identify the causes of a muzzleloading rifle's failure to fire and explain or demonstrate proper correction procedures.
- #2l Opt c** Discuss what points you would consider in selecting a muzzleloading rifle.
- #2m Opt c** Using a muzzleloading rifle of .45 or .50 caliber and shooting from a bench rest or supported prone position, fire three groups (three shots per

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Rifle Shooting **2019-01-01**

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group) at 50 feet that can be covered by the base of a standard-size soft drink can.

- #2n Opt c** Center the group on the target and fire three groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score: (1) at 25 yards using NRA A-23 or NMLRA 50-yard targets - 7; (2) at 50 yards using NRA A-25 or NMLRA 100-yard targets - 7.

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Robotics **2011-01-01**

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#1 Safety. Do each of the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while working with robots and what you should do to anticipate, mitigate and prevent, and respond to these hazards. Describe the appropriate safety gear and clothing that should be used when working with robotics.
- #1b** Discuss first aid and prevention for the types of injuries that could occur while participating in robotics activities and competitions, including cuts, eye injuries, and burns (chemical or heat).

#2 Robotics industry. Discuss the following with your counselor:

- #2a** The kinds of things robots can do and how robots are best used today.
- #2b** The similarities and differences between remote-control vehicles, telerobots, and autonomous robots.
- #2c** Three different methods robots can use to move themselves other than wheels or tracks. Describe when it would be appropriate to use each method.
- #3** General knowledge. Discuss with your counselor three of the five major fields of robotics (human-robot interface, mobility, manipulation, programming, sensors) and their importance to robotics development. Discuss either the three fields as they relate to a single robot system OR talk about each field in general. Find pictures or at least one video to aid your discussion.

#4 Design, build, program, test. Do each of the following:

- #4a** With your counselor's approval, choose a task for the robot or robotic subsystem that you plan to build. Include sensor feedback and programming in the task. Document this information in your robot engineering notebook.
- #4b** Design your robot. The robot design should use sensors and programming and have at least 2 degrees of freedom. Document the design in your robot engineering notebook using drawings and a written description.
- #4c** Build a robot or robotic subsystem of your original design to accomplish the task you chose for requirement 4a.
- #4d Discuss with your counselor the programming options available for your robot. Then do either option 1 OR option 2.
- #4d[1]** Option 1. Program your robot to perform the task you chose for your robot in 4a. Include a sample of your program's source code in your robot engineering notebook.
- #4d[2]** Option 2. Prepare a flowchart of the desired steps to program your robot for accomplishing the task in 4a. Include procedures that show activities based on sensor inputs. Place this in your robot engineering notebook.

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Robotics **2011-01-01**

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#4e Test your robot and record the results in your robot engineering notebook. Include suggestions on how you could improve your robot, as well as pictures or sketches of your finished robot.

#5 Demonstrate. Do the following:

#5a Demonstrate for your counselor the robot you built in requirement 4.

#5b Share your robot engineering notebook with your counselor. Talk about how well your robot accomplished the task, the improvements you would make in your next design, and what you learned about the design process.

#6 Competitions. Do ONE of the following.

#6a Attend a robotics competition and report to your counselor what you saw and learned about the competition and how teams are organized and managed.

#6b Learn about three youth robotics competitions. Tell your counselor about these, including the type of competition, time commitment, age of the participants, and how many teams are involved.

#7 Careers. Name three career opportunities in robotics. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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Shotgun Shooting **2014-01-01**

U PR

#1 Do the following:

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

#2 Do ONE of the following options:

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

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

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

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

#2A Shooting skill rules:

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

#2B Muzzle-Loading Shotgun Shooting Option B

#2B Shooting skill rules:

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

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

Event Requirements

Winter Camp 2023

Weather	2018-01-01
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- #1** Define meteorology. Explain what weather is and what climate is. Discuss how the weather affects farmers, sailors, aviators, and the outdoor construction industry. Tell why weather forecasts are important to each of these groups.
- #2** Name five dangerous weather-related conditions. Give The safety rules for each when outdoors and explain the difference between a severe weather watch and a warning. Discuss the safety rules with your family.
- #3** Explain the difference between high and low pressure systems in the atmosphere. Tell which is related to good and to poor weather. Draw cross sections of a cold front and a warm front , showing the location and movements of the cold and warm air, the frontal slope, the location and types of clouds associated with each type of front, and the location of precipitation.
- #4** Tell what causes wind, why it rains, and how lightning and hail are formed.
- #5** Identify and describe clouds in the low, middle, and upper levels of the atmosphere. Relate these to specific types of weather.
- #6** Draw a diagram of the water cycle and label its major processes. Explain the water cycle to your counselor.
- #7** Identify some human activities that can alter the environment, and describe how they affect the climate and people.
- #8** Describe how the tilt of Earth's axis helps determine the climate of a region near the equator, near the poles, and across the area in between.
- #9** Do ONE of the following:
- #9a** Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, and Internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.
- #9b** Visit a National Weather Service office or talk with a local radio or television weathercaster, private meteorologist, local agricultural extension service officer, or university meteorology instructor. Find out what type of weather is most dangerous or damaging to your community. Determine how severe weather and flood warnings reach the homes in your community.
- #10** Give a talk of at least five minutes to a group (such as your unit or a Cub Scout pack) explaining the outdoor safety rules in the event of lightning, flash floods, and tornadoes. Before your talk, share your outline with your counselor for approval.
- #11** Find out about a weather-related career opportunity that interests you. Discuss with and explain to your counselor what training and education are required for such a position, and the responsibilities required of such a position.

Event Requirements

Winter Camp 2023

Welding **2012-01-01**

U PR

#1 Do the following:

- #1a** Explain to your counselor the hazards you are most likely to encounter while welding, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.
- #1b** Show that you know first aid for, and the prevention of, injuries or illnesses that could occur while welding, including electrical shock, eye injuries, burns, fume inhalation, dizziness, skin irritation, and exposure to hazardous chemicals, including filler metals and welding gases.

#2 Do the following:

- #2a** With your counselor, discuss general safety precautions and Safety Data Sheets related to welding. Explain the importance of the SDS.
- #2b** Describe the appropriate safety gear and clothing that must be worn when welding. Then, present yourself properly dressed for welding-in protective equipment, clothing, and footwear.
- #2c** Explain and demonstrate the proper care and storage of welding equipment, tools, and protective clothing and footwear.
- #3** Explain the terms welding, electrode, slag, and oxidation. Describe the welding process, how heat is generated, what kind of filler metal is added (if any), and what protects the molten metal from the atmosphere.
- #4** Name the different mechanical and thermal cutting methods. Choose one method and describe how to use the process. Discuss one advantage and one limitation of this process.

#5 Do the following:

- #5a** Select two welding processes, and make a list of the different components of the equipment required for each process. Discuss one advantage and one limitation for each process.
- #5b** Choose one welding process. Set up the process you have chosen, including gas regulators, work clamps, cables, filler materials, and equipment settings. Have your counselor inspect and approve the area for the welding process you have chosen.

#6 After successfully completing requirements 1 through 5, use the equipment you prepared for the welding process in 5b to do the following:

- #6a** Using a metal scribe or soapstone, sketch your initial onto a metal plate, and weld a bead on the plate following the pattern of your initial.
- #6b** Cover a small plate (approximately 3' x 3' x 1/4') with weld beads side by side.
- #6c** Tack two plates together in a square groove butt joint.

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Welding 2012-01-01

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- #6d** Weld the two plates together from 6c on both sides.
- #6e** Tack two plates together in a T joint, have your counselor inspect it, then weld a T joint with fillet weld on both sides.
- #6f** Tack two plates together in a lap joint, have your counselor inspect it, then weld a lap joint with fillet weld on both sides.
- #7** Do the following:
- #7a** Find out about three career opportunities in the welding industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why the profession might interest you.
- #7b** Discuss the role of the American Welding Society in the welding profession.