

THIS PAGE IS NOT PART OF THE VENTURING AWARD REQUIREMENTS GUIDE BOOK!!

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1 - Why did I create this book?

As a Boy Scout, it was easy to find the requirements and information I was looking for if I wanted to work on something. I could always pick up my Handbook, which had the award requirements readily available and those for the required merit badges. It also had requirements on some other awards. I could also grab my copy of the most recent requirements guide and look things up there. When Venturing was announced, I was disappointed that I couldn't find anything similar in publication.

2 - Organization of the Guidebook

The Guidebook is organized in the most logical way I could think of: the way a Venturer would move up through his or her achievements. Hence, the requirements needed for the Bronze come first, organized by cluster. Since some clusters have "extra" awards (although any Venturer can earn any Venturing award), those requirements are listed after what is needed for the Bronze. The Gold and Silver award requirements are listed afterwards.

3 - Document History

- 4-5/99 Compilation in QuarkXPress
- 3/99 Released in print for local crew
- 3/16/99 Released in PDF format
- 10/18/99 Revised - added page numbers and explanatory page

4 - About the Editor

Matt Petrik is a well-tarnished Scout who has moved his way up through the program. Currently dedicated to Venturing, he has spent the last year as his council's Venturing president, as well as his crew's president. Having started attending college this past August, he is now focusing his efforts on giving Venturing a kick-start in his college town and his new council. Petrik is an Eagle Scout, Exploring and Venturing Leadership Award recipient, two-time Young American Award recipient, and has just completed the Venturing Silver Award.

5 - Contact Information

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Original items:
Silver Award Guidebook, No. 25-015
Ranger Guidebook, No. 3128



The Venturing
Award Requirement
Guidebook

Every set of Venturing requirements that you could think of!

Arts and Hobbies Bronze Award

Do nine of the following:

1. Visit a drafting company that uses state-of-the-art CAD systems and see how the technology is used. _____

2. (a) Choose a product that you are familiar with. Create an advertising plan for this product, then design an advertising plan layout. _____

- (b) Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product. _____

- (c) Show your display at your crew meeting or other public place. _____

3. (a) Learning about backstage support for artistic productions. _____

- (b) Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design. _____

4. (a) Choose a new hobby such as CD, sports card, or stamp collecting; in-line skating; or marksmanship. _____

- (b) Keep a log for at least 90 days of each time you participate in your hobby. _____

- (c) Take pictures and/or keep other memorabilia related to your hobby. _____

- (d) After participating in your new hobby for at least 90 days, make a presentation or tabletop display on what you have learned for your crew, another crew, a Cub Scout or Boy Scout group, or another youth program. _____

5. (a) Tour a golf course. Talk to the golf pro, caddy, groundskeeper, manager, or other golf course employee about what it takes to operate a golf course. Play at least nine holes of golf. _____

- OR**

- (b) Tour a golf driving range. Talk to the manager or other driving range employee about what it takes to manage a driving range. Hit a bucket of balls. _____

6. (a) Develop a plan to assess the physical skill level of each _____

Silver Award

To complete this award, you must obtain the Silver Award Application (part of the Silver Award Guidebook, No. 25-015). You can ask your advisor for a copy of the application.

1. Have earned the Venturing Gold Award. _____
2. Be certified in standard first aid. _____
3. Be certified in CPR. _____
4. Be certified in BSA Safe Swim Defense. _____
5. Participate, lead, or help lead a Venturing activity which requires the use of Safe Swim Defense. _____
6. Complete the Venturing Leadership Skills Course. _____
7. Participate in an Ethical Controversy discussion. _____
8. Lead, or help lead, a Ethics Forum. Invite two adults to discuss how ethics affects their lives. _____
6. Show a crew review committee you have met the requirements for the Venturing Silver Award. _____

member of a group such as your crew, a Cub Scout or Boy Scout group, a retirement home, or a church group.

- (b) Once you have determined your starting point or base, develop a plan with each member or your group to develop a physical training improvement program. _____
- (c) Test your group members on a regular basis over a 90-day period to see if there is improvement. _____
- (d) Share your results with the group and/or your crew. _____
7. (a) Lead or participate in a crew discussion on the merits of a young person choosing a sports hobby such as golf, jogging, or cycling for a lifetime. Discuss health benefits, opportunity to associate with friends, costs, etc. _____
- (b) Ask an adult who is not active in your crew and who has an active sports hobby to join your discussion to get his or her point of view. _____
8. Visit a hobby store. Talk with the manager about what the most popular hobby is relative to what is purchased and the type and age of people who participate in different hobbies. If they have free literature about beginning hobbies, share it with your crew members. _____
9. Teach disadvantaged or disabled people a sport and organize suitable competitions, or help them develop an appreciation for an art or hobby new to them. _____
10. Organize a hobby meet (a place where people gather to display and share information about their hobbies) for your crew, another crew, a church group, a Cub Scout or Boy Scout group, a retirement home, a group home, or another group. _____
11. Organize a photography contest in your crew, another crew, a church group, a Cub Scout or Boy Scout group, a retirement home, a group home, or another group. Secure prizes and judges. Plan an awards program. _____
12. Using your artistic ability, volunteer to do the artwork for an activity for your crew, another crew, a Cub Scout or Boy Scout group, a district, or a council. Example: Do the posters and promotional materials for a district Cub Scout day camp. _____

Sports Bronze Award

Do nine of the following:

1. Demonstrate by means of a presentation at a crew meeting, Cub Scout or Boy Scout meeting, or other group meeting that you know first aid for injuries or illnesses that could occur while playing sports, including hypothermia; heatstroke; heat exhaustion; frostbite; dehydration; sunburn; blisters; hyperventilation; bruises; strains; sprains; muscle cramps; broken, chipped, loosened, or knocked-out teeth; bone fractures; nausea; and suspected injuries to the back, neck, and head.

2. Write an essay of at least 500 words that explains sportsmanship and tells why it is important. Give several examples of good sportsmanship in sports. Relate at least one of these to everyday leadership off the sports field.

OR

Make a presentation to your crew or a Cub Scout or Boy Scout group of at least 30 minutes with the same requirements as for the essay.

3. Take part as a member of an organized team in one of the following sports: baseball, basketball, bowling, cross-country, diving, fencing, field hockey, football, golf, gymnastics, lacrosse, rugby, skating (ice or roller), soccer, softball, swimming, team handball, tennis, track and field, volleyball, water polo, or wrestling (or any other recognized sport approved in advance by your Advisor except boxing and karate).

4. Organize and manage a sports competition, such as a softball game, between your crew and another crew, between two Cub Scout dens or packs, between two Boy Scout patrols or troops, or between any other youth groups. You must recruit at least two other people to help you manage the competition.

5. Make a set of training rules for a sport you pick. Design an exercise plan including selected exercises for this sport. Determine for this sport the appropriate target heart rates and desired training effects. Follow your training plan for at least ninety days, keeping a record showing your improvement.

employers, or community leaders.

9. After completing all other requirements, prepare evidence of completion of your work and submit it to the crew Advisor.

10. Be interviewed by the review committee assembled by the crew President and Advisor, and have them review your evidence of completion.

11. Qualify for the Gold Award before your 21st birthday.

Gold Award

To complete this award, you must obtain the Gold Award Application (part of the Silver Award Guidebook, No. 25-015). You can ask your advisor for a copy of the application.

1. Earn one of the Venturing Bronze Awards. _____
2. Be a registered Venturer in your crew or ship for at least 12 months. _____
3. Be active in your crew or ship, and serve (or have served) in a leadership position either in or out of Venturing. _____
4. Participate in at least one district, council, area, regional, or national Venturing event. _____
5. Meet with your advisor and plan six personal growth goals relating to the six Venturing experience areas:
Outdoor: _____
Fitness: _____
Leadership: _____
Citizenship: _____
Social: _____
Service: _____
6. Plan, prepare for, and lead to completion two or more crew activity projects that relate to at least two of the six experience areas. _____
7. Be able to recite the Venturing Oath. _____
8. Submit three letters of recommendation to the crew Advisor or ship Skipper that confirm he or she lives in accordance with the principles of the Venturing Oath. The letters should come from adults outside the crew, such as school or church leaders, _____

6. Make a tabletop display or give a presentation for your crew, another crew, a Cub Scout or Boy Scout group, or another youth group that explains the attributes of a good team leader and a good team player. Select athletes that exemplify these attributes. _____
7. Make a display or presentation on a selected sport for your crew or another group covering (a) etiquette for your sport, (b) equipment needed, (c) protective equipment needed and why it is needed, (d) history of the sport, and (e) basic rules. _____
8. Research and then, at a crew meeting or other youth group meeting, manage a discussion on drug problems as they relate to athletes. What drugs are banned? What impact do these banned drugs have on the human body and mind? Where can information about these drugs be found? How do some sports organizations fight sports drug abuse? Cover at least the following drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine. _____
9. Research and then, at a crew meeting or other youth group meeting, manage a discussion on recent training techniques used by world-class athletes. Compare them to training techniques of 25 and 50 years ago. (This must be different than the discussion in requirement 8.) _____
10. Study ways of testing athletes for body density. Fat content can be measured by skin-fold calipers, body measurements, and hydrostatic weighing. Then recruit a consultant to assist you as you determine the body density and fat content for your fellow crew members at a crew meeting or special activity. _____
11. Select a favorite Olympic athlete, a highly respected athlete in your city, or a favorite professional athlete and research his or her life. Make an oral presentation or tabletop display for your crew or another youth group. _____
12. Explain the importance of proper nutrition as it relates to training for athletes. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes. _____

Youth Ministries Bronze Award

Do nine of the following:

1. Earn your denomination's Venturing-age religious award. Use BSA God and Life Student packet, No. 33609, and Counselor packet, No. 33610. _____

2. (a) Learn about cultural diversity. _____
(b) Make a presentation or tabletop display using the information you learned in (a) above. _____

OR

(c) Invite someone from a different cultural background from yours and the majority of your crew's members to give a presentation on a subject of his or her choosing. Introduce your guest. _____

(d) Participate in a discussion about cultural diversity with your crew, Sunday school class, or other group. _____

3. Plan and lead a service project such as helping to build a Habitat for Humanity house, participating in a community cleanup project, or taking on a fix-up project for a nursing home or nursery. _____

4. (a) Serve as a volunteer in your church or synagogue or another nonprofit organization for at least three months. _____

(b) Keep a personal journal of your experiences each time you worked as a volunteer. _____

(c) After you have served as a volunteer for at least three months, share your experiences and how you feel about your service with others. _____

5. Go on a religious retreat or religious trek lasting at least two days. _____

6. Produce or be a cast member in some type of entertainment production with a religious or ethical theme, such as a play, a puppet show, or concert for a group such as a children's group, retirement home, homeless shelter, or Cub Scout or Boy Scout group. _____

7. Serve as president, leader, or officer of your Sunday school _____

40 hours.

2. On one of your skating trips, demonstrate to the adult skating counselor approved by your Advisor that you are proficient in this sport. _____

3. Give instruction and assistance to a group of beginner skaters. _____

4. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on ice skating. _____

3. Give instruction and assistance to a group of beginner Nordic skiers. _____

4. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on Nordic skiing. _____

Snowboarding

1. During a winter season, participate in at least six recreational snowboarding sessions totaling 40 hours. _____

2. On one of your ski trips, demonstrate to the adult snowboarding counselor approved by your Advisor that you are proficient in this sport, snowboarding all types of ski terrain, including jumps and other boarding maneuvers. _____

3. Give instruction and assistance to a group of beginner snowboarders. _____

4. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on snowboarding. _____

Snowmobiling

1. During a winter season, participate in at least six recreational snowmobiling sessions totaling 40 hours. _____

2. On one of your ski trips, demonstrate to the adult snowmobiling counselor approved by your Advisor that you are proficient in this sport, snowmobiling all types of terrain, and that you can navigate using maps and compass to plan and carry out a trip. _____

3. Give instruction and assistance to a group of beginner snowmobilers. _____

4. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on snowmobiling. _____

Ice Skating

1. Participate in at least 10 recreational skating sessions totaling _____

class or youth group.

8. Complete a Standard First Aid course or higher course or its equivalent. _____

9. (a) Participate in at least two Ethical Controversies activities as a participant. _____

(b) Be a facilitator for at least two Ethical Controversies activities for your crew, another crew, your school class, a Boy Scout troop, or another group. _____

(c) Lead or be a staff member in putting on an Ethics Forum for your crew, your church or synagogue, or your Sunday school class. _____

10. Serve as a Sunday school teacher or assistant for a children's Sunday school class for at least three months, or as a volunteer for a church/synagogue children's activity such as vacation Bible school. (This must be different than requirement 4 above.) _____

11. Meet with your church or synagogue minister/rabbi/leader to find out what he or she does, what they had to do to become a leader, and what they think is the most important element of their job. _____

Apprentice Sea Scout Rank (Sea Scout Bronze Award)

Ideals

1. Qualify as an official member of your Sea Scout ship by taking part in the ship's admission ceremony. _____
2. Repeat from memory and discuss with an adult leader the Sea Promise. Discuss the Scout Oath and Law, and agree to carry out the provisions of your ship's code. *Reference: Pages iv, 4-10* _____

Active Membership

3. Attend at least 75 percent of your ship's meetings for at least one month. *Note: Check with your ship's yeoman.* _____
4. Provide evidence that your dues are paid up and that you are doing your fair share in helping to finance your ship's program. *Note: Check with your ship's purser.* _____
5. Describe the Sea Scout uniforms adopted by your ship and obtain a suitable uniform. Tell how and when the uniform is worn and how to care for it. *Reference: Pages 3-15, 3-25* _____

Special Skills

6. Seamanship: Using both large and small line, tie and explain the use of the following knots: square knot, bowline, clove hitch, sheet bend, two half hitches, figure-of-eight, and cleat hitch. Demonstrate the ability to use a heaving line. *Reference: Pages 5-4 — 5-6* _____
7. Safety: Know the elementary safety rules for small boats. Know the safety rules that apply to the floating equipment used by your ship, and safety standards in the use of power tools, machinery, lifting heavy objects, and other safety devices used by your ship. Demonstrate the proper use of a personal flotation device such as a life jacket or a life buoy. Be familiar with and be able to list the standard marine distress signals, and demonstrate the procedure to send a VHF distress call. *Reference: Pages 5-83 — 5-91; 5-41; 5-51 — 5-53* _____
8. Customs: Demonstrate the proper procedure for boarding a vessel. Demonstrate normal usage of personal courtesy on board a ship. *Reference: Pages 2-12,* _____

Winter Sports

1. Be familiar with cold weather-related injuries and how to avoid and treat them. _____
2. Know and explain the safety codes for your chosen winter sport (alpine skiing, Nordic skiing, snowboarding, snowmobiling, or ice skating). Example: Skier's Responsibility Code found in the National Ski Areas Association Classroom Guide for skier education, published by the National Ski Patrol. _____
3. Design a 30-day physical fitness and stretching program that will prepare you for your chosen winter sport, including exercising and stretching for at least 30 minutes three times a week for 30 days. _____
4. Choose one of the following winter sports and complete the requirements for that sport. _____

Alpine Skiing

1. During a winter season, participate in at least six recreational ski sessions totaling 40 hours. _____
2. On one of your ski trips, demonstrate to the adult ski counselor approved by your Advisor that you are proficient in this sport, skiing various types of ski terrain, including moguls. _____
3. Give instruction and assistance to a group of beginner skiers. Teach them basic turns and stops. _____
4. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on alpine skiing. _____

Nordic Skiing

1. During a winter season, participate in at least six recreational ski sessions totaling 40 hours. _____
2. On one of your ski trips, demonstrate to the adult ski counselor approved by your Advisor that you are proficient in this sport, skiing all types of ski terrain, and that you can use a map and compass while skiing. _____

Do 5, 6, or 7.

2-13, Appendix K

5. (a) Learn the American Whitewater Affiliation Safety Code. _____
- (b) Demonstrate during a watercraft activity that you know the American Whitewater Affiliation Safety Code. _____
- (c) Learn about the International Scale of River Difficulty. _____
- (d) Learn and be able to describe the six classifications of rivers. _____
- (e) On a whitewater river map of your choice, be able to show why different sections are classified the way they are. _____
- (f) Learn and explain the differences in recreational canoes, touring canoes, downriver canoes, whitewater playboat canoes, decked canoes, recreational kayaks, touring kayaks, and whitewater playboat kayaks. _____
- (g) Learn and use paddling techniques and maneuvers for: _____
- Canoe, both single and double passenger _____
 - Kayak, single or double passenger _____
- (h) Paddle a slow river a distance of at least eight miles or run a whitewater river a distance of six miles with at least one class III rapid. _____
6. (a) Learn and demonstrate the BSA rules for boardsailing. _____
- (b) Learn how to boardsail. _____
7. Become certified as a US Sailing Small Boat Sailor or US Sailing Instructor. _____

9. Swim Test: Swim 75 yards/meters in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards/meters using an easy resting backstroke. After completing the swim, rest by floating. Discuss the Safe Swim Defense Plan with a ship's officer. *Reference: Page 5-88; Swimming merit badge pamphlet, No. 33299* _____
10. Work: Log at least 16 hours work on ship's equipment, projects, or activities other than regular ship meetings, parties, dances, or fun events. *Note: Arrange for this through the ship's officers.* _____

Ordinary Sea Scout Rank

Ideals

1. Give an explanation of both Sea Scout emblems and tell how and why they are used. Prove that you have a general understanding of the customs and courtesies of the sea. *Reference: Pages 3-15; 2-12 — 2-19* _____
2. Give a brief history of the U.S. flag, and show when to fly it and how to hoist, lower, fold, display, and salute it. *Reference: Pages 2-14 — 2-16* _____

Active Membership

3. Attend at least 75 percent of your ship's meetings and special activities for six months. *Note: Check with your ship's yeoman.* _____
4. Complete quarterdeck training, either as an elected officer or as a prospective officer, as provided and required by your ship or council. _____
5. Recruit a new member for your ship and follow through until he or she is registered and formally admitted. (This requirement may be waived by the ship's committee if additional membership is not possible at the time the Sea Scout applies.) *Reference: Pages 2-20 — 2-21* _____

Special Skills

6. Boats: Know the identifying features and special advantages of ten of the following types of boats: punt, skiff, dory, dinghy, pulling whaleboat, motor whaleboat, pram, kayak, canoe, catamaran, trimaran, runabout, motor cruiser, motor sailer, motor lifeboat, self-bailing surfboat. _____
- Name the principal parts of the type of craft commonly used by your ship. _____
- Know the proper display of boat flags and courtesy on small boats. _____
- Demonstrate your ability to handle a rowboat. *Reference: Pages 2-18 — 2-19; 5-98 — 5-101; 5-104 — 5-106, and Rowing merit badge pamphlet, No. 33392* _____

record bull from a distance of 50 feet for a total of 60 shots. Of the 60 shots, you must shoot 20 shots in each position-prone, standing (off-hand), and kneeling. You must score 225 of a possible 600. (you may use any .22 rifle with a maximum retail value of \$235.)

OR

Precision Course: Using six A17 targets, shoot one shot at each record bull from a distance of 50 feet for a total of 60 shots. Of the 60 shots, shoot 20 shots in each position-prone, standing (offhand), and kneeling. You must score 420 of a possible 600. (You may use any .22 rifle.) _____

3. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group about what you have learned about shooting sports. Include information about shooting sports in the summer and winter Olympics. _____

Watercraft

1. (a) Explain the BSA Safety Afloat plan. _____
(b) Demonstrate during a watercraft activity that you know the BSA Safety Afloat plan. _____
2. Complete a basic boating safety course provided by the U.S. Coast Guard Auxiliary, U.S. Power Squadrons, US Sailing, American Red Cross, or your state's boating law administrator. _____
3. (a) Learn and demonstrate water rescue techniques, including self rescue, group rescue, boat assisted rescue, short-line rescue, boat-over-boat rescue, and rescuing a pinned craft. _____
(b) Learn and demonstrate that you know the rules for avoiding water-caused hypothermia and what to do in case of hypothermia. _____
4. Make a presentation to your crew, another crew, a Cub or Boy Scout group, or another youth group on boating safety. _____

Outdoor: Shoot 30 arrows at 40 meters on a 122-centimeter five color target. You must score 210 of a possible 300. _____

(d) Muzzle-Loading Rifle: _____
(NMLRA = National Muzzle Loading Rifle Association)

Shoot one shot at each bull's-eye on 10 targets (M02400-NMLRA) for a total of 50 shots from the standing (off-hand) position at a distance of 25 yards. You must score 250 of a possible 500. _____

Then, shoot five shots at one target (M02406-NMLRA) from the standing (off-hand) position at a distance of 50 yards. You must score 25 of a possible 50. _____

Then, shoot five shots at one target (M02406-NMLRA) from the sitting position, resting the rifle on "crossed sticks" at a distance of 50 yards. You must score 25 of a possible 50. _____

(Total shots for muzzle loading is 60 shots.)

(e) Pistol:

Shoot 10 shots at each of six targets (B-2) from the standing (off-hand) position in a maximum time of 10 minutes per target from a distance of 50 feet. You must score 360 of a possible 600. (You may use any .22-caliber pistol or revolver and can use either the one- or two-hand grip or both.) _____

(Total shots for pistol is 60 shots.)

f. Shotgun:

Break 25 clay birds of a possible 50 on a skeet course and 25 clay birds of a possible 50 on a trap course. _____

OR

Break 50 clay birds of a possible 100 on a skeet course. _____

OR

Break 50 clay birds of a possible 100 on a trap course. _____

g. Small Bore Rifle

Porter Course: Using six A17 targets, shoot one shot at each _____

7. Marlinspike Seamanship: Using line appropriate to the craft you normally use, tie the following knots and explain the use of each: overhand knot, stevedore's knot, bowline on a bight, timber hitch, rolling hitch, marline hitch, midshipman's hitch, and double bowline (French bowline). _____

Name the various materials used for rope, the advantages and disadvantages of each, and the characteristics of laid and braided rope. Understand the meaning of lay, thread, strand, and hawser. _____

Demonstrate the ability to secure a line to pilings, bits and rings, and to coil, flake, and flemish a line. Know how rope is sized and measured. Demonstrate how to cut and heat seal a synthetic line. *Reference: Pages 5-1 — 5-10* _____

8. Ground Tackle: Describe five types of anchors. Describe how each type holds the bottom, the kind of bottom in which it holds best, and any other advantages or disadvantages. _____

Name the parts of a stock and stock-less anchor. _____

Demonstrate the ability to weigh and set anchor. *Reference: Pages 5-13 — 5-18* _____

9. Piloting: Explain the degree system of compass direction. Explain variation and deviation, and show how corrections are applied to correcting and uncorrecting compass headings assigned by your consultant. _____

Name relative bearings expressed in both degrees and points. Be able to report objects in view, wind directions with respect to the boat, and know the duties of a lookout. _____

Name three kinds of devices used aboard ship for measuring speed and/or distance traveled and demonstrate their use if possible. _____

Make a dead reckoning table of compass and distances (minimum three legs) between two points, plot these on a chart, and determine the final position. *Note: It is best if this requirement can be met while under way. If this is not possible, it may be simulated, but the courses and charts used must be those in the normal cruising* _____

area of the ship. Reference: Pages 5-32 — 5-35; 5-53 — 5-58

10. Communications: Name the three principal methods of visual signaling and explain the advantages and limitations of each method. _____

Name the three principal types of radiotelephone equipment in marine use and demonstrate your knowledge of correct radiotelephone procedures. Reference: Pages 5-67 — 5-70; 5-50 — 5-53, and International Code of Signals, Pages 5- 13 _____

11. Time: Understand Universal coordinated time (Greenwich mean time) and zone time, and demonstrate the ability to convert from one to the other for your local area. Name the seven watches and bell time. Understand the 24-hour system of telling time. Reference: Pages 5-74; 4-9 — 4-10 _____

12. Swimming: Meet the requirements for the Swimming merit badge. Reference: Swimming merit badge pamphlet, No. 33299, and Page 5-88 _____

13. Cruising: Take part in the planning and make a 2-day (including overnight) cruise in an approved craft under leadership. Submit a satisfactory log of the cruise. _____

Name the wheel or helm orders specified in the current Pilot Rules manual. While on the cruise, perform the duties of a helmsman. Reference: Page 5-66; 4-36 — 4-39 Note: For each day of the cruise, fill out a harbor log. _____

14. Safety: Know the man overboard, fire, abandon ship and all other drills used by your ship. _____

List the equipment that should be contained in an abandon ship bag, and a list of duties to be performed before abandoning ship. _____

List safety equipment required by law for your ship's main vessel. Discuss BSA Safety Afloat with a ship's officer. _____

Reference: Pages 5-84 — 5-85, 5-90, and BSA Safety Afloat Training Outline, No. 34159, and Federal Requirements and Safety Tips for Recreational Boats, U.S. Coast Guard

retail value of \$75 and may use a one-hand grip, two-hand grip, or a combination of both.)

OR

Air Pistol (International Course):

Shoot five shots each at eight bull's-eye B-40 targets at a distance of 33 feet for a total of 40 shots. You must score 220 points of a possible 400. You may use any .177 air pistol. All targets must be fired in the standing position only using only one hand to support the pistol. _____

(b) Air Rifle (Sporter Course):

Shoot two shots at each bull (10 shots per target) from a distance of 33 feet using six AR5/5 targets. Of the 60 shots total, shoot 20 shots in each position-prone, standing (off-hand), and kneeling. You must score 225 of a possible 600. (You may use any .177 air rifle with a maximum retail value of \$130.) _____

OR

Air Rifle (Precision Course):

Shoot two shots at each bull (10 shots per target) from a distance of 33 feet. Of the 60 shots total, shoot 20 shots in each position - prone, standing (off-hand), and kneeling. You must score 420 of a possible 600. (You may use any .177 air rifle.) _____

(c) Archery (Magnifying sites are OK to use in this discipline.)

Recurve Bow

Indoor: Shoot 30 arrows at 18 meters on a 60-centimeter five color target. You must score 150 of a possible 300. _____

Outdoor: Shoot 30 arrows at 40 meters on a 122-centimeter five color target. You must score 200 of a possible 300. _____

OR

Compound Bow

Indoor: Shoot 30 arrows at 18 meters on a 40-centimeter five color target. You must score 150 of a possible 300. _____

3. Assist with a Discover Scuba program. (Note: An Open Water Diver may assist with logistics under the guidance of the instructor conducting the program, but is not qualified to and is not expected to perform as a professional-level assistant such as a divemaster or assistant instructor.) _____

Shooting Sports

1. (a) Recite, explain, and demonstrate the three primary shooting safety rules. _____

(b) Recite and explain the range commands. _____

(c) Identify the parts of a pistol, rifle, or bow (whichever one you select) and explain the function of those parts. _____

(d) If you chose air pistol, air rifle, muzzle-loading rifle, pistol, or small-bore rifle for your shooting discipline, explain how "minute of angle" is used to "zero" the airgun or firearm. _____

(e) If you chose muzzle-loading rifle as your shooting discipline, recite the proper steps for loading a muzzle-loading rifle and the proper sequence of firing the shot. Explain each step. _____

(f) If you chose archery as your shooting discipline, recite and explain the nine steps to the 10 ring. _____

(g) If you chose shotgun as your shooting discipline, explain how you sight a shotgun differently than you would a rifle. _____

2. Complete a basic training course and the course of fire for one of the following shooting disciplines: (a), (b), (c), (d), (e), (f), or (g). (*Restrictions: Telescopic sights, electronic sights, and laser sights are prohibited in all disciplines except archery.*)

Shooting must be under the supervision of a certified instructor and with equipment approved by that instructor.

(a) Air Pistol (Sporter Course):

Shoot five shots each at eight TQ7 targets at a distance of 25 feet for a total of 40 shots. You must score 240 out of a possible 400. (You may use any .177 air pistol with a maximum _____

15. **Galley:** While on a cruise or at a camp, prepare or take charge preparing a breakfast, lunch and dinner, including boiled, fried, and uncooked dishes. Demonstrate your ability to properly use the galley equipment or personal cooking gear aboard your craft. Demonstrate appropriate sanitation techniques for food preparation and meal cleanup. _____

Submit a menu, list of provisions, and estimated costs before meeting the above requirement. _____

Explain the use of charcoal, pressurized alcohol, propane, and compressed natural gas stoves including safety precautions for each. *Reference: Cooking merit badge pamphlet, No. 33257, and Pages 4-37; 5-86* _____

16. **Sailing:** Name the principal parts of the masts, booms, spars, standing and running rigging, and sails of a gaff- or Marconi-rigged sloop, schooner, and ketch or yawl. _____

Describe the identifying characteristics of a sloop, ketch, yawl, cutter, and schooner. *Reference: Pages 5-92; 5-98 — 5-99; A-14 — A-15* _____

17. **Work:** Log at least 16 hours work on ship's equipment, projects, or activities other than regular ship meetings, parties, dances, or fun events. *Note: Arrange this through the ship's officers.* _____

18. **Electives:** Do any three of the following. *Note: Many ships place emphasis on differing skills because of the nature of their programs. Check with ship's officers before selecting electives to assure that they will be consistent with the ship's program.*

a. **Drill:** Demonstrate your ability to execute commands in close-order drill. *Reference: Pages 4-16 — 4-18* _____

b. **Signaling:** Send and receive semaphore messages using proper procedures at a rate of at least 30 letters a minute. *Reference: Page 5-68* _____

c. **Compass:** Box the compass to 32 points and demonstrate your ability to compute the degree heading for each _____

point. Describe the relationship between the 32 points and the relative bearing system using points. *Reference: Page 5-32 — 5-33*

d. Yacht Racing: Describe the procedures used in yacht racing, the signals used by the race committee to start a race, and serve as a crew member in a race sailed under current International Yacht Racing Union Rules. *Note: Secure the help of your ship's officers to obtain a copy of the current version of the IYRU racing rules from the US Sailing Association and secure a berth on your nearest qualified yacht club race, or sail in your local council or regional sailing races. Reference: IYRU rule book*

e. Sailing: In a cat-rigged or similar small boat, demonstrate the ability to sail singlehandedly a triangular course (leeward, windward, and reaching marks). Demonstrate beating, reaching, and running. A qualified instructor must observe this. *Reference: Pages A-7 — A-8*

f. Ornamental Ropework: Demonstrate your ability to make a three-strand turk's head and a three-stand monkey's fist. Using either ornamental knot, make up a heaving line. *Note: While pages 5-4 — 5-6 will be helpful, ornamental ropework is far too complicated to describe and illustrate effectively within a manual of this type. Secure the help of a consultant and read the literature he or she recommends.*

g. Engines: Perform routine maintenance on your ship's propulsion system including filter, spark plug, oil changes, and other appropriate proper fueling procedures. Refer to operation manuals or ship officers for correct procedures. *Reference: Page 5-86*

5. Do (a) or (b).

(a) Make a tabletop display or presentation on your project for your crew, another crew, a Cub or Boy Scout group, or another group.

(b) Submit an article about your project to a local newspaper, radio station, your school newspaper, or TV station.

Project COPE

Do 1, 2, or 3.

1. (a) Complete a BSA Project COPE course including both low and high initiatives. (Project COPE stands for Challenging Outdoor Personal Experience and is an outdoor course available through most Boy Scout councils. It usually involves a weekend of team building using group initiative games and low and high ropes course obstacles. This is an excellent crew activity.)

(b) After you have personally been through a COPE course, help run at least two other COPE courses.

2. Attend BSA camp school and successfully complete the COPE director's course.

3. Complete a hands-on outdoor education course through a college or university of at least 80 hours.

SCUBA

1. Become certified as an Open Water Diver by the Professional Association of Diving Instructors (PADI) or the National Association of Underwater Instructors (NAUI). If PADI or NAUI instruction and certification are not available, certification may be accepted from other agencies that comply with the Recreational Scuba Training Council (RSTC) guidelines, provided that such acceptance has been expressly approved by your local BSA council in consultation with the BSA national Health and Safety Service.

2. Make a presentation to your crew, another crew, or a Cub or Boy Scout group on what it takes to become certified and some other subject related to scuba diving.

Plants and Wildlife

1. Write a paper or make a presentation on a plant or wildlife species. Include its value as seen from various perspectives, some of the problems various species face, and how we might be able to help. _____
2. (a) Select an area approved by your Advisor that contains several species of wildlife or plants. Observe this area thoroughly in various conditions and seasons of the year. Study the history of this area, paying particular attention to how it has changed over time, ownership, land use patterns, and landform and climatic changes. _____

(b) Make a presentation on interaction between species; the reaction of various species to changes in conditions or outside influences; the degree to which this area provided food, shelter, materials, and protection for each species; population trends; your predictions on the future of these species; suggested actions to protect or enhance the population; and the investigation methods you used. _____
3. (a) Study a specific plant or wildlife species approved by your Advisor that can be found in several different areas. Observe this species thoroughly in various areas and seasons of the year. Study the history of this species, paying particular attention to how it has adapted over time. _____

(b) Make a presentation on this species; any reactions to changes in conditions or outside influences; this species' needs for food, soil, shelter, materials, protection, assistance with propagation, etc.; population trends; your prediction for the future of this species; suggested actions to protect or enhance the population; and the investigation methods you used. _____
4. Under the guidance of a resource professional, plan, lead, and carry out a project approved by your Advisor designed to benefit plants or wildlife. Involve others so that you can increase their awareness of the condition of plants and wildlife in your area. _____

Able Sea Scout Rank

Ideals

1. Organize and conduct two impressive opening ceremonies and two impressive closing ceremonies for your ship. *Reference: Pages 2-16 — 2-18* _____
2. Demonstrate and explain the proper etiquette for boarding a Sea Scout vessel, landship, and navel vessel. Explain and demonstrate when and where to display the U.S. ensign, ship, and signal flags on a Sea Scout, Coast Guard, or Naval vessel. _____

Or

- Lead your ship in a discussion of how the sea history of our nation has contributed to our way of life. *Reference: 2-17 — 2-19; 4-18* _____

Active Membership

3. Attend at least 75 percent of your ship's meetings and special activities for one year. _____
4. Serve effectively either as an elected officer of your ship or as the chair of a major activity. *Reference: Pages 2-3 — 2-9; 4-26 — 4-28* _____
5. Prepare and present a 15-minute program on Sea Scouting to a Boy Scout troop, Venturing crew, Venturing Officers' Association meeting, school class, or other youth group. Some of the time should be used to describe the activities of your ship with time allowed for questions and discussion of Sea Scouting. _____

Special Skills

6. Boats: Know and use a customized equipment checklist for your vessel. Learn and demonstrate your ability to operate a boat equipped with an outboard motor of not more than 25 horsepower properly. Included should be proper mounting of the motor, fueling, manual starting, leaving a dock, maneuvering, coming alongside, and securing the motor (including flushing if in salt water). Some states require an operator's license for outboard motor operations. Secure such a license if required before meeting this requirement. _____

Locate the capacity plate required to be affixed to all newer small boats. Show how to compute the safe loading capacity of a small boat. *Reference: Pages 5-19; 5-90; 5-101 — 5-103, and Motorboating merit badge pamphlet, No. 33294*

7. Marlinspike Seamanship: Submit an eye splice, short splice, and a palm-and-needle whipping. Know the names and functions of lines used to secure a vessel to a dock. Understand and execute docking commands used in handling lines on your ship's main vessel.

Describe the parts of a block and how blocks are sized. Demonstrate the various types of tackle used by your ship.

Submit a flat seam, round seam, and grommet eye sewn in canvas or Dacron. Describe how each is used in care of sails. *Reference: Pages 5-6 — 5-13; 5-19 — 5-20; 5-97 — 5-98*

8. Ground Tackle: Identify a capstan or windlass and explain its use in handling line, wire rope, or chain. Identify and explain the fittings used to handle chain.

Describe the various kinds of anchor rode and the advantages of each type.

Describe the methods of marking chain. Understand and execute the commands used in handling ground tackle. Identify and explain the use of the following: thimble, shackle, turnbuckle, pelican hook, sister hook, and other ship's hardware and fittings commonly used aboard your craft. Describe how each is sized. *Reference: Pages 5-15 — 5-18 Note: See ship's officers for identification of the hardware and fittings on your ship's main vessel.*

9. Piloting: Understand the system of aids to navigation employed in your area, including buoys, lights, and daymarks, their significance and corresponding chart symbols. Read in detail a National Ocean Service chart, preferably for the area normally cruised by your ship, identifying all marks on it. Explain the use of tide tables, current tables, light lists, and how to update a chart using Notice to Mariners.

(b) Find a physical fitness professional to administer a fitness test based on these four components. Set physical fitness goals with the help of this professional that can be accomplished in eight weeks. The physical education teachers at school should be able to do this test.

4. Develop an eight-week program to accomplish your goals. Use the principles of warm-up, cross-training, cool-down, and regularity.

5. Explain the six elements of a good diet.

6. Using the USDA Food Guide Pyramid, list six foods from each group.

7. Learn to calculate the number of calories you need if you are sedentary, moderately active, or active.

8. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes.

9. Explain the hazards of performance-enhancing drugs, including the dangers of using each of the following groups of drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine.

10. Prevention of injury is important to achieving peak physical performance. Pain is not a normal part of physical development. Soreness and discomfort may be expected, but not pain. Explain how to prevent injury in your fitness program.

11. Using what you have learned about physical fitness, teach your crew, a Cub or Boy Scout group, or another group about setting up a physical fitness program.

Outdoor Living History

1. Research a historical culture and time period of interest to you, such as Native American, mountain man, pioneer, or Revolutionary/Civil War. _____
2. Write a 2,000-word essay or make an outline describing the culture's dress, food, housing, customs, etc. _____
3. Using your research, make an outfit that represents a person or type of person (soldier, farmer, trader, hunter, chief, etc.) from your chosen culture. _____
4. Using your research, construct a working tool or weapon out of authentic materials that would have been used by the person you have chosen to represent in 3 above. _____
5. Once your clothing and accouterments are complete, attend and participate in a pow wow, rendezvous, reenactment, historical trek, or other event that includes your chosen culture. _____
6. Make a presentation of your chosen culture to your crew, another crew, a Cub or Scout group, or another group. _____
7. (a) Organize a group tour to a museum, archaeological dig, or other site of significance to your chosen culture. _____
(b) After the tour, lead your group in a discussion about what they learned. _____

Physical Fitness

1. Make an appointment with your doctor for a complete physical. Explain to your doctor you are preparing to undertake an eight-week physical fitness improvement program. _____
2. Explain at least six principles that guide you in developing a physical fitness program. _____
3. Four components of physical fitness are endurance, strength, flexibility, and body composition. _____
(a) Explain why these components are important to your physical fitness. _____

Describe the deck log kept aboard your ship's principal craft. (See description on pages 4-13 and 5-63). Keep a complete log for three cruises. _____

While on the water, determine a fix of your position from three or more visual bearings and plot this position on a chart. *Note: This is difficult to do in small sailing or power craft. Arrange for a larger, more stable craft if needed. Check with your ship's officers. Reference: Pages 5-32 — 5-65; 5-70 — 5-77; Plates 1-4* _____

10. Swimming: Meet the requirements for the Lifesaving merit badge. Reference: Lifesaving merit badge pamphlet, No. 33278 _____

11. Cruising: Make a long cruise (two weeks) after becoming Ordinary. _____

Earn the Long Cruise badge. *Reference: Pages 4-32 — 4-39* _____

12. Safety: Know and put into practice the rules for fire prevention. Conduct a fire safety inspection of the craft normally used by your ship or of your ship's meeting place. Note any fire hazards and report them to your ship's officers. _____

Know the different kinds of fire extinguishing agents and how each works. Know the classes of fires and the type of fire extinguisher that may or may not be used for each. In a safe place under adult supervision, demonstrate the extinguishing of class A and class B fires with an approved fire extinguisher. See that the fire extinguisher used is properly recharged or replaced. *Reference: Pages 5-85 — 5-86, and Firemanship merit badge pamphlet, No. 33317* _____

13. First Aid: Meet the requirements for First Aid merit badge or American Red Cross Standard First Aid. Obtain CPR certification. Demonstrate the Heimlich maneuver and tell when it is used. *Reference: First Aid merit badge pamphlet, No. 33276, Boy Scout Handbook, Pages 416-417* _____

14. Rules of the Road: Explain and demonstrate a working knowledge of the nautical rules of the road that govern the local waters used by your ship's principal craft. _____

Explain and demonstrate ship's lights, rules in limited visibility, whistle signals, and right of way including exceptions vessels. Describe special lights and day shapes deployed on the following vessels: not under command; restricted by ability to maneuver; constrained by draft; fishing (trawling); sailboat. *Reference: Pages 5-35 — 5-40*

15. Navigation: Understand the systematic division of the earth's surface by latitude and longitude. On Mercator charts, place the coordinates of maritime positions and locate positions on charts when furnished with coordinates.

Demonstrate your ability to fix your position by the following methods: lines of positions on two known objects, running fix, and estimated position. Discuss the method for establishing a radar fix. Lay a course and execute it using dead reckoning. Establish distance from a known object using double the angle on the bow, and explain how to set a danger angle. Discuss how G.P.S. (Global Positioning System) works, the purpose of way points, and the use of set and drift. *Reference: Pages 5-56 — 5-61; 5-70 — 5-71; 5-76 — 5-77 Note: If this requirement cannot be met under way, the skills should be demonstrated using charts of the ship's normal cruising area.*

16. Boat Maintenance: Know how and why to use marine enamel, varnish, and synthetic coatings for both topsides and underbodies of boats. Demonstrate the proper surface and coating preparation, coating techniques, care of stored coatings, and cleaning of brushes. Explain any special techniques needed for maintaining and repairing fiberglass hulls and decks.

Know the names, uses, sizes, and proper care of the common hand tools used aboard your craft. *Reference: Pages 5-23 — 5-24; 5-31 Note: Consult your ship's officers and the marine supplier or maintenance people in your area with which your ship does business for information on the above.*

17. Electives: Do any three of the following. *Note: Many ships place emphasis on differing skills because of the nature of their programs. Check with ship's officers before selecting electives to assure that they will be*

(b) Be able to identify and describe the use of at least three different types of hardware and setups.

(c) Tell about proper climbing safety both before and during a climb.

(d) Learn about rescue equipment and techniques.

(e) Learn about appropriate clothing, footwear, gloves, helmets, and other climbing gear.

6. Be able to correctly put on and then be able to teach others how to put on at least two of the following:

- Commercially made climbing harness
- Diaper sling
- Knotted leg-loop seat
- Swiss seat sling

7. a. Demonstrate three types of belays.

b. Learn and then demonstrate that you know proper verbal climbing and belaying signals used between climber and belayer.

8. Do (a) and (b), or do (c).

a. Under the supervision of a qualified rappelling or climbing instructor, rappel at least 30 feet down a natural or artificial obstacle.

b. Under the supervision of a qualified climbing instructor, climb at least 30 feet up a natural or artificial obstacle.

c. Attend a two-day rock climbing clinic/course led by a qualified climbing instructor. This course should include some instruction on technical rock climbing.

9. Lead your crew, another crew, an older Boy Scout group, or another teenage group on a climbing and/or rappelling activity. Recruit adequate, qualified adult instructors and assist in instruction.

Mountaineering

You must complete the first aid core requirement before you begin this elective.

1. (a) Explain the difference between bouldering and technical climbing. _____
- (b) Tell how bouldering can help your crew get ready for more advanced climbing. _____
- (c) Demonstrate bouldering using the three-point stance and proper clothing. _____
2. (a) Explain the classification and grades of climbing difficulty in technical rock climbing. _____
- (b) Tell how weather can change the difficulty of any ascent. _____
3. Learn and then teach the following climbing knots to your crew, another crew, a Scout group, or another group: _____
 - Figure eight on a bight _____
 - Water knot _____
 - Bowline on a coil _____
 - Figure eight follow-through _____
 - Grapevine knot _____
4. (a) Learn about the different types of ropes available for climbing and explain the uses of each and the characteristics of each. _____
- (b) Learn proper climbing rope care. Know and practice proper coiling and storage. _____
- (c) Know how to keep proper records on climbing rope and how to inspect it for wear and damage. Know when to retire a rope. _____
- (d) Using the knowledge acquired above, make a tabletop display or a presentation for your crew, another crew, a Cub Scout or Boy Scout group, or another group. _____
5. (a) Demonstrate the difference between natural and artificial anchors. _____

consistent with the ship's program.

- a. Sailing: While in command of a crew of not less than two other persons, demonstrate your ability to sail a sloop or another suitable boat correctly and safely over a triangular course (leeward, windward, reaching marks) demonstrating beating, reaching, running, and the proper commands. *Reference: Pages A-7 — A-8* _____
- b. Boats: Teach and command a crew under oars using a boat pulling at least four oars single- or double-banked. Perform the following maneuvers: get under way, maneuver ahead and back, turn the boat in its own length, dock, and secure. *Reference: Pages 5-20 — 5-21; 5-105 — 5-107* _____
- c. Radio: Demonstrate the correct procedures to transmit and receive radiotelephone distress (Mayday), urgency (Pan), and safety (Security) messages, as well as normal traffic. *Reference: 5-51 — 5-53, and Marine Radio, Could be a Lifesaver, U.S. Coast Guard* _____
- d. Drill: Demonstrate your ability to give and execute commands in close-order drill. *Reference: Pages 4-16 — 4-18* _____
- e. Engines: Understand the safe and proper procedures for gasoline and diesel inboard engines, including: fueling, pre-starting checks, ventilation, starting, running, periodic checks while running, securing, postoperative checks, and keeping an engine log. _____
 Demonstrate using the type (gasoline or diesel) of engine aboard the craft you most frequently use if possible. Understand and demonstrate the preventive maintenance schedule recommended by the manufacturer. _____
 Demonstrate basic knowledge of troubleshooting. *Reference: Pages 5-22 — 5-30, and Motorboating merit badge pamphlet, No. 33294* _____

f. Yacht Racing: Demonstrate your understanding of the shapes, flag hoists, gun, and horn signals used in sailboat racing as well as a working knowledge of the racing rules of the International Yacht Racing Union. _____

Serve as helmsman with one or more additional crew members of a sloop-rigged or other suitable boat with a spinnaker, in a race sailed under IYRU racing rules. _____

g. Sea History: Know the high lights of sea history from the earliest times to the present date. Include the evolution of boat construction and propulsion, important voyages of exploration and development, the origin of sea traditions, and leaders of United States sea history and their achievements. *Reference: Pages 1-1 — 1-5* _____

h. Ornamental Ropework: Demonstrate your ability to fashion the following items of ornamental ropework: four strand turk's head, coach whipping, cockscombing, round braid, flat sennit braid, wall knot, and crown knot. Make a useful item such as a bos'n's call lanyard, rigging knife lanyard, bell rope, etc., or decorate some portion of your ship's equipment such as a stanchion, rail, lifeline, tiller, etc., as an example of your work. *Reference: Pages 5-4 — 5-6* _____

i. Specialty Proficiency: Do one of the following: become a certified scuba diver; become proficient in windsurfing, surfing, kayaking, or white water rafting/canoeing. _____

Youth Hunter Education Challenge event sponsored by your state.

3. Do (a), (b), or (c).

(a) Assist a certified hunter education instructor with a hunter education course. _____

(b) Either plan or assist in putting on a National Hunting and Fishing Day program. _____

(c) Talk with a game warden/ conservation officer about his/her job. If possible, observe/assist at a game check station in your state. _____

4. Plan and carry out a hunting trip approved by an Advisor. _____

5. Make a tabletop display or presentation on what you have learned for your crew, another crew, a Cub or Boy Scout group, or another youth group. _____

Lifesaver

1. Do (a), (b), or (c)

(a) Complete the Boy Scout or Venturing Lifeguard requirements and hold a current certification. (Note: BSA Lifeguard certification lasts for three years from the time of certification.) _____

(b) Complete a 45-plus-hour emergency response course or an EMT Basic course. _____

(c) Earn the American Red Cross Lifeguard Training certificate. _____

2. (a) Help build a crew or family first aid kit. _____

(b) Know how to use everything in the kit. _____

(c) Teach another person or group how to make and use a first aid kit. _____

7. Do one of the following:

- Build a fishing rod-the type of your choice. _____
- Tie six freshwater or saltwater flies common to your area. _____
- Design and make your own fishing lure (not a fly) and explain the fish-attracting principle of the lure. _____

8. Do one of the following:

- Plan or assist with a National Fishing Week or National Hunting and Fishing Day event. _____
- Assist with a Hooked On Fishing, Not On Drugs program. _____
- Organize and lead a fishing trip or event to introduce other youth to fishing. _____

9. Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on what you have learned about fishing. _____

Hunting

1. (a) Successfully complete a hunter education course offered by your state wildlife/conservation agency. _____
- (b) Learn and explain the requirements to become a volunteer hunter education instructor in your state. _____
- (c) Explain how to report a wildlife-related violation to the appropriate law enforcement agency. _____

2. Do (a), (b), or (c).

- (a) Successfully complete a bowhunter education course offered by your state or the National Bowhunter Education Foundation. _____
- (b) Successfully complete a National Muzzle Loading Rifle Association Rifle Basic course. _____
- (c) Participate in a National Rifle Association-International Hunter Education Association _____

Sea Scout Quartermaster Award

deals

1. Lead a discussion on the subject "participating citizenship" at a ship meeting or with a separate group of your peers. *Reference: Page 4-19* _____
2. Write and submit a paper of about 200 words that tells how and what your ship can do to contribute to the world fellowship of Scouting. _____

Or

Prepare a written analysis of one of the following: your ship's bylaws, constitution, administration, or ceremonies and make recommendations for change to your ship's Quarterdeck. *Reference: Citizenship in the World merit badge pamphlet, No. 33254* _____

Active Membership

3. Attend at least 75 percent of your ship's meetings and special activities for 18 months (including previous service of Apprentice, Ordinary, and Able). *Note: Check with your ship's yeoman.* _____
4. Present a brief talk or program (15 minutes in length is suggested) on Sea Scouting at a service club, religious organization, PTA, or other adult organization. *Reference: Page 4-19* _____
5. While an Able Sea Scout, plan, develop, and give leadership to others in a service project helpful to any religious institution, any school, or your community. The project idea must be approved by your Skipper and ship committee and approved by the council or district before you start. This service project should involved your ship and at least one other group. *Note: You must use the Eagle Scout Service Project Workbook , No. 18-927 in meeting this requirement.* _____

Special Skills

6. Boats: Demonstrate and teach the Motorboating merit badge. Know the principles of springing in and out from a dock, from both bow and stern, using an engine depending on the type of craft used by your ship. _____

Take charge of the craft used by your ship, or suitable powered craft and give all necessary commands to the crew while coming alongside and getting under way in several situations of wind and current. *Reference: Page 5-20, and Motorboating merit badge pamphlet No. 33294 Note: The purpose of this requirement is to demonstrate a knowledge of the effect of propeller, steering, and hull in boat handling.*

7. Marlinspike Seamanship: Teach the Ordinary and Able requirements No. 7, Marlinspike Seamanship to a crew. Demonstrate an eye splice in double braided line. *References: Pages 5-1 — 5-13; 5-19 — 5-20*

8. Ground Tackle: Teach the Ordinary and Able requirements No. 8, Ground Tackle, to a crew. Know the methods of bringing a boat to anchor or mooring with special emphasis on wind and current with respect to the vessel's course and speed.

Take charge of the craft used by your ship and give all commands to the crew for anchoring and weighing anchor in several different wind and current situations.

Take charge of the craft used by your ship and give all commands to the crew for picking up a mooring buoy and properly mooring the vessel in several different wind and current situations. *Reference: Pages 5-13 — 5-19 Note: Depending on the type of craft used by your ship, this requirement may be met either under sail or power.*

9. Piloting: Teach the Ordinary requirement No. 9 and Able requirement No. 15 to a crew.

Know the methods of fixing a boat's position in limited visibility, and the special precautions that should be taken when limited visibility is encountered. *Reference: Pages 5-32 — 5-65; 5-70 — 5-77*

10. Signaling: Draw the international code flags and pennants from memory and give the single-letter meanings of the flags. Demonstrate your ability to use the book, International Code of Signals. *Reference: Pages 5-69 — 5-70 Note: The International Code of Signals may be secured from most marine supply stores.*

2. (a) Using a map of your state, designate where the different varieties of water are located, such as warm fresh water, cold fresh water (include tail waters), brackish water, and saltwater.

(b) On the map, note the most popular game fish found in each spot you marked.

(c) On the map, note any protected fish species found in your state.

3. Learn and then teach the following to someone else:

- The four main types of fishing equipment: spincast, spinning, baitcast, and fly. Explain how they differ and the benefits of each type, describing how one might be better for certain fishing situations.

- Three different fishing knots.

- How to correctly spool line on a reel of the four types of fishing equipment.

- How to execute three different types of cast with two of the four types of fishing equipment. Use targets. Know safety measures needed while casting.

4. Develop a personal ethical code for fishing. List a variety of potential ethical situations where choices may have to be made and describe how you plan to make decisions for those situations.

5. List at least 10 potential safety situations that you could encounter while fishing in your area and what precautions you should take to protect yourself and your fishing partners.

6. (a) For two different species of game fish found in your state, learn where they are in the food chain, the types of waters they can be found in, and the type of underwater structure and temperature they might be most likely to be found in during the fall, winter, spring, and summer.

(b) Catch at least one fish of each of the above two species.

(c) Demonstrate proper care for your horse after a ride, including cool down, brushing, and watering and feeding, and explain why each of these steps is important. _____

10. Make a tabletop display or presentation on what you have learned about horsemanship for your crew, another crew, a Cub Scout or Boy Scout group, or another group. _____

First Aid

1. (a) Build a personal first aid kit or help build a group first aid kit. _____

(b) Know how to use everything in the kit. _____

(c) Teach another person in your crew, another crew, a Cub or Boy Scout group, or other how to make and use a personal or group first aid kit. _____

Do 2, 3, or 4.

2. Complete a 25 hour emergency first aid course plus the American Red Cross's When Help Is Delayed module or equivalent course. _____

3. Complete a 45-hour emergency response course plus the American Red Cross's When Help Is Delayed module or equivalent course. _____

4. Complete an EMT Basic course offered through a local hospital, college, or first aid crew. _____

Fishing

1. a. Become familiar with the freshwater fishing laws, regulations, and license requirements for your state. _____

b. If you live in a coastal state, become familiar with the saltwater fishing laws, regulations, and license requirements for your state. If you live in an inland state, become familiar with the saltwater fishing laws, regulations, and license requirements for a coastal state of your choice. _____

11. Swimming: Meet the requirements for BSA Lifeguard or Red Cross lifesaving, and obtain certification where applicable. *Reference: BSA Lifeguard Counselor Guide, No. 34536, and Application for BSA Lifeguard Certification, No. 4435, Pages A-29 — A-30* _____

12. Cruising: Take command of a vessel with a crew of not less than four Sea Scouts for at least 48 hours (including two consecutive nights). Do no work while in command. You must delegate all duties and supervise only. During the cruise complete the following: _____

1. Inspect the vessel for required equipment. _____

2. Supervise menu preparation. _____

3. Prepare the boat to get underway with proper checklist. _____

4. Anchor, dock, and maintain course by commands to the helmsman. _____

5. Remain underway for at an extended period during darkness. Discuss appropriate nighttime running procedures. _____

6. While underway perform man overboard, damage control, abandon ship, fire fighting, collision drills, and any other drills used by your ship. _____

During this cruise no substantial errors may be committed.

A competent adult leader should grade and observe this requirement and, if necessary for safety reasons, take command of the vessel. _____

13. Safety: Know the heavy weather precautions taken aboard both power and sailing craft when dangerous weather approaches, and demonstrate these precautions aboard the craft used by your ship. *Reference: Page 5-89* _____

14. Rules of the Road: Teach Able Requirement No. 14, Rules of the Road, and demonstrate a working knowledge of both international and inland navigation rules. *Reference: Pages 5-35 — 5-40* _____

15. Weather: Demonstrate your ability to read a barometer, thermometer, anemometer, psychrometer, and weather vane. Be familiar with the Beaufort scale of winds and seas. _____

Read and understand a local weather bulletin. Know how to obtain current marine and weather reports from the National Weather Service in your area either by telephone or radio. _____

Know weather signs including cloud types in your local area, and prepare a 48-hour forecast from them. Compare your forecast with the actual weather that occurred. *Reference: 5-78 — 5-82, and Weather merit badge pamphlet, No. 33274* _____

16. Electives: Do four of the following. *Note: Check with ship's officers before selecting electives to assure that they will be consistent with the ship's program.*

a. Sailing: Know the principles of handling a schooner, ketch, yawl, or other suitable ailing craft. Under competent direction, take charge of a crew and demonstrate your ability to handle a suitable sailing craft in all points of sailing. _____

Note: The key to success here are the words competent direction. You must secure the guidance of the adult related to the sailboat you will use. Read the reference material he or she suggests, and learn by doing as you sail together.

b. Engines: Explain the principal features of steam turbine, turboelectric, direct reversing diesel, diesel-electric, gas turbine, nuclear, gasoline, and diesel engines and the relative advantages of each type. _____

Understand the operation of spark ignition and compression ignition for internal combustion engines used aboard small craft. _____

Be familiar with the engine aboard the craft used by your ship including its principles of operation, fuel, lubrication, cooling, and electrical systems, and their component parts. _____

Be able to locate and correct minor engine troubles according to the engine manufacturer's troubleshooting guide. _____

Equestrian

1. Explain the characteristics of each of the three distinct American riding styles. _____

2. For your preferred style (one of three styles in 1), explain the equipment you would use, including parts of the saddle and bridle. _____

3. Explain the difference in natural versus artificial aids used in communicating with your horse, such as use of hands, legs, weight, voice, whips, crops, martingales, bits, and auxiliary reins. _____

4. (a) Present yourself properly attired for the riding style you prefer. _____

(b) Explain the clothing and safety equipment a rider must have for your preferred style of riding. _____

5. (a) Demonstrate how to properly catch, bridle, and saddle a horse. _____

(b) Demonstrate and explain at least three steps in proper mounting and two ways of dismounting. _____

6. (a) Show how to test your correct stirrup length while you are dismounted and when you are mounted. _____

(b) Explain short stirrup length, medium stirrup length, long stirrup length, and why stirrup length is important. _____

7. (a) Explain and demonstrate the correct position of your body, feet, hands, arms, and legs while mounted. _____

(b) Demonstrate how all parts of your body should be positioned on your horse during a trot, a canter, and a gallop and explain why this is important. _____

8. Demonstrate by using a pattern that you have control of your horse. On command, be able to slow down, speed up, stop, back up and be able to move your horse through its gaits. _____

9. (a) Properly remove tack from your horse and store it. _____

(b) Demonstrate proper care of your tack after riding. _____

9. Do (a) or (b):

(a) Make a tabletop display or presentation on cycling or mountain biking for your crew, another crew, a Cub or Scout group, or another group. _____

(b) Make a where-to-go biking guide for your area which has at least 10 trips or places to bike. Invite your crew, other crews, Cub and Scout groups, and other groups to use this guide. _____

Ecology

1. Explain the basic natural systems, cycles, and changes over time and how they are evidenced in a watershed near where you live. Include the four basic elements, land use patterns, and at least six different species in your analysis and how they have changed over time. Discuss both biological and physical components. _____

2. Describe at least four environmental study areas near where you live. Include the reasons for selecting these areas, their boundaries, user groups, past inventories, any outside forces that interact with them, and a list of what things could be studied at each of them. _____

3. Plan a field trip to each of the above areas, including detailed plans for conducting various investigations. Follow all of the requirements such as trip permits, safety plans, transportation plans, equipment needs, etc. _____

4. (a) Under the guidance of a natural resources professional, carry out an investigation of an ecological subject approved by your Advisor. Inventory and map the area. Conduct a detailed investigation providing specific data for a specific topic. _____

(b) Document and present your findings to your crew, another crew, a Cub or Boy Scout group, or another group. _____

5. Teach others in your crew, another crew, a Cub or Boy Scout group, or another group how to carry out an ecological investigation. Use steps 3 and 4 above with the group so that they may also learn by doing. _____

Reference: Pages 5-22 — 5-30 Note: With the help of your ship's officers, locate a consultant who has a knowledge of engines. Read reference material he or she suggests, and ask him or her to relate it to the engine aboard your craft.

c. Radio: Qualify for and obtain the Marine Radio Operator Permit as issued by the Federal Communications Commission. *Note: Look in the blue pages of your local telephone book for the address and telephone number of your nearest U.S. Federal Communications Commission Field Office. Ask for an application and appropriate study materials, and secure the help of a qualified adult. Blind applicants will be specially examined.* _____

d. Boat Maintenance: Take charge of reconditioning or overhauling at least one of your ship's boats, or take charge of hauling out the principal craft used by your ship. In either case, lay out a plan of the work to be done in advance, including an estimate of the materials, tools, cost, and time involved. *Reference: Pages 5-22 — 5-24 Note: Work closely with an adult leader of your ship to carry out this requirement.* _____

e. Electricity: Know and demonstrate the correct method of rescuing a person in contact with a live wire. Demonstrate the approved method of resuscitation. _____

Understand the construction of simple battery cells. Demonstrate the proper care of storage batteries. _____

Understand the difference between direct current and alternating current and the best uses for each. _____

Demonstrate that you know how to replace fuses, reset circuit breakers, and properly splice shipboard electric cable. _____

Submit a diagram of the electrical system aboard the craft used by your ship or aboard another craft. _____

Understand wire tables, the current carrying capacity of circuits, and the hazards and prevention of electrical overloading. _____

Understand electrolysis as applied to the deterioration of a boat's underwater fittings by galvanic action and its prevention. *Reference: Page 5-28 — 5-29, and Electricity merit badge pamphlet, No. 33206, and Rules and Regulations for Small Passenger Vessels, CG-323, and U.S. Coast Guard Note: Secure the help of a qualified adult to help you understand the wiring of your boat and the effects of galvanic action on the underwater fittings of your boat.* _____

f. Navigation: Understand how the sextant works. Show how to use it and demonstrate measuring horizontal angles and altitudes. Understand the navigator's day's work. _____

Demonstrate finding latitude by the altitude of Polaris or by the sun's altitude at local apparent noon. Demonstrate how longitude is determined. _____

Demonstrate finding error in the boat's compass by the sun's azimuth. *Note: While pages 5-70 — 5-76 will be helpful, celestial navigation and sextant use are far too complicated to describe and illustrate effectively within a manual of this type. Secure the help of a consultant and read the literature he or she recommends.* _____

g. Drill: Demonstrate the ability to handle the ship's company in close-order drill. Do all maneuvers set forth in pages 4-16 through 4-18. *Reference: Pages 4-16 — 4-18* _____

3. (a) Learn the mountain biking rules for the trail as stated by the IMBA (International Mountain Biking Association) and explain what is meant by soft cycling. _____

(b) Describe environmental considerations that are important for mountain biking and describe ways to lessen their impact on the environment. _____

4. (a) Establish a maintenance checklist that needs to be reviewed before each tour or trip. _____

(b) Make and keep a personal biking journal and record information on at least three tours or trips. _____

5. (a) Buy or build a bike tool and repair kit. _____

(b) Show you know how to use each tool in the kit. _____

(c) Repair a flat tire, adjust your brakes, properly adjust your seat and handlebars, repair a broken chain, and show you know how to temporarily repair a buckled wheel. _____

6. (a) With the approval of the property owner or land manager, plan and lead a one-day bike trail or road maintenance project. _____

(b) Write an article about your project for your school or community newspaper. _____

7. (a) Take at least eight separate cycling tours 20 miles in length or eight separate mountain biking treks 10 miles in length. _____

(b) Keep a personal journal of your eight trips, noting routes covered, weather conditions, sketches, maps, and sights seen. Also note significant things along the trails such as trail markers, downhills, climbs, rocks, drops, log hops, and portages. _____

8. In addition to the tours and treks in 7, plan and do a two-day cycling tour 50 miles in length or mountain bike trek 40 miles in length. Your trip plan should include routes, food, proper clothing, and safety considerations. Record in your journal. _____

7. (a) Learn about the many types of cave formations. _____
 (b) Make a tabletop display or presentation on cave formations and caving conservation for your crew, another crew, a Cub Scout or Boy Scout group, or another group. Include practices such as proper carbide removal; care of walls, ceiling, and formations; and principles of Leave No Trace. _____
8. Find a cave you would like to visit; get permission to enter it; make a trip plan including cave location, a list of participants, expected time in the cave, expected date and time of return, and an emergency contact; and then go in the cave, led by a qualified caver. _____
9. From a cave expert, learn about natural and fabricated hazards such as mudslides, loose rocks, pits, deep water, critters, complex routes, wooden ladders, and flooding. _____
10. (a) Using a three-dimensional cave map, learn what the standard map symbols represent. _____
 (b) Using the knowledge above, make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout group, or another group. _____

Cycling/Mountain Biking

1. Describe the difference between cycling (touring) and mountain biking. _____
2. (a) Know the laws governing biking in your state. _____
 (b) Learn and know bicycle safety rules and gear for your preferred type of biking. _____
 (c) Give a presentation and safe biking session to your crew, another crew, a Cub Scout or Boy Scout group, or another group using the knowledge you have gained. _____
 (d) Demonstrate proper first aid for head injuries. _____

(If you choose mountain biking as your discipline, do 3(a) and (b).)

- h. Piloting: Under competent direction, assume the con of your ship's vessel. Plot its projected course between two ports, and cruise that course mooring to mooring handling all piloting duties and acting as officer of the deck. The cruise should be made in daylight hours with good visibility. *Reference: Pages 5-32 — 5-65* _____
- i. Yacht Racing Crew: Take charge of a crew in a race using current IYRU racing rules. _____
- j. Rigging: Demonstrate your ability to splice and handle wire rope, attach wire rope fittings, and complete a safety and tuning inspection of a ship's vessel. *Reference: Pages 5-6 — 5-9* _____

Ranger Award

Note: The Outdoor Bronze Award requires the completion of four core requirements and two elective requirements of the Ranger.

Do all of the following core requirements.

1. First Aid

Complete a standard first aid course plus the American Red Cross When Help Is Delayed module or equivalent course.

2. Communications

Do (a), (b), or (c)

(a) Take a communications-related training course that includes at least 15 hours of training. This could be a nonrequired course at school such as creative writing, technical writing, American Sign Language, or film production. It could also be a commercial course such as speed-reading or effective presentations.

(b) Actively participate in a communications-related club or organization for at least three months. Participate in at least three activities of the organization where you practice or improve your communications skills. Examples include Toastmasters, debate clubs, or drama clubs.

(c) Read at least two books approved by your Advisor on a communications subject of interest to you. Write a report on the important principles you learned and how you can apply these principles to improve your communications.

AND

Do (d), (e), or (f) in connection with an outdoor skill or area you are interested in. Have your Advisor approve your plan before you begin.

(d) Make a formal, oral presentation of at least 30 minutes to your crew, another crew, a Cub or Boy Scout group, or another youth group. Include demonstrations, visual aids, or other techniques that will help you communicate more effectively.

of each and the characteristics of each.

(b) Learn proper climbing rope care. Know and practice proper coding and storage.

(c) Know how to keep proper records on climbing rope and how to inspect it for wear and damage. Know when to retire a rope.

(d) Using the knowledge acquired above, make a tabletop display or a presentation for your crew, another crew, a Cub Scout or Boy Scout group, or another group.

4. (a) Demonstrate that you know how to properly and safely rappel a distance of at least 30 feet.

(b) Demonstrate that you know how to ascend a rope using mechanical ascenders or Prusik or other ascending knots. Ascend at least 30 feet.

(c) Know and explain the differences, advantages, and disadvantages of single rope (SRT) and double rope (DRT) for rappelling and belaying.

5. (a) Visit a sporting goods store or NSS-affiliated organization or have them make a presentation to your crew so you can learn about personal caving gear, including helmets, light sources, backup lighting sources, clothing, boots, cave packs, etc.

(b) Find out what the American National Standards Institute requirements are for helmets.

6. (a) Make a list of what you need in your personal cave pack. Include your personal first aid kit and cave survival gear.

(b) Learn what crew equipment is, including a first aid kit, caving ropes, and ascending equipment.

(c) Help make a first aid kit for your crew or group and demonstrate that you can keep it up.

(d) Demonstrate to your crew, another crew, a Cub Scout or Boy Scout group, or another group how to construct both a personal and crew first aid kit.

heat exhaustion, heat stroke, altitude sickness, dehydration, blisters, stings and bites, and sprains and how to avoid and treat these injuries and illnesses. _____

(b) Because fluid intake is so important to a backpacker, tell how to take care of your water supply on a backpacking trip. include ways of purifying water and why that is important. _____

c. Prepare a first aid kit and survival kit for your backpack. _____

9. Using all the knowledge you have acquired about backpacking, make a display or presentation for your crew, another crew, a Boy Scout group, or another youth group. Include equipment and clothing selection and use, trip planning, environmental considerations, trail health and safety considerations, food selection and preparation, and backpacking physical preparation. _____

Cave Exploring

1. (a) Write the National Speleological Society (NSS) to request information about caving and information about caves and cavers near you. _____

(b) Learn about the different types of caves. _____

(c) Learn about caving courtesy, caving dos and don'ts, and what the BSA policy is on cave exploring. _____

(d) Read at least one book about caving. _____

2. (a) Learn the following knots used in caving: _____
• Endline knots: bowline figure six, figure eight on a bight _____
• Midline knots: bowline on a bight and butterfly _____
• Joiner knots: water knot, fisherman, figure eight on bend _____
• Prusik knot _____

(b) Teach these knots to your crew, another crew, a Cub Scout or Boy Scout group, or another group. _____

3. (a) Learn about the different types of ropes available for climbing and caving and explain the uses _____

(e) Prepare and present an audio/video presentation of at least 15 minutes long to your crew or other group approved by your advisor. _____

(f) Prepare a written pamphlet, set of instructions, or description and summary. It should be at least 1,000 words and provide a complete description of your chosen subject. Include pictures, charts, and/or diagrams to better communicate your topic. Have two people, one with expertise in the area and one without expertise, read and critique your work. Make improvements to your draft based on their input. If your work is applicable to your crew, such as a work on caving skills, then share your work with your crew. _____

AND

Do (g).

(g) Make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on communications equipment used in the outdoors with emphasis on how this equipment would help in a wilderness survival situation. _____

3. Cooking

(a) Plan a menu and purchase the food for at least six people for a two-night campout with at least three meals. _____

(b) On the campout in (a) above, cook the three meals using at least two of the following three methods of cooking: fire/coals, charcoal, stove. _____

(c) Demonstrate and explain proper safe food handling methods for outdoor cooking. _____

(d) Demonstrate that you can prepare backpacking-type trail food using a backpacking style stove. _____

(e) Without using any cooking utensils, prepare a meal with the four basic food groups for three people. _____

(f) Cook an entrée, a bread, and a dessert in a Dutch oven. _____

4. Emergency Preparedness

(a) Discuss potential disasters and emergency preparedness with your family and then set up a family emergency plan. _____

(b) Build a family emergency kit. _____

(c) Make a tabletop display or presentation on what you have learned for your crew, another crew, a Cub or Boy Scout group, or another youth group. _____

5. Land Navigation

(a) Using a topographical map for your area or the area you will be navigating in, demonstrate that you know the following map symbols: _____

- Index contour _____
- Vertical control station _____
- Hard-surface, heavy-duty road _____
- Railroad, single track _____
- Power transmission line _____
- Building _____
- Checked spot elevation _____
- Marsh _____
- Map scale _____
- Intermittent stream _____
- Depression _____
- Ridge _____
- Trail _____
- Stream _____
- Hard-surface, medium-duty road _____
- Bridge _____
- Cemetery _____
- Campsite _____
- Water well or spring _____
- Unimproved dirt road _____

(b) Explain contour lines. Be able to tell the contour interval for your map and be able to show the difference between a steep and a gentle slope. _____

(c) Using a map and compass, navigate an orienteering course that has at least six legs covering at least 2.5 miles. _____

meal using a backpacking stove.

(c) Demonstrate proper sanitation of backpacking cook gear. _____

(d) Learn how to properly pack and carry a backpacking stove and fuel. _____

5. (a) List at least 10 environmental considerations that are important for backpacking and describe ways to lessen their impact on the environment. _____

(b) Considering Leave No Trace principles, tell how to dispose of the human waste, liquid waste, and garbage you generate on a backpacking trip. _____

6. (a) Participate in three different treks of at least three days and two nights each, covering at least 15 miles in distance each. _____

(b) Plan and lead a backpacking trek (can be one of the treks in (a) above) with at least five people for at least two days. This group can be your crew, another crew, a Boy Scout group, or another youth group. _____

(c) Plan the menu for this trek using commercially prepared backpacking foods for at least one meal. _____

(d) Check for any permits needed and prepare a trip plan to be left with your family. Have an emergency contact number. _____

(e) Using the map you used to chart your course, brief the crew you are leading on your trip plan. _____

(f) Lead a shakedown for those you are leading. _____

7. (a) Learn about proper backpacking clothing for backpacking in all four seasons. _____

(b) Learn about proper footwear, socks, and foot care. _____

(c) Learn and then demonstrate at least three uses for a poncho in backpacking. _____

8. (a) Learn about trail health considerations and typical backpacking injuries such as hypothermia, frostbite, _____

Backpacking

1. Develop a personal exercise plan and follow it for at least three months, exercising at least three times a week. Set your goals with backpacking in mind and write them down. Keep a daily diary. _____
2. (a) Try on three types of backpacks. Learn how to choose the proper size frame for your body size. Learn and then be able to explain to others the difference between a soft pack, an internal frame pack, and an external frame. Tell the pros and cons of each type and what kind of trek you would take with each pack. _____

(b) Explain the different parts of a backpack and their use. _____

(c) Learn the proper way to lift and wear your backpack. _____

(d) Describe at least four ways to limit weight and bulk in your backpack without jeopardizing your health and safety. _____

(e) Learn how you would load an internal frame pack versus one with an external frame. _____
3. (a) Pack your backpack with your personal gear, including outdoor essentials, additional gear, and personal extras. Pack as though You were sharing equipment with one other person for a three-day, two-night backpacking trip. _____

(b) List at least 10 items essential for an overnight backpacking trek and explain why each item is necessary. _____

(c) Present yourself to an experienced backpacker, unload your pack, have him or her critique your packing, then repack your pack. Have him or her critique your efforts. _____
4. (a) List at least 20 items of group backpacking gear. Include a group cleanup kit. _____

(b) Learn how and then demonstrate how to cook a _____

(d) Learn to use a global positioning system (GPS) receiver. Demonstrate that you can find a fixed coordinate at night using a GPS receiver. _____

(e) Teach the navigating skills you have learned in (a) through (d) above to your crew, another crew, a Cub or Boy Scout group, or another group. _____

6. Leave No Trace

(a) Recite and explain the principles of Leave No Trace. _____

(b) Participate in three separate camping/backpacking trips demonstrating that you know and use Leave No Trace principles. _____

(c) Make a tabletop display or presentation on the Leave No Trace principles and how they affect the environment and attitude of campers for your crew, another crew, a Cub or Boy Scout group, or another group. _____

7. Wilderness Survival

(Before you begin wilderness survival, you must have completed the cooking, land navigation, and first aid core requirements.)

(a) Write a risk management plan for an upcoming high-adventure activity such as whitewater canoeing or rock-climbing trip. The plan should include nutrition, health, first aid, supervision, insurance, safety rules and regulations, proper equipment, maps and compass, in-service training, environmental considerations, emergency and evacuation procedures, and emergency contacts. _____

(b) From memory, list the survival priorities and explain your use of each in a survival situation. _____

(c) Learn about and then make a tabletop display or presentation for your crew, another crew, a Cub or Boy Scout group, or another youth group on the following subjects: _____

- Emergency signals used in the outdoors _____
- Search and rescue patterns _____

- Evacuation procedures and value of when to move and when not to move in a wilderness emergency.

(d) Explain the following environmental exposure problems. Discuss what causes them, signs and symptoms, and treatment.

- Hypothermia
- Frostbite
- Sunburn
- Heat exhaustion
- Heat cramps
- Heat stroke

(e) 1) Explain dehydration and the necessity of conserving fluids in a survival situation.

2) Explain at least four methods of obtaining water in the outdoors and demonstrate at least two ways to purify that water.

(f) 1) Demonstrate at least two different fire lays - one for cooking and one for warmth.

2) Learn and discuss the use of fire starters, tinder, kindling, softwoods, and hardwoods in fire making.

(g) Explain and demonstrate how you can gain knowledge of weather patterns using VHF band radio and other radios, winds, barometric pressure, air masses and their movements, clouds, and other indicators.

(h) 1) Explain the different rope materials and thicknesses that are best for wilderness use and how to care for them.

2) Know the use of and demonstrate how to tie the following knots and lashings:

- Sheet bend
- Fisherman's knot
- Bowline
- Bowline on a bight
- Two half hitches
- Clove Hitch

- Laid-line hitch
- Square lashing
- Shear lashing

(i) 1) Explain the usefulness and drawbacks of obtaining food in the wilderness, including things to avoid.

2) Prepare and eat at least one meal with food you have found in the outdoors.

(j) 1) Make a list of items you would include in a wilderness survival kit and then make copies to hand out to visitors to your wilderness survival outpost camp.

2) Using your list, make a wilderness survival kit. Explain the use of each item you have included.

(k) 1) Set up a wilderness survival outpost camp and spend at least two nights and two days in your site.

2) Use and demonstrate several knots and lashings from requirement (h) in your wilderness survival campsite demonstration.

3) Know how to plan a wilderness shelter for three different environments and then build a shelter as part of your wilderness survival campsite demonstration.

4) Have your crew, another crew, a Cub or Boy Scout group, or another youth group visit you in your outpost for a presentation you make on wilderness survival.

8. Conservation

(a) As a Venturer, plan, lead, and carry out a significant conservation project under the guidance of a natural resources professional.

(b) Make a tabletop display or presentation on your conservation project for your crew, another crew, a Cub or Boy Scout group, or another youth group.
