

Eagle's Camp 2026

Thank you for choosing to participate in the Eagle's Camp Program. This will be different compared to any other Scout Camp you have attended.

Being an Eagle Scout is not as much about what you have done, but what you can do. When an employer sees "Eagle Scout" on your resume, it tells them that you are someone who sets goals and accomplishes them, that you have developed and demonstrated an ability to take initiative and to show leadership. Eagle's Camp is committed to maintaining the high standards of the Badge you are pursuing.

Eagle's Camp is intended to provide scouts with the resources of time, people, and equipment to complete a majority of the merit badge requirements, **however success is entirely dependent on each camper's ability to remain focused and complete the work.** Each Scout will be asked at the beginning of the week to create or present a plan for their week's goals and daily to evaluate their individual progress.

- This is a Day Camp, Scouts should arrive between 8:30-9:00 AM & depart by 4:00 PM. If you need to come later or leave early, please let us know.
- Any Merit Badge requirement may be completed in advance of the camp, but must have been completed while registered as a Scouts BSA. Please take special note of any requirement which requires counselor approval or discussion in advance, contact information below.
- **Merit Badge requirements which cannot be completed at Eagle's Camp are highlighted in yellow. Any incomplete requirements will result in a "partial."**
- **Where requirements provide options for completion, requirements which may be completed at Eagle's Camp are highlighted in green.**
- Menu plans and shopping lists must be submitted 2 weeks in advance.
- Opportunities for free time activities will be regularly available. Participation in those activities is completely voluntary.
- Scouts must bring an Annual Health Record with Parts A & B completed to the first day of camp.
- With parental approval Scouts may bring laptops, tablets and other devices. **Wi-Fi will be available for Merit Badge work only.**
- **This is a self-paced program that will require the Scouts to exhibit a level of internal motivation expected of an Eagle Scout Candidate.**
- **Personal Fitness has a 12 week plan. Scouts will either need to start before or during camp then will need to follow up after class to complete the rest of the requirements.**
- **A Scout must be age 14 or have completed 8th grade in advance of the camp session's start date to participate. NO Exceptions.**

Any questions or prior approvals for prerequisites should be submitted to sdicspringcamp@scouting.org
Please leave two business days for response.

Camping

1. Do the following:
 - a. Explain to your counselor the most likely hazards you may encounter while participating in camping activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
 - b. Discuss with your counselor why it is important to be aware of weather conditions before and during your camping activities. Tell how you can prepare should the weather turn bad during your campouts.
 - c. Show that you know first aid for and how to prevent injuries or illnesses that could occur while camping, including hypothermia, frostbite, heat reactions, dehydration, altitude sickness, insect stings, tick bites, snakebite, blisters, and hyperventilation.
2. Learn the Leave No Trace principles and the Outdoor Code and explain what they mean. Write a personal and group plan for implementing these principles on your next outing.
3. Make a written plan for an overnight trek and show how to get to your camping spot using one of the following:
 - a. A compass
 - b. A GPS receiver
 - c. A smartphone with a GPS app
4. Do the following:
 - a. Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.
 - b. Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.
5. Do the following:
 - a. Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term "layering."
 - b. Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.
 - c. Explain the proper care and storage of camping equipment (clothing, footwear, bedding).
 - d. List the outdoor essentials necessary for any campout and explain why each item is needed.
 - e. Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
6. Do the following:
 - a. Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent.
 - b. Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water.
 - c. Describe the factors to be considered in deciding where to pitch your tent.
 - d. Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each.
 - e. Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.

7. Prepare for an overnight campout with your patrol by doing the following:
 - a. Make a checklist of personal and patrol gear that will be needed.
 - b. Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.
8. Do the following:
 - a. Explain the safety procedures for
 1. Using a propane or butane/propane stove
 2. Using a liquid fuel stove
 3. Proper storage of extra fuel
 - b. Discuss the advantages and disadvantages of different types of lightweight cooking stoves.
 - c. Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.
 - d. While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.
9. Show experience in camping by doing the following:
 - a. Camp a total of at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Sleep each night under the sky or in a tent you have pitched. If the camp provides a tent that has already been pitched, you need not pitch your own tent.
 - b. On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.
 1. Hike up a mountain, gaining at least 1,000 vertical feet.
 2. Backpack, snowshoe, or cross-country ski for at least 4 miles.
 3. Take a bike trip of at least 15 miles or at least four hours.
 4. Take a nonmotorized trip on the water of at least four hours or 5 miles.
 5. Plan and carry out an overnight snow camping experience.
 6. Rappel down a rappel route of 30 feet or more.
 - c. On any of these camping experiences, perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.
10. Discuss how the things you did to earn this badge have taught you about personal health and safety, survival, public health, conservation, and good citizenship. In your discussion, tell how Scout spirit and the Scout Oath and Scout Law apply to camping and outdoor ethics.

The requirements for Cooking merit badge include the following note immediately before requirements 4, 5, & 6.

****Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges**

may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

Therefore, the meals prepared for Camping merit badge requirement 8d may not count toward Cooking merit badge, requirements 4, 5, or 6.

Meals prepared for Cooking merit badge requirements 4, 5, and 6 may not count toward Camping merit badge requirement 8d.

Citizenship in the Community

1. Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.
2. Do the following:
 - a. Using an electronic mapping tool or paper map, locate and pinpoint the following services and landmarks in your community. Determine and record the distances from your home including driving time AND either walking or biking time.
 1. Chief government buildings such as your city hall, county courthouse, and public works/services facilities
 2. Fire station, police station, and hospital nearest your home
 3. Parks, playgrounds, recreation areas, and trails
 4. Historical or other interesting points of interest.
 - b. Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.
3. Do the following:
 - a. Attend an in-person meeting of your city, town, or county council or school board, local court session; OR another state or local governmental meeting approved in advance by your counselor.
 - b. Choose one of the issues discussed at the meeting where a difference of opinions was expressed and explain to your counselor why you agree with one opinion more than you do another one.
4. Choose an issue that is important to the citizens of your community; then do the following:
 - a. Find out which branch of local government is responsible for this issue.
 - b. With your counselor's and a parent's approval, interview one person from the branch of government you identified in requirement 4a. Ask what is being done about this issue and how young people can help.
 - c. Share what you have learned with your counselor.
5. With the approval of your counselor and a parent, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.
6. List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.
7. Do the following:
 - a. Choose a charitable organization outside of Scouting that interests you and brings people in your community together to work for the good of your community.
 - b. Using a variety of resources (including newspapers, fliers and other literature, the Internet, volunteers, and employees of the organization), find out more about this organization.
 - c. With your counselor's and your parent's approval, contact the organization and find out what young people can do to help. While working on this merit badge, volunteer at least

eight hours of your time for the organization. After your volunteer experience is over, discuss what you have learned with your counselor.

8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.

Citizenship in the Nation

1. What is the Constitution of the United States? What does the Constitution do? What principles does it reflect? Why is it important to have a Constitution?
2. List the six purposes for creating the United States Constitution set forth in the Preamble to the Constitution. How do these purposes affect your family and community?
3. List the three branches of the United States government. Explain:
 - a. The function of each branch of government
 - b. Why it is important to divide powers among different branches.
 - c. How each branch "checks" and "balances" the others
 - d. How citizens can be involved in each branch of government.
4. Discuss the importance of:
 - a. Declaration of Independence
 - b. The Bill of Rights (the first 10 Amendments to the Constitution) and the 14th Amendment
 - c. The traditional United States motto "E Pluribus Unum".
5. Watch the national evening news for five days in a row or read the main stories in a national media organization (e.g., a newspaper or news website) for five days in a row. Discuss the national issues that you learned about with your counselor. Choose one issue and explain how it affects you, your family, and community.
6. With your counselor's approval, choose a speech of national historical importance. Explain:
 - a. Who the author was
 - b. What the historical context was
 - c. What difficulties the nation faced that the author wished to discuss
 - d. What the author said
 - e. Why the speech is important to the nation's history.

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

7. Do TWO of the following: Option D can be completed at Eagle's
 - a. Visit a place that is listed as a National Historic Landmark or that is on the National Historic Places. Tell your counselor what you learned about the landmark or site and found interesting about it.
 - b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned the capitol, its function, and the history.
 - c. Tour a federal facility. Explain to your counselor what you saw there and what you learned its function in the local community and how it serves this
 - d. Choose a national monument that interests you. Using books, brochures, the internet (with parent's permission), and other resources, find out more about the monument. Tell counselor what you learned, and explain why the monument is important to this citizens.
8. Name your representatives in the United States Congress. Write to your Congress explaining your views on a national issue. Show your correspondence, along with any response you receive, to your counselor.

Citizenship in Society

1. Before beginning work on other requirements for this merit badge:
 - a. Research the following terms, and then explain to your merit badge counselor how you feel they relate to the Scout Oath and Scout Law:
 - Identities
 - Diversity
 - Equity
 - Equality
 - Inclusion
 - Discrimination
 - Ethical Leadership
 - Upstander
2. Document and discuss with your counselor what leadership means to you. Share what it means to make ethical decisions. Explain what decision and/or options that leader had, why you believe they chose their final course of action, and the outcome of that action.
 - a. Research and share with your counselor an individual you feel has demonstrated positive leadership while having to make an ethical decision. (It could be someone in history, a family member, a teacher, a coach, a counselor, a clergy member, a Scoutmaster, etc.)
 - b. Explain what decision and/or options that leader had, why you believe they chose their final course of action, and the outcome of that action.
3. Consider ethical decision-making.
 - a. Think about a time you faced an ethical decision.
 - Discuss the situation, what you did, and how it made you feel.
 - Share if you would do anything differently in the future and if so, what that would be.
 - b. List three examples of ethical decisions you might have to make in the future at school, at home, in the workplace, or in your community, and what you would do.
 - Share how your actions represent alignment with the Scout Oath and Scout Law
 - c. Explain to your counselor how you plan to use what you have learned to assist you when that time comes, and what action(s) you can take to serve as an upstander and help other people at all times.
4. Repeat the Scout Oath and Scout Law for your counselor. Choose two of the three following scenarios and discuss what you could do as a Scout to demonstrate leadership and your understanding of what it means to help others who may seem different from you:
 - a. Scenario 1: While at camp, a youth accidentally spills food on another camper. The camper who gets spilled on gets angry and says something that is offensive to people with disabilities; their friends laugh. What could/ should you do?
 - b. Scenario 2: Your friend confides in you that some students in school are making insulting comments about one of their identities, and that those same students created a fake social media account to impersonate your friend online and post messages. What could/should you do?
 - c. Scenario 3: A new student in your class was born in another country (or has a parent who was born in another country). Your friends make rude comments to the student about their speech or clothes and tell the student to "go back home where you came from." What could/should you do?

5. Document and discuss with your counselor:
 - a. Ideas on what you personally can do to create a welcoming environment in your Scouting unit.
 - b. An experience you had in which you went out of your way to include another Scout(s) and what you did to make them feel included and welcomed.
 - c. Things you can do to help ensure all Scouts in your unit are given an opportunity to be heard and included in decision-making and planning.
6. **With your parent's or guardian's approval**, connect with another Scout or youth your own age who has an identity that's different from yours. (This means a trait, belief, or characteristic different from you.)
 - a. Share with each other what makes the different aspect of your identity meaningful/special to you.
 - b. Share with each other either one of the following:
 - A time you felt excluded from a group.
 - What was the situation?
 - How did it make you feel?
 - What did you do?
 - Did anyone stand up for you?
 - What did you learn?
 - Would you do anything differently today?
 - This imaginary situation:
 - You're attending a new school and don't know anyone there yet. You notice they dress very differently than you do. At lunchtime, you decide you'll try to sit with a group to get to know other students. People at two tables tell you there is someone sitting at the currently empty seat at their table, so you end up eating by yourself.
 - How would that make you feel?
 - What could the students have done?
 - If that happened at your school, what would you do?
 - c. Discuss with your counselor what you learned from the discussion with the other Scout or youth.
7. Identify and interview an individual in your community, school, and/or Scouting who has had a significant positive impact in promoting diversity, equity, and inclusion. If you feel your community, school, or local Scouting group does not have such an individual, then research a historical figure who meets these criteria, and discuss that person with your counselor.
 - a. Discover what inspired the individual, learn about the challenges they faced, and share what you feel attributed to their success.
 - b. Discuss with your counselor what you learned and how you can apply it in your life.
8. **With the help of your parent or guardian, study an event that had a positive outcome on how society viewed a group of people and made them feel more welcome.** Describe to your counselor the event and what you learned.
9. Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in.
 - a. Making others feel included.
 - b. Practicing active listening.
 - c. Creating an environment where others feel comfortable to share their ideas and perspectives.

- d. Helping others feel valued for their input and suggestions.
 - e. Standing up for others.
- 10. Discuss with your counselor how stereotyping people can be harmful, and how stereotypes can lead to prejudice and discrimination. Share ideas you have for challenging assumptions and celebrating individuality.
- 11. Scouting strives to develop young people to be future leaders in their workplaces, schools, and community environments. As you look at your current involvement in school, your family, Scouting, your job, and/or community, think about how you can have a positive impact in diversity, equity, and inclusion.
 - a. Describe your ideas on how you can and will support others with different identities to feel included and heard at your school, workplace, and/or social settings in your community.
 - b. Explain how including diverse thoughts and opinions from others with different identities can:
 - Make your interactions more positive.
 - Help everyone benefit by considering different opinions.
 - c. Give three examples of how limiting diverse input can be harmful.
 - d. Give three examples of how considering diverse opinions can lead to innovation and success.

Citizenship in the World

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
3. Do the following:
 - a. Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
 - b. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.
4. Do TWO of the following:
 - a. Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
 - b. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
 - c. Select TWO of the following organizations and describe their role in the world.
 1. The United Nations and UNICEF
 2. The World Court
 3. Interpol
 4. World Organization of the Scout Movement
 5. The World Health Organization
 6. Amnesty International
 7. The International Committee of the Red Cross
 8. CARE (Cooperative for American Relief Everywhere)
 9. European Union
5. Do the following:
 - a. Discuss the differences between constitutional and no constitutional governments.
 - b. Name at least five different types of governments currently in power in the world.
 - c. Show on a world map countries that use each of these five different forms of government.
6. Do the following:
 - a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.
 - b. Describe the roles of the following in the conduct of foreign relations.
 1. Ambassador
 2. Consul
 3. Bureau of Global Public Affairs
 4. United States and Foreign Commercial Service
 - c. Explain the purpose of a passport and visa for international travel.

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

- a. Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.
- b. Visit the website of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- d. Attend or participate in a World Organization of the Scouting Movement (WOSM) event such as the World Scout Jamboree, World Scout Moot, World Scout Congress, Jamboree Over The Air, or Jamboree Over The Internet. Attendance at a national or regional Jamboree sponsored by a WOSM- National Scout Organization is also allowed.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Communication

1. Do ONE of the following:
 - a. For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers or the radio, watching television, using social media, reading books and other print media, and using any electronic communication device. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communication skills.
 - b. For three days, keep a journal of your listening experiences. Identify one example of each of the following, and discuss with your counselor when you have listened to:
 1. Obtain information
 2. Be persuaded
 3. Appreciate or enjoy something
 4. Understand someone's feelings
 - c. In a small-group setting, meet with other Scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each Scout participates in the group discussion and how effectively he communicates his story. Report what you have learned to your counselor about the differences you observed in effective communication.
 - d. List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, email, text messages, social media, and so on). For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.
2. Do ONE of the following:
 - a. Think of a creative way to describe yourself using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.
 - b. Choose a concept, product, or service in which you have great confidence. Build a sales plan based on its good points. Try to persuade the counselor to agree with, use, or buy your concept, product, or service. After your sales talk, discuss with your counselor how persuasive you were.
3. Write a five-minute speech. Give it at a meeting of a group.
4. Interview Someone you know fairly well, like, or respect because of his or her position, talent, career, or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak. Show how you would call to invite this person to speak.
5. Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.
6. With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.
7. Do ONE of the following:

- a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email, or regular mail.
 - b. Create a Web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration, and one link to some other Web page or blog that would be helpful to someone who visits the Web page or blog you have created. It is not necessary to post your Web page or blog to the Internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.
 - c. Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your troop or crew, class at school, or other group. Include at least one article and one photograph or illustration.
8. Plan a troop or crew court of honor, campfire program, or interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies. (Bring a copy of script with you)
9. Find out about three career opportunities in communication. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Cooking

1. Health and Safety: Do the following:
 - a. Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
 - b. Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
 - c. Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross contamination.
 - d. Discuss with your counselor food allergies, food intolerance, and food-related diseases of these concerns. Explain why someone who handles or prepares food needs to be aware of these concerns.
 - e. Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.
2. Nutrition: Do the following:
 - a. Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:
 1. Fruits
 2. Vegetables
 3. Grains
 4. Proteins
 5. Dairy
 - b. Explain why you should limit your intake of oils and sugars.
 - c. Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
 - d. Discuss with your counselor food allergies, food intolerance, and food related illnesses and diseases. Explain why everyone who handles or prepares food needs to be aware of these concerns.
 - e. Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.
3. Cooking Basics: Do the following:
 - a. Discuss the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, microwaving, air frying, grilling, foil cooking, Dutch oven.
 - b. Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.

- c. Describe for your counselor how to manage your time when preparing a meal, so components for each course are ready to serve at the correct time.
- d. Explain and give examples of how taste, texture, and smell impact what we eat.

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

4. **Cooking at Home: Then do the following:**

- a. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menu should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) of those to be served. List the equipment and utensils needed to prepare and serve these meals.
- b. Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.
- c. Share and discuss your meal plan and shopping list with your counselor.
- d. Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned. The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. Those served need not be the same for all meals
- e. Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.
- f. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure a successful meal.

5. **Camp Cooking. Do the following:**

- a. Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
- b. Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
- c. Share and discuss your menu plans and shopping list with your counselor.
- d. In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpacking stove. Use a skillet OR a

- Dutch oven over campfire coals for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth
- e. In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.
 - f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure successful outdoor cooking.
 - g. Lead the cleanup the equipment, utensils, and the cooking site thoroughly after each meal. Properly dispose unused ingredients, leftover food, dishwater and garbage.
 - h. Discuss how you followed the Outdoor Code and no-trace principles when preparing your meals.
6. **Trail and backpacking meals.** Do the following:
- a. Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.
 - b. Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
 - c. Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.
 - d. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for requirement 7. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision). **
 - e. After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.
 - f. Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.
7. **Careers and Hobbies.** Do ONE of the following:
- a. Identify three career opportunities that would use skills and knowledge in cooking. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.
 - b. Identify how you might use the skills and knowledge in cooking to pursue a personal hobby or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Submit all prerequisites/ complete menus to the camp 2 weeks in advance.

Food items necessary will be provided at the camp for use in requirement 4 & 5. If menus are not submitted 2 weeks in advance, supplies may not be available to complete the merit badge.

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

Emergency Preparedness (revised January 2025)

1. Earn the First Aid merit badge.
2. Do the following:
 - a. Discuss with your counselor the aspects of emergency preparedness and include in your discussion the kinds of questions that are important to ask yourself as you consider each of these:
 1. Prevention
 2. Protection
 3. Mitigation
 4. Response
 5. Recovery
 - b. Using a chart, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2(a) (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. Discuss your findings with your counselor.
 1. Home stovetop or oven fire
 2. Home flammable liquid fire
 3. Gas leak in or near a home or with outside cooking
 4. Food poisoning
 5. Automobile crash
 6. Vehicle stalled in the desert
 7. Vehicle trapped in a blizzard
 8. Backcountry injury
 9. Boating or water accident
 10. Toxic chemical spills and releases
 11. Nuclear power plant emergency
 12. Fire or explosion in a public place
 13. Violence in a public place
 14. Wildland fire
 15. Avalanche (snowslide or rockslide)
 16. Earthquake
 17. Tsunami
 18. Major flooding or a flash flood with water outage
 19. Hurricane with power outage
 20. Tornado
 21. Lightning storm
3. Planning for Family Emergencies. Do the following:
 - a. At a family meeting, discuss the situation on the chart you created for requirement 2b and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.
 - b. Develop and practice a plan of escape for your family in case of fire in your home. Draw a floor plan with escape routes and a map with a safe meeting place. Discuss your family's home escape plan with your counselor.
 - c. Using a checklist in the Emergency Preparedness Merit Badge pamphlet or one approved by your counselor, prepare or inspect a family disaster kit for sheltering-in-place and for evacuation of your home. Review the needs and uses of the items in a kit with

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Please leave two business days for response.

your counselor.

4. **Preventing Accidents and Emergencies.** Do ONE of the following:
 - a. Using a home safety checklist included in the Emergency Preparedness Merit Badge pamphlet or one approved by your counselor, inspect a home (or a similar building near where you live or at a camp) for safety hazards with the help of an adult. Present your completed checklist to and discuss your findings with your counselor.
 - b. Develop emergency prevention plans for five family activities outside the home, as approved by your counselor. (Examples are taking a picnic to a park, seeing a movie, attending a worship service, an outing at a beach, traveling to visit a relative, or attending a ball game or concert.) Each plan should include an analysis of possible hazards, proposals to prevent, protect from, mitigate, respond to, and recover from emergencies, and the reasons for the actions that you propose.
5. **Dangerous Situations.** Show how you could save a person from the following dangerous situations without putting yourself in danger:
 - a. Live household electric wire
 - b. A structure filled with carbon monoxide
 - c. Clothes on fire
 - d. Drowning, using non-swimming rescues (including accidents on ice).
6. **Signaling for Help.** Do the following:
 - a. Show three ways of attracting and communicating with rescue aircraft or drones.
 - b. Show ways to attract attention of searchers on the ground if you are lost in the wilderness.
 - c. Show ways to attract attention of searchers on the water if you are stranded with a capsized or disabled motorboat or sailboat.
7. **Moving an Injured Person.** With another person, show two good ways to transport an injured person out of a remote area using improvised stretchers to conserve the energy of rescuers while ensuring the well-being and protection of the injured person.
8. **National Incident Management System (NIMS) and Incident Command System (ICS).** Do the following:
 - a. Describe the National Incident Management System (NIMS) and the local Incident Command System (ICS).
 - b. Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor, using the information you learned from requirement 1b
 - c. Discuss how a Scout troop can help in an emergency situation using ICS.
9. **Emergency Service.** Do the following:
 - a. Discuss with your counselor the duties that a Scout troop should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:
 1. Crowd and traffic control
 2. Messenger service during an incident
 3. Collection and distribution services
 4. Group feeding, shelter, and sanitation.
 - b. Prepare a written plan for mobilizing your troop when needed to do emergency service. If your troop already has a mobilization plan, present the plan to your counselor and tell your part in making the plan work.

- c. Using a checklist in this pamphlet or one approved by your counselor, prepare or inspect a personal emergency service pack for a mobilization call. Explain the needs and uses of the contents to your counselor.
 - d. Take part in an emergency service project, either a real one or a practice exercise, with a Scouting troop or a community agency or at Scout camp or at a school. Review what you learned and practiced with your counselor.
10. **Do ONE of the following:**
- a. Interview an emergency services coordinator or a civil servant about their work in disaster management. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor and whether you might be interested in this career.
 - b. Identify three career opportunities that would use skills and knowledge in emergency services. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.
 - c. Identify how you might use the skills and knowledge in the field of emergency preparedness to pursue a personal hobby and/or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Environmental Science (revised January 2025)

1. Describe the meaning of environmental science in your own words. Explain how you think we can use science to understand, conserve, and improve our environment.
2. **Ecology.** Do the following and discuss with your counselor:
 - a. Choose an area approved by your counselor and observe (sight, sound, and smell) its ecosystem over a two-day period.
 - b. Make notes about the living, nonliving (e.g. rocks) and formerly living components. Include information about interactions among the components, including the food chain, predators, native species, and invasive species) and identify how human activities have affected the ecosystem
3. **Air Pollution.** Do ONE of the following and discuss with your counselor:
 - a. Learn what Particulate Matter (PM) is, how PM gets into the air, what the harmful effects of PM are, and what is being done to reduce PM in the air. Then, perform an experiment to test for particulates that contribute to air pollution.
 - b. Discuss how air pollution and transportation affect each other by giving at least three examples. Then, compare two modes of transportation (e.g., gasoline-powered v. electric vehicles, gasoline-powered car v. bicycle, etc.).
 - c. Learn about the Clean Air Act. Make notes on when it was passed, its environmental goals, what progress has been made and what remains to be done to achieve the law's goals. Describe the impact, benefits, and costs of the law as well as what is required to implement and enforce the law.
4. **Water Pollution.** Do ONE of the following and discuss with your counselor:
 - a. Identify where your community sources water, how it is treated, and disposed. Obtain and review a water quality report from your area.
 - b. Identify a local or regional area that experiences periodic flooding and/or drought. Collect facts on prior event(s) and investigate the environmental impacts of these extreme events.
 - c. Learn about the Clean Water Act. Make notes on when it was passed, its environmental goals, what progress has been made and what remains to be done to achieve the law's goals. Describe the impact, benefits, and costs of the law as well as what is required to implement and enforce the law.
5. **Land Pollution.** Do ONE of the following and discuss with your counselor:
 - a. In an area (yard, park, golf course, farm, etc.) approved by your counselor, make a list of the pesticides, herbicides, and fertilizers used and how often they are applied. Identify the benefits of their use and the environmental impact, including effects on non-target species (including humans), what happens if the chemicals infiltrate into the groundwater, and what happens to any runoff of the chemicals.
 - b. Learn about the erosion process and identify an example of where erosion occurs. Determine where the eroded material ends up and how erosion can be minimized.
 - c. Learn about a land pollution incident that led to a site being listed on Environmental Protection Agency's Superfund National Priority List. Identify what caused the incident, what the effects were on the environment, what remediation has been done, and the current condition of the site.
6. **Rare, Threatened, or Endangered Species.** Do ONE of the following and discuss with your counselor:

- a. Do research on one endangered species found in your state. Learn about its natural habitat, why it is endangered, what is being done to preserve it, and how many individual species are left in the wild. Prepare a 100-word report about the species and include a drawing or photo. Present your report to your patrol or troop.
 - b. Do research on one species that was endangered or threatened but that has now recovered. Learn about how the species recovered, and what its new status is. Prepare a 100-word report on the species and include a drawing or photo. Present your report to your patrol or troop.
 - c. With your parent or guardian and counselor's approval, work with a natural resource professional to identify a completed project that has been designed to improve the habitat for a threatened or endangered species in your area. Visit the site and report on what you saw to your patrol or troop.
7. **Pollution Prevention, Resource Recovery, and Conservation.** Do ONE of the following and discuss with your counselor:
 - a. Determine five ways to conserve resources or use resources more efficiently in your home, school, or camp. Practice at least two of these methods for at least one week.
 - b. Explain Resource Recovery and why it is important to reduce pollution. Collect samples or take photos of ten items that can demonstrate the principle of Reduce, Reuse, Recycle. Explain your collection, how these materials are currently handled, and potential improvements.
 - c. Identify five items in your household that will become hazardous waste. Explain how they should be properly stored, what special care is needed for disposal, and proper disposal options available in your area.
8. **Pollination.** Do ONE of the following and discuss with your counselor:
 - a. Investigate pollination and its importance to our environment and ecosystems. Make a list of five pollinators and the plants that attract them in your region. Explain the importance of pollinators and what Scouts can do to support pollinators in their area.
 - b. Visit an area with flowering plants during pollination season for an hour to observe pollination. Record which pollinators are attracted to which plant. Explain the importance of pollinators and what Scouts can do to support pollinators in their area.
 - c. Learn about the importance of pollination to agriculture, including the economic costs and benefits. Identify four crop-pollinator pairs. Explain the relationship of pollinators to agriculture.
9. **Invasive Species.** In your community or camp, investigate two invasive plant or animal species. Learn where the species originated, how they were transported to this ecosystem, their life history, how they are spread, how they impact the native ecosystem, and the recommended means to eradicate or control their spread. Discuss what you learned with your counselor.
10. Identify the environmental impact topics that would need to be addressed for a construction project such as building a house, adding a new building to your Scout camp, or one you create on your own that is approved by your counselor. Evaluate the purpose and benefit of the proposed project, alternatives (including a no-action alternative), and any environmental consequences. Discuss with your counselor.
11. Identify three career opportunities that would use skills and knowledge in the environmental science field. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

Family Life

1. Prepare an outline on what a family is and discuss this with your merit badge counselor. Tell why families are important to individuals and to society. Discuss how the actions of one member can affect other members.
2. List several reasons why you are important to your family and discuss this with your parents or guardians and with your merit badge counselor.
3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family.
4. With the approval of your parent or guardian and your counselor, decide on and carry out an individual project that you would do around the home that would benefit your family. After completion, discuss the objective or goal and the results of the project with your family and then your counselor.
5. Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your merit badge counselor:
 - a. The objective or goal of the project
 - b. How individual members of your family participated
 - c. The results of the project
6. Do the following:
 - a. Discuss with your merit badge counselor how to plan and carry out a family meeting.
 - b. Prepare a meeting agenda that includes the following topics, review it with your parents or guardians, and then carry out one or more family meetings:
 1. How living the principles of the Scout Oath and Scout Law contributes to your family life
 2. The greatest dangers and addictions facing youth in today's society (examples include mental health challenges, use of tobacco products, alcohol, or drugs and other items such as debts, social media, etc.)
 3. The growing-up process and how the body changes, and making responsible decisions dealing with sex. This conversation may take place with only one parent or guardian.
 4. Personal and family finances
 5. A crisis situation within your family and who you can turn to for support during these situations.
 6. The effect of technology on your family
 7. Good etiquette and manners

Discussion of each of these subjects will very likely carry over to more than one family meeting.

7. Discuss with your counselor your understanding of what makes an effective parent and why, and your thoughts on the parent's role and responsibilities in the family.

*This conversation may take place with only one or both of your parents or guardians.

First Aid (revised January 2025)

1. **Handling a First Aid Emergency.** Do the following:
 - a. Explain the steps necessary to assess and handle a first aid emergency, including a safety evaluation of the scene.
 - b. Tell how you would obtain emergency medical assistance from your home and from a remote location on a wilderness camping trip.
 - c. Demonstrate the precautions you must take to reduce the risk of transmitting an infection between you and the victim while administering first aid, including the safe disposal of used first aid supplies.
 - d. Demonstrate evaluation of and management of a patient's airway and breathing.
 - e. Demonstrate a thorough examination of an accident victim.
 - f. Discuss why shock is an emergency.
 - g. Define the term triage and describe examples of triage situations that you may encounter.
2. **Preparing for First Aid Emergencies.** Do the following:
 - a. Obtain a copy of the Scout Annual Health and Medical Record and discuss the importance of the form including information on immunizations, allergies, medications, health history, and medical examinations to providing first aid at Scouting events.
 - b. Using checklists provided in the First Aid Merit Badge pamphlet or ones approved by your counselor, do the following:
 - 1 Assemble a personal first-aid kit for hiking and backpacking. Demonstrate the proper use of each item in your first-aid kit to your counselor.
 - 2 With your counselor, inspect a unit, home, vehicle, or camp first-aid kit and discuss your findings.
3. **Wounds with No External Bleeding.** Describe the symptoms and signs of, show first aid for, and explain prevention of these wounds:
 - a. Closed wounds, such as a bruise (contusion) or a hematoma
 - b. Superficial, partial thickness, and full thickness thermal (heat) burns or scalds
 - c. Chemical burns
 - d. Electrical burns
 - e. Sunburn
 - f. Snow blindness
 - g. Immersion foot, frostnip, frostbite, and ice burns
 - h. Abrasions, such as chafing and rope burns
 - i. Blisters on the hands, feet, buttocks, and shoulders
 - j. Puncture wounds from splinters, rope splinters, nails, and fish hooks
 - k. Rash from poisonous plants
 - l. Bug bites of chiggers, ticks, mosquitoes, and biting gnats
 - m. Bee stings
 - n. Bites of spiders
 - o. Sting of a scorpion
 - p. Bite of a pet or wild mammal or human
 - q. Bite of a venomous snake.
4. **Bleeding Wounds.** Describe the symptoms and signs of, show first aid for, and explain prevention of these wounds:
 - a. A nosebleed.

- b. An open wound with mild or moderate bleeding, such as a scratch or a scrape (abrasions), or a shallow cut (laceration).
 - c. An open wound with severe bleeding such as a deep cut on an arm or leg.
 - d. Explain when it is appropriate and is not appropriate to use one or more tourniquets. List some of the benefits and dangers of using a tourniquet. Demonstrate the application of a tourniquet without tightening it.
- 5. **Breathing Emergencies.** Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions affecting breathing:
 - a. Choking
 - b. Asthmatic attack
 - c. Anaphylaxis from an insect bite or sting or from food or product allergy
 - d. Inhalation injuries
 - e. Altitude sickness.
- 6. **Loss of Consciousness.** Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions causing loss of consciousness:
 - a. Fainting
 - b. Hypoglycemia
 - c. Seizure
 - d. Drug overdose and alcohol poisoning
 - e. Underwater hypoxic blackout
 - f. Cold water shock and drowning
 - g. Lightning strike and electric shock.
- 7. **Heart Attack.** Do the following:
 - a. Explain what a heart attack is.
 - b. Describe the symptoms and signs of a heart attack and first aid for this condition.
 - c. Describe the conditions that must exist before performing CPR on a person.
 - d. Demonstrate proper CPR technique using a training device approved by your counselor.
 - e. Explain the use of an automated external defibrillator (AED).
 - f. Demonstrate or simulate the proper use of an AED, using an AED training device if available.
 - g. Identify the typical location(s) of one or more AED(s) at public facilities in your community, such as, your school, place of worship, unit meeting place, sports facilities, and/or camp or by using a smart phone app. Discuss the reasons for choosing
 - h. locations like these.
- 8. **Muscle and Bone Injuries.** Do the following:
 - a. Explain the similarities and differences in a strain, a muscle tear, a tendon rupture, a sprain, a dislocation, a simple fracture, and a compound fracture.
 - b. Describe the symptoms and signs of and first aid for a muscle strain, a muscle tear, and a tendon rupture.
 - c. Describe the symptoms and signs of, and potential complications of, a sprain, a fracture, and a dislocation.
 - d. Demonstrate bandages for these injuries:
 - e. Arm slings for forearm or upper arm or collarbone fractures
 - 1 Elastic wrap and cravat bandages for ankle sprain
 - 2 Elastic wrap and cravat bandages for wrist sprain or hand injury.
 - f. e. Demonstrate the proper procedures for handling and splinting of suspected closed or open fractures or dislocations of the:
 - 1 Finger and toe

- 2 Forearm or wrist
 - 3 Upper leg
 - 4 Lower leg or ankle.
9. **Head and Spine Injuries.** Do the following:
 - a. Describe the symptoms and signs of, relationships between, possible complications of, and prevention of head, neck, and back injuries.
 - b. Describe the symptoms and signs of and first aid for a concussion.
 - c. Demonstrate first aid for an open head wound with a triangular or other bandage.
 - d. Demonstrate first aid for someone with a suspected neck or back injury.
 10. **Moving a Patient.** Do the following:
 - a. Describe the conditions under which an injured person should and should not be moved.
 - b. If a sick or an injured person must be moved, tell how you would decide the best method. Demonstrate these methods.
 - c. By yourself and with a partner, demonstrate how to transport a person from a smoke-filled room.
 - d. By yourself and with a partner, demonstrate how to transport a person with a sprained ankle for at least 25 yards.
 - e. With helpers under your supervision, improvise a stretcher and move a presumably unconscious person for at least 25 yards.
 11. **Heat- and Cold-related Conditions.** Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions associated with exertion and/or heat or cold exposure:
 - a. Dehydration and over-hydration
 - b. Heat cramps and muscle pain after exertion
 - c. Heat exhaustion
 - d. Heat stroke
 - e. Chest pains associated with cold exposure
 - f. Hypothermia.
 12. **Mental Health Conditions.** Describe the following:
 - a. Reactions associated with at least three stressful situations, such as mountain backpacking, rappelling, a ropes course, speaking before an audience, making a phone call to an adult, taking a swim test, missing home, lighting a match, trying out for a sports team, meeting someone for the first time, or other stressful circumstances.
 - b. The actions that you and others should take to prepare for and manage these situations.
 - c. The indications that someone might be a danger to themselves or others.
 - d. The actions that you should take if you suspect that someone might be a danger to themselves or others.
 13. **Miscellaneous Conditions.** Describe the symptoms and signs of, show first aid for, and explain prevention of the following conditions:
 - a. Object in the eye
 - b. Broken, chipped, loosened, or knocked out tooth
 - c. Vomiting and diarrhea associated with food poisoning
 - d. Abdominal pain
 - e. Stroke.
 14. With guidance from your counselor, develop a plan to teach a first-aid skill or topic using the EDGE method. Discuss your skill, topic, and plan with your counselor, and then teach your skill or topic to your family or to one or more Scouts.
 15. Do ONE of the following:

- a. Visit an emergency medical station house or training center in person. From the medical first responders that you meet during your visit, learn about how they serve their community and about their careers. Discuss with your counselor what you learned during your tour and interviews.
- b. Interview an emergency medical services professional about their work. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor and whether you might be interested in this career.
- c. Identify three career opportunities that would use skills and knowledge in emergency medical services. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.
- d. Identify how you might use the skills and knowledge in the field of emergency medical services to pursue a personal hobby and/or healthy lifestyle. Research the additional training required, expenses, and application with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Personal Fitness

If meeting any of the requirements for this merit badge is against the Scout's religious convictions, the requirement does not have to be done if the Scout's parents and the proper religious advisors state in writing that to do so would be against religious convictions. The Scout's parents must also accept full responsibility for anything that might happen because of this exemption.

1. Defining Personal Fitness. Explain to your counselor what personal fitness means to you, including:
 - (a) Describe a person who is physically fit.
 - (b) Describe a person who is mentally, emotionally and socially fit.
 - (c) Describe a person who is spiritually fit.
 - (d) Explain why it is important to be fit in all of these ways.
 - (e) Discuss how each aspect of personal fitness relates to the Scout Oath and Scout Law.
2. Monitoring Your Health. Do the following:
 - (a) Discuss with your counselor the importance of having a physical examination each year. Discuss why overall health, immunizations, medications, allergies, and medical history are covered during an examination. Tell your counselor when you last underwent a physical examination.
 - (b) Explain why it is important to have a routine dental examination. Explain what preventive or corrective treatments your dentist can provide, and why daily oral care is an important part of staying well. Tell your counselor when you last underwent a dental examination.
3. Your Fitness Knowledge and Habits. Do the following with your counselor:
 - (a) Explain the physical exercise you regularly do, whether your routine includes all four components of physical fitness (cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition), and how your current practices increase or decrease your likelihood of developing cardiovascular disease or other conditions in adulthood.
 - (b) Discuss what harmful substances you consciously avoid, and how these actions affect your risk factors now and in the future.
 - (c) Explain what common diseases can be prevented or mitigated by vaccinations, and whether you are immunized according to the advice of your healthcare provider and the direction of your parent or guardian.
 - (d) Discuss how good nutrition is related to the other components of personal fitness, and if you follow a nutritious, balanced diet.
 - (e) Discuss what a healthy weight is for you, and what you do to maintain a healthy weight.
 - (f) Explain why getting adequate sleep is important, and whether you get enough hours of sleep each night.
 - (g) Discuss whether you spend quality time with your family and friends in social and recreational activities, and how you contribute to creating and maintaining a good home life.
4. Measures of Physical Fitness. Determine with your counselor the assessments of physical fitness and nutrition you will do before, during, and after completing the 12-week program in requirement 7.
 - (a) Include a measure of cardiorespiratory (aerobic) fitness: Record the time required to complete a mile walk or run as fast as you can. If you are unable to walk or run as a result of a disability that is permanent or is expected to last for longer than two years, work with your counselor to define a test with a similar degree of aerobic challenge.
 - (b) Include two measures of muscular strength and endurance: Record either the number of sit-ups done in 60 seconds OR how long a plank was held; AND, record the number of either push-ups OR pull-ups done in 60 seconds. If you are unable to complete one these

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exercises safely and correctly, work with your counselor to replace it with a different exercise that measures strength and endurance.

(c) Include at least one measure of flexibility, such as a back-saver sit-and-reach test or a back scratch test.

5. Pre-Assessment of Physical Fitness. Before beginning the 12-week program in requirement 7, do the following:

(a) Complete each of the assessments you defined in requirement 4, and record your results.

(b) Identify your weakest and strongest area of physical fitness, and choose an area to target for improvement.

(c) Keep a log of what you eat and drink for a period of three days.

(d) Based on your diet log, identify at least two improvement goals related to diet and nutrition.

6. Plan the Program. Outline with your counselor a comprehensive 12-week physical fitness and nutrition program that you will complete based on your improvement goals and ability. The program must incorporate the following:

(a) warm-up: low-intensity movement or gentle muscle stretching before each more rigorous workout

(b) cardiorespiratory (aerobic) element: an activity that raises your heart and respiratory rate for 15 to 30 minutes at least three times per week

(c) muscular strength and endurance element: repetitive exercises that target different muscles – upper body, core, and/or legs – based on your improvement goals and potential

(d) flexibility element: movements that arch/lower/stretch/relax your back, rotate your trunk, or stretch your hamstrings

(e) cool-down: low-intensity movement or gentle stretching to prevent muscle cramps and enhance the benefits of exercise

(f) a plan for achieving your two improvement goals related to diet and nutrition.

7. Complete the Program. Do the following:

(a) Complete and keep a log, over 12 consecutive weeks, of the physical fitness and nutrition program you have outlined. (If your program is interrupted by illness or unavoidable conflicts for less than two weeks, you may resume where you left off, adding the missed days or weeks at the end.)

(b) During week 4 and week 8 of your program, repeat the assessments you did in requirement 5a before you began. Repeat the same tests for a final assessment within two weeks after completing the 12-week program. Show improvement over your pre-assessment results.

(c) For three days during week 8, and again during week 12, keep a log of what you eat and drink. Show improvement toward the diet and nutrition goals you set in requirement 5d.

(d) Discuss your results, improvements, insights, and experiences with your counselor after completing the program and assessments.

8. Future Career or Lifestyle. Do ONE of the following:

(a) Explore three careers related to personal fitness. Research one career area by interviewing an expert in the field, visiting a site, or using other resources. Learn about training, education, expenses, job outlook, salary, and advancement. Discuss your findings and career interest with your counselor.

(b) Explore how an area of personal fitness could contribute to a hobby or healthy lifestyle. Research education, costs, and organizations related to this activity. Discuss your findings and goals with your counselor.

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Please leave two business days for response.

Personal Management

1. Do the following:
 - a. Choose an item that your family might want to purchase that is considered a major expense.
 - b. Write a plan that tells how your family would save money for the purchase identified in requirement 1a.
 1. Discuss the plan with your merit badge counselor.
 2. Discuss the plan with your family.
 3. Discuss how other family needs must be considered in this plan.
 - c. Develop a written shopping strategy for the purchase identified in requirement 1a.
 1. Determine the quality of the item or service (using consumer publications or ratings systems).
 2. Comparison shop for the item. Find out where you can buy the item for the best price. (Provide prices from at least two different price sources.) Call around, study ads. Look for a sale or discount coupon. Consider alternatives. Can you buy the item used? Should you wait for a sale?
2. Do the following:
 - a. Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings for a period of 13 consecutive weeks.
 - b. Compare expected income with expected expenses.
 1. If expenses exceed budget income, determine steps to balance your budget.
 2. If income exceeds budget expenses, state how you would use the excess money (new goal, savings).
 - c. Track and record your actual income, expenses, and savings for 13 consecutive weeks (the same 13-week period for which you budgeted). (You may use the forms provided in mb pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your merit badge counselor.
 - d. Compare your budget with your actual income and expenses to understand when your budget worked and when it did not work. With your merit badge counselor, discuss what you might do differently the next time.
3. Discuss with your merit badge counselor FIVE of the following concepts:
 - a. The emotions you feel when you receive money.
 - b. Your understanding of how the amount of money you have with you affects your spending habits.
 - c. Your thoughts when you buy something new and your thoughts about the same item three months later. Explain the concept of buyer's remorse.
 - d. How hunger affects you when shopping for food items (snacks, groceries).
 - e. Your experience of an item you have purchased after seeing or hearing advertisements for it. Did the item work as well as advertised?
 - f. Your understanding of what happens when you put money into a savings account.
 - g. Charitable giving. Explain its purpose and your thoughts about it.
 - h. What you can do to better manage your money.
4. Explain the following to your merit badge counselor:

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- a. The differences between saving and investing, including reasons for using one over the other.
 - b. The concepts of return on investment and risk and how they are related.
 - c. The concepts of simple interest and compound interest.
 - d. The concept of diversification in investing.
 - e. Why it is important to save and invest for retirement.
5. Explain to your merit badge counselor what the following investments are and how each works:
 - a. Common stocks
 - b. Mutual funds
 - c. Life insurance
 - d. A certificate of deposit (CD)
 - e. A savings account
 - f. A U.S. savings bond
6. Explain to your counselor why people might purchase the following types of insurance and how they work:
 - a. Automobile
 - b. Health
 - c. Homeowner's/renter's
 - d. Whole life and term life
7. Explain to your merit badge counselor the following:
 - a. What a loan is, what interest is, and how the annual percentage rate (APR) measures the true cost of a loan.
 - b. The different ways to borrow money.
 - c. The differences between a charge card, debit card, and credit card. What are the costs and pitfalls of using these financial tools? Explain why it is unwise to make only the minimum payment on your credit card.
 - d. Credit reports and how personal responsibility can affect your credit report.
 - e. Ways to reduce or eliminate debt.
8. Demonstrate to your merit badge counselor your understanding of time management by doing the following:
 - a. Write a "to do" list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.
 - b. Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or place of worship or club meetings, then plan when you will do all the tasks from your "to do" list between your set activities.
 - c. Follow the one-week schedule you planned. Keep a daily diary or journal during each of the seven days of this week's activities, writing down when you completed each of the tasks on your "to do" list compared to when you scheduled them.
 - d. With your merit badge counselor, review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. Discuss what you might do differently the next time.

9. Prepare a written project plan demonstrating the steps below, including the desired outcome. This is a project on paper, not a real-life project. Examples could include planning a camping trip, developing a community service project or a school or religious event, or creating an annual patrol plan with additional activities not already included in the troop annual plan. Discuss your completed project plan with your merit badge counselor.
 - a. Define the project. What is your goal?
 - b. Develop a timeline for your project that shows the steps you must take from beginning to completion.
 - c. Describe your project.
 - d. Develop a list of resources. Identify how these resources will help you achieve your goal.
 - e. Develop a budget for your project.
10. Do the following:
 - a. Choose a career you might want to enter after high school or college graduation. Discuss with your counselor the needed qualifications, education, skills, and experience.
 - b. Explain to your counselor what the associated costs might be to pursue this career, such as tuition, school or training supplies, and room and board. Explain how you could prepare for these costs and how you might make up for any shortfall.

*Always be sure to have proper permission before using the internet.

Sustainability (revised January 2024)

1. Describe the meaning of sustainability in your own words. Explain the importance of sustainability to society and how you can contribute to fulfilling the needs of current generations without compromising the needs of future generations.
2. **Water.** Do ONE of the following and discuss with your counselor:
 - a. Evaluate your household water usage. If available, review water bills from the past year and evaluate the seasonal changes in water use. Identify three ways to help reduce water consumption.
 - b. Explain why water is necessary in our lives. Create a diagram to show how your household gets its clean water from a natural source and what happens with the water after you use it. Tell two ways to preserve your community's access to clean water in the future.
 - c. Different areas of the world are affected by either too much (flooding) or too little (drought) water. Explore whether either or both affects where you live. Identify three water conservation or flood mitigation practices (successful or unsuccessful) that have been tried where you live or in an area of the world that interests you.
3. **Food.** Do ONE of the following and discuss with your counselor:
 - a. Explore the sustainability of different types of plant-based, animal-based and aquaculture food. Identify where four different foods (such as milk, eggs, tuna fish, avocados, or ketchup) come from and how they are processed and transported from the source to you.
 - b. Identify four factors that limit the availability of food in different regions of the world. Discuss how each factor influences the sustainability of worldwide food supplies. Share three ways individuals, families, or your community can create their own food sources.
 - c. Develop a plan to reduce your household food waste in a sustainable manner. Establish a baseline and then track and record your results for two weeks.
4. **Community.** Do ONE of the following and discuss with your counselor:
 - a. Draw a rough sketch depicting how you would design a sustainable community. Share your sketch with your counselor, and explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community.
 - b. Identify one unsustainable practice in your community and develop a written plan to fix it.
 - c. Identify five sustainability factors in housing and rate your own home's sustainability against these factors.
5. **Energy.** Do ONE of the following and discuss with your counselor:
 - a. Learn about the sustainability of different energy sources, including coal, gas, geothermal, hydropower, nuclear, petroleum, solar, and wind. Identify three common energy sources in the United States and describe how the production and consumption of each of these energy sources affects sustainability.
 - b. List eight ways your family consumes energy, such as gas appliances, electricity, heating systems or cooling systems, and transportation. For one home- and one transportation-related energy use, list three ways to help reduce consumption, reduce your carbon footprint, and be a better steward of this resource.
 - c. List five ways you and your family could reduce energy consumption in your home, such as adjusting your thermostat, window shades, opening windows, reducing hot-water temperature, and minimizing water consumption. Identify the benefits and risks of each idea and implement them if possible.
6. **Stuff.** Do ONE of the following and discuss with your counselor:

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- a. Create a list of 15 items of your personal "stuff". Classify each item as an essential need (such as soap) or a desirable want (such as a video game). Identify any excess "stuff" you no longer need, working with your family, if possible. Donate, repurpose, or recycle those items you can.
 - b. List five ways having too much "stuff" affects you, your family, your community, AND the world. For each of the five ways, consider the following aspects: the financial impact, time spent, maintenance, health, storage, and waste generation. Identify practices that can be used to avoid accumulating too much "stuff."
 - c. Research the impact waste has on the environment (land, water, air). Find out what the trash vortex is and how it was formed. Explain the number system for plastic recyclables and which plastics are more commonly recycled. Identify the average lifespan of one electronic device in your household, and whether it can be recycled in whole or part.
7. Do TWO of the following and discuss with your counselor:
 - a. List five sustainability practices. Identify how you, your family, community, AND the world can improve sustainability. This is a systems issue, so any action can affect other practices.
 - b. The United Nations lists seventeen Sustainable Development Goals. These include Clean Water and Sanitation; Affordable and Clean Energy; Industry, Innovation, and Infrastructure; Life Below Water; and Life on Land. Pick one of these five and summarize the goal and its current and future impact on you, your family, community, AND the world.
 - c. Identify how the planetary life-support systems (soil, climate, freshwater, atmospheric, nutrient, oceanic, ecosystems, and species) support life on Earth and interact with one another. Share what happens to the planet's sustainability when these systems are disrupted by natural events or human activity.
 - d. Identify how product life cycles (the cycle of design, sourcing, production, use, and disposal or reuse) influence current and future sustainability. Choose one specific common product type to demonstrate how the full product life cycle would apply.
 - e. Learn how the world's population affects the sustainability of Earth. Discuss three human activities that may contribute to putting Earth at risk, now and in the future.
8. Do the following:
 - a. On a campout or other outdoor Scouting activity that you attend, make notes on the sustainability practices you and your fellow Scouts practice. Observe transportation, forestry, soil conservation, water resources, habitat, buildings, campsites, and sanitation. Share what you observed and learned with your counselor.
 - b. Discuss with your counselor how living by the Scout Oath, Scout Law, and Outdoor Code in your daily life helps promote sustainability.
9. Learn about career opportunities in the sustainability field. Pick one and find out the education, training, and experience required. Discuss what you have learned with your counselor and explain why this career might interest you.