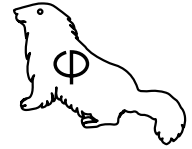


# Camp Parsons


*Where the Mountains Meet the Sea*



## Merit Badge Prerequisites

Often if a scout has previously met a requirement, all that is needed is a note attesting to it. However, the validity will be determined on a case-by-case basis by the instructor. It is always a good idea to bring along documented proof of the completed requirement (i.e., photo evidence or a journal documenting "over time" requirements.

If you have questions, please contact camp.

To distinguish them from the actual text of the requirements, our comments below are in blue and denoted with this symbol: .

Visit this link for the full text of all requirements: [Merit Badge Requirements](#)

## BSA Lifeguard

### Prerequisites

Before doing requirements 6 through 26, complete the following:

1. Submit proof of age. You must be at least 15 years old to participate.
2. Submit written evidence of fitness for swimming activities (signed health history).
3. Swim continuously for 550 yards in good form using the front crawl or breaststroke or a combination of either, but swimming on the back or side is not allowed.
4. Immediately following the above swim, tread water for two minutes with the legs only and the hands under the armpits.
5. Starting in the water, swim 20 yards using a front crawl or breaststroke, surface dive 7 to 10 feet, retrieve a 10-pound object, surface, swim on your back with the object 20 yards back to the starting point with both hands holding the object, and exit the water, all within 1 minute, 40 seconds.



### Requirements that must be completed outside of camp

6. Show evidence of current training in American Red Cross First Aid and American Red Cross CPR/AED for the Professional Rescuer or equivalent.
7. Show evidence of current training in the BSA online module for Safe Swim Defense.

## Bugling

6. Serve as bugler in your troop for three months.



# Camping



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. (e) Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
8. (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 maybe 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.

# 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
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

# Communication



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.
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 webpage 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 webpage or blog that would be helpful to someone who visits the webpage or blog you have created. It is not necessary to post your webpage 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.

# Cooking



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.** Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you kept your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals. Then do the following:
  - a. 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.
  - b. Share and discuss your meal plan and shopping list with your counselor.
  - c. 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.\*
  - d. 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.
  - e. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.
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 consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.
  - (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 this requirement. 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.

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

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

## Emergency Preparedness



6. Do the following:

(c) Find out who is your community's emergency management director and learn what this person does to prevent, protect, mitigate, respond to, and recover from emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.

7. Do the following:

(a) Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.

## Energy



4. Conduct an energy audit of your home. Keep a 14-day log that records what you and your family did to reduce energy use. Include the following in your report and, after the 14-day period, discuss what you have learned with your counselor.

(a) List the types of energy used in your home such as electricity, wood, oil, liquid petroleum, and natural gas, and tell how each is delivered and measured, and the current cost; OR record the transportation fuel used, miles driven, miles per gallon, and trips using your family car or another vehicle.

(b) Describe ways you and your family can use energy resources more wisely. In preparing your discussion, consider the energy required for the things you do and use on a daily basis (cooking, showering, using lights, driving, watching TV, using the computer). Explain what is meant by sustainable energy sources. Explain how you can change your energy use through reuse and recycling.

## Fire Safety



6. Conduct a home safety survey with the help of an adult. Then do the following:

(a) Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.  
(b) Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.

7. Do the following:

(b) Demonstrate the safe way to start a charcoal fire.\*

10. Do the following:
  - (b) Demonstrate setting up and putting out a cooking fire.\*
  - (c) Demonstrate using a camp stove and lantern.\*
11. Visit a fire station. Identify the types of fire trucks. Find out about the fire prevention activities in your community.
12. Determine if smoke detectors are required in all dwellings within your municipality. If so, explain which specific types are required. Tell your counselor what type of smoke detectors your house has or needs.

 \*It may be possible to complete these requirements at camp, but that is subject to change if there is a burn ban in place.

## First Aid




1. Demonstrate to your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class, and First Class ranks.
5. Do the following:
  - (a) Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.
  - (b) With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader.

## Lifesaving



2. Before doing requirements 3 through 15:
  - (a) Earn the Swimming merit badge.
  - (b) Swim continuously for 400 yards using each of the following strokes in a strong manner, in good form with rhythmic breathing, for at least 50 continuous yards: front crawl, sidestroke, breaststroke, and elementary backstroke.\*

 \*Requirement 2b does not need to be done before coming to camp, but the scout must be able to complete this requirement before continuing with the merit badge class at camp.

## Nuclear Science



4. Do TWO of the following; then discuss with your counselor:
  - (a) Build an electroscope. Show how it works. Place a radiation source inside and explain the effect it causes.
  - (b) Make a cloud chamber. Show how it can be used to see the tracks caused by radiation. Explain what is happening.
  - (c) Perform an experiment demonstrating half-life. Discuss decay chains.

## Scouting Heritage



5. Learn about the history of your unit or Scouting in your area. Interview at least two people (one from the past and one from the present) associated with your troop. These individuals could be adult unit leaders, Scouts, troop committee members, or representatives of your troop's chartered organization. Find out when your unit was originally chartered. Create a report of your findings on the history of your troop, and present it to your patrol or troop or at a court of honor, and then add it to the troop's library. This presentation could be in the form of an oral/written report, an exhibit, a scrapbook, or a computer presentation such as a slide show.
6. Make a collection of some of your personal patches and other Scouting memorabilia. With their permission, you may include items borrowed from family members or friends who have been in Scouting in the past, or you may include photographs of these items. Show this collection to your counselor, and share what you have learned about items in the collection. (There is no requirement regarding how large or small this collection must be.)

 Bring photographs of your collection to camp to show your counselor; no need to bring the collection itself.

## Search and Rescue



6. Identify four types of search and rescue teams and discuss their use or role with your counselor. Then do the following:
  - (a) Interview a member of one of the teams you have identified above, and learn how this team contributes to a search and rescue operation. Discuss what you learned with your counselor.