

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Merit Badge - General use

Archery 2025-01-01

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#1. Do the following:

- #1a** Explain what a projectile is, and why any device that shoots a projectile at high speed must be handled with care and respect, and used only in approved locations.
- #1b** Explain the five range safety rules.
- #1c** Explain the four whistle commands used on the range.
- #1d** Explain how to safely remove arrows from the target and return them to your quiver.
- #1e** Tell your counselor about your local and state laws for owning and using archery equipment.

#2. Do the following:

- #2a** Name and point to the parts of an arrow.
  - #2b** Describe three or more different types of arrows.
  - #2c** Name the four principal materials for making arrow shafts.
- #(d) Do ONE of the following:
- #2d[1]** Make a complete arrow from a bare shaft using appropriate equipment available to you.
  - #2d[2]** To demonstrate arrow repair, inspect the shafts and prepare and replace at least three vanes, one point, and one nock. You may use as many arrows as necessary to accomplish this. The repairs can be done on wood, fiberglass, or aluminum arrows.
  - #2e** Explain how to properly care for and store arrows.

#3. Do the following:

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

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#4. Explain the following:

- #4a** The difference between an end and a round
- #4b** The differences among field, target, and 3-D archery
- #4c** How the five-color World Archery Federation target is scored
- #4d** How the National Field Archery Association (NFAA) black-and-white field targets and blue indoor targets are scored.

#5. Working under the supervision of a certified USA Archery Level 1 Instructor or a certified long-term camp staff member (i.e., a National Camping School [NCS] Range Activities Director; or a Rangemaster over age 18 who is trained by a NCS Range Activities Director or by a USA Archery Level 1 Instructor), do ONE of the following options:

**Note:**When using a Genesis bow, apply the requirements in Option A.

**null** Option A—Recurve Bow or Longbow. Do the following:

- #5. Opt A (1)** Name and point to the parts of the recurve or longbow you are shooting.
- #5. Opt A (2)** Explain how to properly care for and store recurve bows and longbows.
- #5. Opt A (3)** Demonstrate and explain USA Archery's 11 Steps of Shooting for the bow you are shooting.
- #5. Opt A (4)** Demonstrate the proper way to string a recurve bow or longbow.
- #5. Opt A (5)** Using a bow square, locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.

**#(6)** Do ONE of the following:

**#(a)** Using a recurve bow or longbow and arrows with a finger release, shoot a single round of ONE of the following:

- #5. Opt A (6)(a)(1)** An NFAA field round of 14 targets and make a score of 60 points
- #5. Opt A (6)(a)(2)** A Scouting America field round of 14 targets and make a score of 80 points
- #5. Opt A (6)(a)(3)** A World Archery/USA Archery indoor round and make a score of 80 points (indoor rounds may be shot outdoors if this is more

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convenient)

- #5. Opt A (6)(a)(4)** An NFAA indoor round and make a score of 50 points (indoor rounds may be shot outdoors if this is more convenient).
- #5. Opt A (6)(b)** Shooting 30 arrows in five-arrow ends at an 80-centimeter (32-inch) five-color target at 10 yards and using the 10 scoring regions, make a score of 150 points.
- #5. Opt B (1)** Name and point to the parts of the compound bow you are shooting.  
  
null Option B—Compound Bow. Do the following:
  - #5. Opt B (2)** Explain how to properly care for and store compound bows.
  - #5. Opt B (3)** Demonstrate and explain USA Archery's 11 Steps of Shooting for the bow you are shooting.
  - #5. Opt B (4)** Explain why it is necessary to have the string or cable on a compound bow replaced at an archery shop.
  - #5. Opt B (5)** Locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.  
  
#(a) Using a compound bow and arrows with a finger release, shoot a single round of ONE of the following:
    - #5. Opt B (6)(a)(1)** An NFAA field round of 14 targets and make a score of 70 points
    - #5. Opt B (6)(a)(2)** A Scouting America field round of 14 targets and make a score of 90 points
    - #5. Opt B (6)(a)(3)** A World Archery/USA Archery indoor round and make a score of 90 points (indoor rounds may be shot outdoors if this is more convenient)
    - #5. Opt B (6)(a)(4)** An NFAA indoor round and make a score of 60 points (indoor rounds may be shot outdoors if this is more convenient)
    - #5. Opt B (6)(b)** Shooting at an 80-centimeter (32-inch) five-color target using the 10 scoring regions, make a minimum score of 160 points. Accomplish this in the following manner:  
Shoot 15 arrows in five-arrow ends, at a distance of 10 yards  
AND  
Shoot 15 arrows in five-arrow ends, at a distance of 15 yards.

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**Art**    **2014-01-01**

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#1. Discuss the following with your counselor:

**#1a** What art is and what some of the different forms of art are

**#1b** The importance of art to humankind

**#1c** What art means to you and how art can make you feel.

**#2** Discuss with your counselor the following terms and elements of art: line, value, shape, form, space, color, and texture. Show examples of each element.

**#3** Discuss with your counselor the six principles of design: rhythm, balance, proportion, variety, emphasis, and unity.

#4. Render a subject of your choice in FOUR of these ways:

**#4a** Pen and ink

**#4b** Watercolors

**#4c** Pencil

**#4d** Pastels

**#4e** Oil paints

**#4f** Tempera

**#4g** Acrylics

**#4h** Charcoal

**#4i** Computer drawing or painting.

#5. Do ONE of the following:

**#5a** Design something useful. Make a sketch or model of your design. With your counselor's approval, create a promotional piece for the item using a picture or pictures.

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- #5b** Tell a story with a picture or pictures or using a 3-D rendering.
  
- #5c** Design a logo. Share your design with your counselor and explain the significance of your logo. Then, with your parent or guardian's permission and your counselor's approval, put your logo on Scout equipment, furniture, ceramics, or fabric.
  
- #6** With your parent or guardian's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.
  
- #7** Find out about three career opportunities in art. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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**Astronomy**      **2025-01-01**

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#1. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in astronomy activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.  
*Resource:* Preparing for Stargazing (video)
- #1b** Explain first aid for injuries or illnesses such as heat and cold reactions, dehydration, bites and stings, and damage to your eyes that could occur during observations.  
*Resources:* Dehydration (video)  
Insect Bite and Sting Safety (video)  
Heat and Cold Related First Aid (video)
- #1c** Describe the proper clothing and other precautions for safely making observations at night and in cold weather.  
*Resource:* WINTER! Astronomy..How to Keep Warm & Stay Out Longer (video)
- #1d** Explain how to safely observe the Sun, objects near the Sun and solar eclipses.  
*Resource:* How to View the Sun Safely-Eclipses, Sunspots (video)
- #2** Explain what light pollution is and how it and air pollution affect astronomy.  
*Resources:* Where Are the Stars? (video)  
Why No One Can See the Stars Anymore (video)  
How Dark Is Your Sky? The Bortle Scale Can Tell You (video)  
Protecting the Night Sky From Light Pollution: Why Does It Matter? (video)

#3. With the aid of diagrams (or real telescopes if available), do the following:

- #3a** Explain why binoculars and telescopes are important astronomical tools. Demonstrate or explain how these tools are used.  
*Resources:* How to Use a Telescope - A Beginner's Guide (video)  
Telescopes and Binoculars (video)
- #3b** Describe the similarities and differences of several types of astronomical telescopes, including at least one that observes light beyond the visible part of the spectrum (i.e., radio, X-ray, ultraviolet, or infrared).  
*Resources:* Telescopes: Crash Course in Astronomy (video)  
Exploring the Universe: Non-Optical Telescopes Unveiled! (video)  
The Basic Telescope Types (video)  
10 Types of Space Telescopes (video)
- #3c** Explain the purposes of three instruments used with astronomical telescopes.  
*Resources:* 10 Types of Space Telescopes (video)  
Hubble Instruments (website)

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The Hubble Space Telescope: Revolutionizing Our View of the Universe (video)  
What Astronomers Use to Explore the Universe (video)

- #3d** Describe the proper care and storage of telescopes and binoculars both at home and in the field.  
*Resources:* How to Care for Your Telescope (website)  
How to Care for Your Telescope Optics the Right Way. (website)  
How to Care for Your Telescope (video)  
Caring for Your Celestron Telescope: How to Maintain, Store, and Ship Your Telescope (website)

*#4.* Do the following (if instruction is done in a planetarium, Scouts must still identify the required stars and constellations outside under the natural night sky):

- #4a** Identify in the sky 10 constellations, at least four of which are in the zodiac.  
*Resources:* Naked Eye Observations (video)  
88 Officially Recognized Constellations (website)  
10 FREE Stargazing Apps (video)

- #4b** Identify in the sky eight conspicuous stars, five of which are of magnitude 1 or brighter.  
*Resources:* Naked Eye Observations (video)  
Star Magnitude (Brightness) Explained (video)

- #4c** Make two sketches of the Big Dipper or Cassiopeia from direct observation. In one sketch, show the Big Dipper's or Cassiopeia's orientation in the early evening sky. Make another sketch, showing its position several hours later. In both sketches, show the North Star and the horizon. Record the date and time each sketch was made.  
*Resources:* How to Use the Big Dipper and Cassiopeia to Find the North Star (website)  
How to Find Ursa Major (Big Dipper) Constellation (video)  
Find Cassiopeia the Queen Constellation by Looking North for the "W" Shape (video)

- #4d** Explain what we see when we look at the Milky Way.  
*Resources:* The Milky Way: Crash Course Astronomy (video)  
How Do We Study Stars? (video)  
Imagine the Universe! The Milky Way Galaxy (website)

*#5.* Do the following:

- #5a** List the names of the five most visible planets. Explain which ones can appear in phases similar to lunar phases and which ones cannot, and explain why.  
*Resources:* WOLFRAM Demonstrations Project (website)  
Which Planets Appear in Phases Similar to Lunar Phases? (website)  
Which Planets Appear in Phases Similar to Lunar Phases? (video)

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- #5b** Using the internet (with your parent or guardian's permission) and other resources, find out when each of the five most visible planets that you identified in requirement 5(a) will be observable in the evening sky during the next 12 months, then compile this information in the form of a chart or table.  
*Resources:* Visible Planets Tonite (website)  
Skywatching (website)
- #5c** Describe the motion of the planets across the sky.  
*Resources:* Apparent Retrograde Motion (video)  
Understanding Planetary Motions and Retrograde Motion (video)
- #5d** Observe a planet and describe what you saw.  
*Resources:* Planets Visible Tonight (website)  
Night Sky Tonight (website)  
Skywatching (website)
- #6.** Do the following:
- #6a** Sketch the face of the Moon and indicate five seas and five craters. Label these landmarks.  
*Resources:* Moon Craters Explained (video)  
Easy Moon Sketching Step by Step (video)  
The Craters on the Moon with Neil deGrasse Tyson (video)  
Why Does the Moon Have Craters? (website)
- #6b** Sketch the phase and position of the Moon, at the same hour and place, for four nights (or days) within a one-week period by direct observation. Include landmarks on the horizon such as hills, trees, and buildings. Explain the changes you observe.  
*Resources:* The Phases of the Moon Explained (video)  
Moon Phase Animation (video)  
Why Does the Moon Have Phases, but Planets Like Venus Also Show Phases? (video)
- #6c** List the factors that keep the Moon in orbit around Earth.  
*Resources:* Why Doesn't the Moon Fall Down? (video)  
Why Doesn't the Moon Fall Into the Earth? (website)  
Why Does the Moon Stay With the Earth? (website)
- #6d** With the aid of diagrams, explain the relative positions of the Sun, Earth, and the Moon at the times of lunar and solar eclipses, and at the times of new, first-quarter, full, and last-quarter phases of the Moon.  
*Resources:* Lunar Eclipses Explained (video)  
The Phases of the Moon Explained (website)  
Why Do Eclipses Happen? (website)  
Solar Eclipses Explained (video)

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#7. Do the following:

- #7a** Describe the composition of the Sun, its relationship to other stars, and some effects of its radiation on Earth's weather and communications.  
*Resources:* What Is the Sun Made of? (video)  
Our Sun's Path Through the Milky Way Galaxy (video)
- #7b** Define sunspots and describe some of the effects they may have on solar radiation.  
*Resources:* What Are Sunspots? (video)  
Sunspots (video)  
Sunspots - NASA (website)
- #7c** Identify at least one red star, one blue star, and one yellow star (other than the Sun). Explain the meaning of these colors.  
*Resources:* Why Are the Stars Different Colors? (video)  
Naked Eye Observations (video)

#8. With your counselor's approval and guidance, do ONE of the following:

- #8a** Visit a planetarium or astronomical observatory. Submit a written report, a scrapbook, OR a video presentation afterward to your counselor that includes the following information: activities occurring there, exhibits and displays you saw, telescopes and other instruments being used, and celestial objects you observed.  
*Resources:* The 10 Best Observatories in the U.S. to Visit This Year (website)  
U.S. Planetariums (website)
- #8b** Plan and participate in an observation session that includes using binoculars or a telescope and includes at least 10 celestial objects beyond those observed in requirement 4. These might be lunar features, Messier objects, additional constellations or planets, or artificial satellites including the International Space Station. List the celestial objects you want to observe and find each in a star chart, guidebook or by using an app. Prepare a log or notebook. Discuss with your counselor what you hope to observe prior to your observation session. Review your log or notebook with your counselor afterward.
- #8c** Plan and host a star party for your Scout troop or other group such as your class at school. Use binoculars or a telescope to show and explain celestial objects to the group.  
*Resources:* Transform your Astronomy Knowledge at a Star Party! (video)  
I Went to a STAR PARTY! (video)  
What It's Like to Attend a Star Party (video)
- #8d** Help an astronomy club in your community hold a star party that is open to the public.  
*Resources:* Transform your Astronomy Knowledge at a Star Party! (video)  
I Went to a STAR PARTY! (video)  
What It's Like to Attend A Star Party (video)

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- #8e** Personally take a series of photographs or digital images of the movement of the Moon, a planet, an asteroid, meteor, or a comet. In your visual display, label each image and include the date and time it was taken. Show all positions on a star chart or map. Show your display at school or at a troop meeting. Explain the changes you observed.

*Resource:* Smartphone Astrophotography: A Beginner's Guide (website)

- #8f** With your parent or guardian's and counselor's approval, use online observing opportunities such as SkyNet to observe planets, comets, galaxies, and/or the sun. Describe your experience to your counselor.

*Resource:* The Skynet Robotic Telescope Network (website)

**#9.** Do ONE of the following:

- #9a** Identify three career opportunities that would use skills and knowledge in astronomy. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

*Resources:* What You Should Know About Getting a Career in Astronomy/Astrophysics (video)

Explore a Career in Astronomy (website)

- #9b** Identify how you might use the skills and knowledge in astronomy to pursue a personal hobby. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

*Resources:* Getting Started in Astronomy (video)

Astronomy: A Great Hobby (video)

Getting Started in Astronomy (website)

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Athletics 2026-01-01

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#1. Do the following with your counselor:

- #1(a)** Explain to your counselor the most likely hazards you may encounter during athletics activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.  
*Resource:* Preventing Injuries in Youth Athletes (video)

- #1(b)** Show that you know first aid for injuries or illnesses that could occur while participating in athletics events, including sprains, strains, contusions, abrasions, blisters, dehydration, heat reactions, and concussions.  
*Resources:* Using the RICE Method for Injuries - Rest, Ice, Compress, Elevate (video)  
First Aid Treatment for Wounds (video)  
Top 10 Most Common Sports Injuries (and How to Prevent Them!) (video)

#2. Do the following with your counselor:

- #2(a)** Discuss 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.  
*Resource:* Annual Physical Exam (website)
- #2(b)** Explain how you maintain good health habits, especially during training, and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your health and your performance in athletic activities.  
*Resources:* Nutrition Tips for High School Athletes (video)  
Refusing Use of Harmful Substances (video)

- #2(c)** Describe the elements of a nutritious, balanced diet, and explain what you do to maintain a healthy diet.  
*Resource:* What is MyPlate? (website)

#3. Select an athletic activity that interests you, then do the following:

*Resource:* Which Sport Are You Made for? Take Our 60-Second Test (website)

- #3(a)** With guidance from your counselor, establish a personal training program suited to the activity you have chosen. Follow this training program for three months.  
*Resource:* Keys to Sport-Specific Training (video)

- #3(b)** Use a chart or other tracking method to monitor your progress during this time.  
*Resource:* 7 Powerful Journaling Ideas for Youth Sports Athletes (website)

- #3(c)** Explain to your counselor the equipment necessary to participate in this activity and the appropriate clothing for the activity and the time of year.  
*Resource:* Equipment Needed to Play Various Sports (website)

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- #3(d)** At the end of three months, review your records from requirement 3(b), and discuss with your counselor what progress you have made during training. Tell how your development has affected you mentally and physically.  
*Resource:* How Do You Measure Progress? (video)

#4. Do the following:

- #4(a)** Explain the rules for two athletic activities, one of which is the activity you chose for requirement 3.  
*Resource:* Rules of Sports (website)
- #4(b)** Discuss the importance of warming up and cooling down before and after each training session or event.  
*Resource:* Stretching and Warming Up (video)
- #4(c)** Explain to your counselor what an amateur athlete is and the differences between an amateur and a professional athlete.  
*Resource:* What Is an Amateur (PDF)
- #4(d)** Discuss the traits and importance of good sportsmanship. Tell what role sportsmanship plays in both individual and group athletic activities.  
*Resources:* What is Good Sportsmanship? (video)  
Olympians' Display of Sportsmanship Fosters Positive Attitudes (video)  
What Does Sportsmanship Mean to You (video)

#5. Complete the activities in FOUR of the following options and show improvement over a three-month period:

- #5 Option A(1)** 100-meter dash
- #5 Option A(2)** 200-meter dash
- #5 Option B(1)** 3k run
- #5 Option B(2)** 5k run
- #5 Option C(1)** Running long jump OR running high jump (best of three tries)  
*Resources:* Running Long Jump (video)  
Running High Jump (video)
- #5 Option C(2)** Standing long jump OR standing high jump (best of three tries)  
*Resources:* Standing Long Jump (video)  
Standing High Jump (video)

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- #5 Option D(1)** 100-meter swim  
*Resource: How to Swim Laps (video)*
- #5 Option D(2)** 200-meter swim  
*Resource: Best Way to Swim a 200m (video)*
- #5 Option E(1)** Pull-ups in two minutes  
*Resource: How to Do a Pull-Up (video)*
- #5 Option E(2)** Push-ups in two minutes  
*Resource: How to Do a Push-Up (video)*
- #5 Option F(1)** Baseball throw for accuracy, 10 throws at a target (distance to be determined by age): ages 11 to 12, 20 feet; ages 13 to 15, 30 feet; ages 16 to 17, 40 feet
- #5 Option F(2)** Baseball throw for distance, five throws (total distance)
- #5 Option G(1)** Basketball shot for accuracy, 10 free-throw shots
- #(2)** Basketball throw for skill and agility, the following shots:
- #5 Option G(2)(a)** Left-side layup
- #5 Option G(2)(b)** Right-side layup
- #5 Option G(2)(c)** Left side of hoop, along the key line
- #5 Option G(2)(d)** Right side of hoop, along the key line
- #5 Option G(2)(e)** Where key line and free-throw line meet, left side
- #5 Option G(2)(f)** Where key line and free-throw line meet, left side
- #5 Option G(2)(g)** Top of the key
- #5 Option G(2)(h)** Another spot along the three-point line
- #5 Grp H(1)** Goals from the 10-yard line, eight kicks

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*Resource:* Shooting a Soccer Free Kick (video)

- #5 Grp H(2)** Football kick or soccer kick for distance, five kicks (total distance)  
*Resource:* Kick a Football Field Goal (video)

- #5 Grp I(1)** Chest/bench press, two sets of 15 repetitions each  
*Resource:* How to Bench Press (video)

- #5 Grp I(2)** Leg curls, two sets of 15 repetitions each  
*Resource:* How to Do Leg Curls (video)

#6. Do the following:

- #6(a)** Prepare plans for conducting a sports meet or field day that includes 10 activities, at least five of which must come from the groups mentioned in requirement 5. Outline the duties of each official needed and list the equipment the meet will require.  
*Resource:* Planning a Field Day (video)

- #6(b)** With your parent or guardian's and counselor's approval, serve as an official or volunteer at a sports meet to observe officials in action. Tell your counselor about your responsibilities at the meet and discuss what you learned.  
*Resources:* How to Serve as a Swim Meet Timer (video)  
Rules of a Swim Meet (video)

#7. Do ONE of the following:

- #7(a)** Explore three careers related to athletics. 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.  
*Resource:* A Career as an Athletic Trainer (video)

- #7(b)** Explore how an area of athletics 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.  
*Resource:* Making Athletics a Habit (video)

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### Automotive Maintenance 2026-01-01

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#1. Safety and Registration. Do the following:

- #1(a)** Explain to your counselor the hazards you are most likely to encounter during automotive maintenance activities, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.  
*Resource:* Automotive Repair Safety Observations (video)
- #1(b)** Discuss with your counselor the safety equipment, tools, and clothing used while checking or repairing a motor vehicle. Use this equipment, tools, and/or clothing (when needed or called for) in meeting the requirements for this merit badge.  
*Resource:* Garage and Shop Safety Basics (video)
- #1(c)** Explain the different ways motor vehicles are powered.  
*Resources:* Difference Between Diesel and Gas Engines (video)  
Different Types of Motors in Electric Vehicles (video)  
Different Types of Hybrid Engines (video)  
How Do Hydrogen Cars Work (video)
- #1(d)** Explain the safety considerations when performing maintenance on a vehicle equipped with a high-voltage electrical system.  
*Resource:* Working on High Voltage Vehicles (video)
- #1(e)** Review the maintenance chart in the vehicle owner's manual. Explain the requirements and time limits.  
*Resource:* Should I Follow the Manufacturer's Maintenance Schedule (video)
- #1(f)** Explain the purpose, importance, and limitations of safety belts and passive restraints.  
*Resources:* Seatbelt | How Does it Work? (video)  
Seatbelts (website)  
On Air Bags (website)
- #1(g)** Find out the requirements for your state's emissions and safety inspections (as applicable), including how often a vehicle needs to be inspected.  
*Resource:* Tips on How to Pass State Inspection (video)
- #1(h)** Explain the importance of registering a vehicle and find out the annual registration fee for renewing your family car's registration.  
*Resource:* Vehicle Registration Near Me (video)

#2. General Maintenance. Do the following:

*Resource:* Your Car's Fluids (video)

- #2(a)** Demonstrate how to check the following:  
*Resource:* Your Car's Fluids (video)

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- #2(a)(1)** Brake fluid
  - #2(a)(2)** Engine oil
  - #2(a)(3)** Coolant
  - #2(a)(4)** Power steering fluid
  - #2(a)(5)** Windshield washer fluid
  - #2(a)(6)** Transmission fluid
  - #2(a)(7)** Battery fluid (if possible) and condition of the battery terminals.  
*Resources:* [How to Care for Your Automotive Battery \(video\)](https://youtu.be/-dWtk08fMfw?si=AfrX0oKSRI6fCKoe&t=14)  
[How to Check & Properly Fill Water Levels in a Car Battery \(video\)](https://youtu.be/ytg2TCC6IKw?si=XBSt8SXU0YENVL7J)
  - #2(b)** Locate the fuse boxes; determine the type and size of fuses. Demonstrate the proper replacement of burned-out fuses.  
*Resource:* [How to Check Car Fuses \(video\)](#)
  - #2(c)** Demonstrate how to check the condition and tension of belts and hoses.  
*Resources:* [How to Inspect Belts \(video\)](https://youtu.be/XIUk0XDpCSY?si=mPiotbFHaGk0grht&t=20)  
[How to Check Serpentine Belt \(video\)](https://youtu.be/Civ2ZIS3hB0?feature=shared)  
[How to Inspect Hoses \(video\)](https://youtu.be/apoc2ZUU51k?feature=shared)
  - #2(d)** Check the vehicle for proper operation of its lights, including the interior overhead lights, instrument lights, warning lights, and exterior bulbs.  
*Resources:* [How to Check Car Lights \(video\)](#)  
[Basics of Automotive Lighting Systems \(video\)](#)
  - #2(e)** Locate and check the air filter(s).  
*Resource:* [Check and Change Air Filter \(video\)](#)
- #3. Dashboard/Driver Information Center. Do the following:
- #3(a)** Explain the function of the fuel gauge, speedometer, tachometer, oil pressure, and engine temperature gauge. Point each one out on the instrument cluster.  
*Resource:* [Understanding the Car Gauges \(video\)](#)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Automotive Maintenance 2026-01-01

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- #3(b)** Explain the symbols that light up on the dashboard and the difference between the yellow and red symbols. Explain each of the indicators on the dashboard, using the owner's manual if necessary.  
*Resource:* Dashboard Warning Lights Explained (video)
- #3(c)** Explain the messages and alerts that may be displayed on the dashboard/ driver information center including maintenance-related reminders.
- #4. Tires. Do the following:*
- #4(a)** Explain the difference between tire manufacturer's and vehicle manufacturer's specifications and show where to find them.  
*Resource:* How to Read aTire (video)
- #4(b)** Demonstrate how to check tire pressure and properly inflate a tire. Check the spare tire and make sure it is ready for use.  
*Resource:* How to Properly Check and Fill Tires (video)
- #4(c)** Explain why wheel alignment is important to the life of a tire. Explain caster, camber, and toe-in adjustments on wheel alignment.  
*Resource:* Understanding Wheel Alignment Process (video) (video)
- #4(d)** Explain the purpose of the lateral-wear bar indicator.  
*Resources:* What is a Tire Wear Indicator Bar? (video)  
Knowing When to Replace Your Tires (video)
- #4(e)** Explain how to dispose of old tires in accordance with local laws and regulations.  
*Resource:* Tires: How Do I Get Rid Of Them? (video)
- #5. Engine. Do the following:*
- #5(a)** Explain how an internal combustion engine operates. Tell the differences between gasoline and diesel engines. Explain how a gasoline-electric hybrid vehicle is powered.  
*Resources:* Engines 101: Basics of How Engines Work (video)  
Engines 101: How Does a Diesel Engine Work (video)  
How Hybrid Cars Work (video)
- #5(b)** Discuss the purpose of engine oil. Explain the API service code, the SAE number, and the viscosity rating.  
*Resources:* API Motor Oil Ratings Explained (video)  
What Do SAE Grades Mean (video)
- #5(c)** Explain where to find the recommended oil type and the amount of oil to be used in the vehicle engine.  
*Resource:* Choosing the Correct Engine Oil (video)

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### Automotive Maintenance 2026-01-01

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#6. Cooling System. Do the following:

- #6(a)** Explain the need for coolant in the cooling system, and the importance of selecting the correct coolant type for a given vehicle.  
*Resource:* Role of Antifreeze/Coolant (video)
- #6(b)** Explain how to flush and change the engine coolant in the vehicle, and how to properly dispose of the used coolant.  
*Resource:* Flushing and Filling Your Coolant System (video)

#7. Fuel System. Do the following:

- #7(a)** Explain how the air and fuel systems work together and why it is necessary to have an air filter and fuel filter.  
*Resources:* How Air Filter Works (video)  
Animation Fuel Filter (video)
- #7(b)** Explain how a how a fuel injection system works and how an onboard computer works with the fuel injection system.  
*Resource:* How a Car Fuel Injection System Works Explained Step-by-Step! (video)

#8. Ignition and Electrical Systems. Do the following:

**#(a)** Diagram and explain the parts of one of the following electrical systems:  
*Resource:* Car Electrical System Explained (video)

- #8(a)(1)** Starting/charging system  
*Resource:* Automotive Starting and Charging System (video)
- #8(a)(2)** Hybrid or electric vehicle inverter  
*Resource:* The Role of Inverters for EV Propulsion Systems (video)
- #8(a)(3)** Lighting system.  
*Resource:* Automotive Lighting Circuits (video)
- #8(b)** Explain the engine's firing order.  
*Resource:* Explain Engine Firing Order | Automobile Engineering (video)
- #8(c)** Explain the purpose of the spark gap.  
*Resource:* What You Need to Know About Spark Plugs (video)
- #8(d)** Demonstrate how to safely connect jumper cables to your car battery.  
*Resources:* How to Properly Jump Start a Car (video)

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How to Jump Start a Dead Battery (website)

- #8(e)** Discuss with your counselor what factors can affect range on an electrified vehicle. Explain the procedure for recharging an electric or plug-in hybrid vehicle.

*Resource:* Factors Affecting Range (video)

- #8(f)** Explain what other vehicle systems are dependent on a reliable electrical system.

*Resource:* Fundamentals of Automotive Electrical Systems (video)

**#9.** Drive Train. Do the following:

- #9(a)** Diagram the drive train and explain the different parts.

*Resource:* Ultimate Drive Train Guide (video)

- #9(b)** Explain the difference between automatic and standard transmissions.

*Resource:* Manual vs Automatic (video)

- #9(c)** Explain the types of automatic transmission fluid.

*Resource:* The Complexities of Today's Automatic Transmission Fluid (video)

- #9(d)** Explain the types of lubricants used in a standard transmission, and in the differential and transfer case.

*Resource:* Which Fluids to Use (video)

- #9(e)** Explain the difference between front-wheel, rear-wheel, and four-wheel drive.

*Resource:* Ultimate Drive Train Guide (video)

**#10.** Brake System. Do the following:

- #10(a)** Explain the brake system (including antilock systems) and how it operates.

*Resource:* Understanding ABS (video)

- #10(b)** Explain the differences between disc and drum brake systems.

*Resource:* Drum vs Disc Brakes - What Are the Differences? (Which Is the Better Choice?) (video)

- #10(c)** Demonstrate how to check the condition of a vehicle's brake system. After checking, make recommendations for repairs (if necessary).

*Resource:* How to Check Pads and Rotor (video)

**#11.** Do TWO of the following:

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- #11(a)** Determine the value of three different vehicles you are interested in purchasing. One must be new and one must be used; the third vehicle can be new or used. For each vehicle, find out the requirements and cost of automobile insurance to include basic liability and options for collision, comprehensive, towing, and rental car. Using the three vehicles you chose and with your counselor's assistance, complete the operation/maintenance chart provided in the Automotive Maintenance merit badge pamphlet. Use this information to determine the operating cost per mile for each vehicle, and discuss what you learn with your counselor.  
*Resource:* How to Negotiate and Buy a Used Car (video)
- #11(b)** Choose a car cleaner and wax product for a vehicle you want to clean. Explain clear-coat paint and the precautions necessary for care. Clean the vehicle, both inside and out, and wax the exterior. Use a vinyl and rubber protectant (on vinyl tops, rubber door seals, sidewalls, etc.) and explain the importance of this protectant.  
*Resource:* How to Wax Your Car (video)
- #11(c)** Locate the manufacturer's jack. Use the jack to demonstrate how to engage the jack correctly on the vehicle, then change a tire correctly.  
*Resource:* How to Change a Flat Tire (video)
- #11(d)** Perform an oil filter and oil change on a vehicle. Explain how to properly dispose of the used oil and filter.  
*Resource:* How to Change Your Oil (website)
- #12** Find out about three career opportunities in the automotive industry. 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.  
*Resources:* 10 Exciting & Rewarding Jobs in the Automotive Industry (website)  
Automotive Jobs: The Highest Paying Ones (video)  
Best Careers in the Automotive Industry (video)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

Aviation 2025-01-01

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#1. Aviation Basics and Mechanics of Flight. Do the following:

- #1a Define "aircraft." Describe three kinds of aircraft today, and their typical uses.
- #1b Provide a brief overview of the evolution of flight, and discuss three notable times in history important to aviation.
- #1c Explain the difference between a fixed wing and a rotary wing aircraft, and the benefits of each.
- #1d Explain the operation of piston, turbine, and jet engines.
- #1e Using a model aircraft, describe the four forces that act on an aircraft in flight.
- #1f Explain how an airfoil generates lift, specifically noting Bernoulli's principle.
- #1g Identify and describe the aerodynamic control surfaces on the aircraft of your choice, and explain how they operate to control its attitude and direction of flight.
- #1h Explain the purposes and functions of the various instruments found in a typical single-engine aircraft: attitude indicator, heading indicator, altimeter, airspeed indicator, turn and bank indicator, vertical speed indicator, compass, navigation, communication, and engine performance indicators.

#2. Principles of Flight. Do ONE of the following:

- #2a Build a model FPG-9. Get others in your troop or patrol to make their own model, then organize a competition to test the precision of flight and landing of the models.
- #2b Build a rubber-band driven balsa wood airplane. Fly the plane for 25 feet in a straight line, with a smooth landing.
- #2c Build (or obtain) a fuel-driven or battery-powered electric model aircraft or drone. Obtain The Recreational UAS Safety Test (TRUST) certification, and fly the aircraft with a successful take-off and landing.

#3. Flight Operations. Do TWO of the following:

- #3a Using a flight simulator software package, set a course and fly the headings you have established with a successful take-off and landing.
- #3b Under supervision, perform a preflight inspection of an aircraft.
- #3c Observe and/or participate in an aircraft maintenance activity. Describe the maintenance schedule and requirements for an aircraft of your choice.

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**Aviation**      **2025-01-01**

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**#3d** Obtain and learn how to read an aeronautical chart. Measure a true course on the chart; correct it for magnetic variation, compass deviation, and wind drift to determine a navigational heading for an aircraft.

**#3e** With your parent or guardian's permission, take a discovery flight in an aircraft. Record the date, place, type of aircraft, and duration of flight. Report on your impressions of the flight.

**#4. Airport Operations.** Do ONE of the following:

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

**#4b** Visit a Federal Aviation Administration facility: Airport Traffic Control Tower (ATCT), Terminal Radar Approach Control (TRACON), Air Route Traffic Control Center (ARTCC), or Flight Standards District Office (FSDO). Report on the operation and your impressions of the facility.

**#4c** Visit a military aviation facility. Learn how that facility supports defense and/or civilian activities. Report on the operation and your impressions of the facility.

**#4d** Visit an aviation museum or attend an air show. Report on your impressions of the museum or show, and what you learned from the experience.

**#5. Personal & Professional Aviation Opportunities.** Do the following:

**#5a** Explain the following: the student pilot, the recreational pilot, the remote pilot, and the private pilot certificates.

**#5b** Describe the benefits of the instrument rating.

**#5c** Explain the following: the commercial pilot certificate, the airline transport pilot certificate, and certified flight instructor (CFI).

**#5d** Identify an Aviation Exploring Post and/or Civil Air Patrol facility in your area. Learn about their activities and membership requirements.

**#5e** Identify three career opportunities that would use skills and knowledge in aviation. 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.

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**Basketry**      **2015-01-01**

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#1. Do the following:

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

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

#2. Do the following:

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

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

#3. Plan and weave the following projects:

**#3a** Square basket

**#3b** Round basket

**#3c** Campstool seat.

## Event Requirements

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### Bird Study 2026-01-01

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- #1.** Explain the need for bird study and why birds are useful indicators of the quality of the environment. Describe how birds are part of the ecosystem.  
*Resources:* Why Are Birds Important (video)  
Why Birds Matter (video)

#2. Show that you are familiar with the terms used to describe birds by doing the following:

- #2a** Sketch or trace a perched bird and then label 15 different parts of the bird.  
*Resource:* How to Draw and Label a Bird (video)

- #2b** Sketch or trace an extended wing and label six types of wing feathers.  
*Resources:* Bird Wing Anatomy - Underside (video)  
Bird Wing Anatomy - 2 (video)

#3. Demonstrate that you know how to properly use and care for binoculars, a spotting scope, or a monocular.

- #3a** Explain what the specification numbers mean on binoculars, a spotting scope, or a monocular.  
*Resource:* Selecting Your First Binoculars for Birdwatching - the 5 Things You Need to Know (video)

- #3b** Show how to adjust the eyepiece and how to focus for proper viewing.  
*Resources:* How to Get Crystal Clear Focus With Your Binoculars (video)  
How to Use Binoculars For Bird Watching - A Beginners Guide! (video)

- #3c** Show how to properly care for and clean the lenses.  
*Resource:* How to Clean Your Binoculars (video)

- #3d** Describe when and where each type of viewing device would be most effective.  
*Resource:* What's the Difference-Spotting Scope vs Binoculars for Birdwatching (website)

#4. Demonstrate that you know how to use a bird field guide. Show your counselor that you are able to understand a range map by locating in the book and pointing out the wintering range, the breeding range, and/or the year-round range of one species of each of the following types of birds:

*Resources:* How to Use a Field Guide (video)  
Merlin Bird ID (video)

- #4a** Seabird

- #4b** Plover

- #4c** Falcon or hawk

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### Bird Study 2026-01-01

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#4d Warbler or vireo

#4e Heron or egret

#4f Sparrow.

#5. Observe and be able to identify 20 species of wild birds. Prepare a field notebook, making a separate entry for each species, and record the following information from your field observations and other references.

*Resource:* How to Keep Birding Records in a Field Notebook (video)

#5a Note the date and time.

#5b Note the location and habitat.

#5c Describe the bird's main feeding habitat and list two types of food that the bird is likely to eat.

#5d Note whether the bird is a migrant or a summer, winter, or year-round resident of your area.

#6. Describe to your counselor how certain orders of birds are uniquely adapted to a specific habitat. In your description, include characteristics such as the size and shape of the following:

#6a Beak

*Resources:* A Beginner's Guide to Bird Beaks (video)  
Bird Feeding Adaptations: How Beaks Are Adapted to What Birds Eat (video)

#6b Body

*Resources:* Adaptations in Birds - What Makes a Bird Suitable to Fly (video)  
Bird Adaptations for Flight Explained (video)

#6c Leg and foot

*Resource:* AMAZING Bird Feet! (video)

#6d Feathers/plumage.

*Resources:* Discover the Hidden Genius of Bird Feathers (video)  
Why Peacocks Have the MOST STUNNING Feathers in Nature? (video)  
How Penguin Feathers Are Perfect Adaptations for Icy Water (video)

#7. Explain the function of a bird's song. Be able to identify five of the 20 species in your field notebook by song or call alone. Explain the difference between songs and calls. For each of these five species, enter a description of the song or call, and note the behavior of the bird making the sound. Note

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**Bird Study**      **2026-01-01**

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why you think the bird was making the call or song that you heard.

*Resources:* 25 Iconic Bird Sounds (video)

Two Types of Communication Between Birds: Understanding Bird Language Songs and Calls (video)

#8. Do ONE of the following:

#(a) Go on a field trip with a local club or with others who are knowledgeable about birds in your area.

#8a(1) Keep a list or fill out a checklist of all the birds your group observed during the field trip.

#8a(2) Tell your counselor which birds your group saw and why some species were common and some were present in small numbers.

#8a(3) Tell your counselor what makes the area you visited good for finding birds.

#(b) By using a public library, the internet, or contacting the National Audubon Society, find the name and location of the Christmas Bird Count nearest your home and obtain the results of a recent count.

*Resources:* Christmas Bird Count (video)

What Is the Christmas Bird Count? Everything You Need to Know (video)

#8b(1) Explain what kinds of information are collected during the annual event.

#8b(2) Tell your counselor which species are most common, and explain why these birds are abundant.

#8b(3) Tell your counselor which species are uncommon, and explain why these were present in small numbers. If the number of birds of these species is decreasing, explain why, and what, if anything, could be done to reverse their decline.

#(c) Participate in a bird banding program with an approved federal or state agency, university researcher, bird observatory, or certified private individual.

*Resource:* Introduction to Bird Banding (video)

#8c(1) Explain who is able to band birds and why.

#8c(2) Explain why birds get banded.

#8c(3) Explain what kinds of birds get banded.

#8c(4) Tell how the birds were captured, the number of bird species recorded during your visit, and your role in the program.

#9. Do ONE of the following. For the item you choose, describe what birds you hope to attract, and why. Describe the necessary maintenance required with the item that you choose.

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<b>Bird Study</b>	<b>2026-01-01</b>
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- #9a** Build a bird feeder and put it in an appropriate place in your yard or another location.  
*Resources:* DIY How to Make Bird Feeder for \$2 EASY 3 Hanging Styles Birds LOVE (video)  
Easy D.I.Y Bird Feeder - How to Attract Birds to Your Garden (video)
- #9b** Build a birdbath and put it in an appropriate place.  
*Resources:* How to Pick (or Build) the Right Bird Bath for Your Garden (video)  
Easy DIY Bird Baths for Your Garden (video)
- #9c** Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.  
*Resources:* [How to Create a Bird Friendly Backyard \(video\)](https://www.youtube.com/watch?v=Bjx4V1zcv2U)  
[What Happens When You Create a Bird Sanctuary in Your Backyard? \(video\)](https://www.youtube.com/watch?v=blqECrpf7HM)  
[Attract Backyard Birds With an Ecosystem Approach! \(video\)](https://www.youtube.com/watch?v=ITHgy8xhIV0&t=285s)
- #9d** Build a nest box for a species of your choice using plans approved by your counselor.  
*Resources:* DIY Birdhouse (video)  
Build a Bird House for Under \$5 in Under 5 Minutes (video)
- #9e** Describe the elements of a backyard bird habitat for a given area and draw a plan for one, including lists of birds you hope to attract, appropriate plantings for food, cover, and nesting.  
*Resource:* How to Create a Backyard Bird Habitat | Tractor Supply Co. (video)
- #10.** Do the following:
- #10a** Explain the differences between extinct, endangered, and threatened.  
*Resource:* How the Endangered Species Act Saved America's Most Iconic Bird (video)
- #10b** Identify a bird species that is on the endangered or threatened list. Explain what caused their decline. Discuss with your counselor what can be done to reverse this trend and what can be done to help remove the species from the endangered or threatened list.  
*Resource:* Most Endangered Species & Threatened Species (video)
- #10c** Explain how we can address birds that are in decline before they get to an endangered or threatened list. List how we can protect habitat. Identify threats that migratory birds face and how to protect food supply for birds.  
*Resource:* Why Are Migratory Birds In Trouble? (And How Can I Help?) (video)
- #11.** Identify a non-native bird (introduced to North America from a foreign country since 1800). Describe how non-native birds may become damaging to the ecosystem.  
*Resources:* Top 3 Most Invasive Bird Species in North America (video)

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Wings of Kentucky: Invasive Bird Species (video)

- #12.** Discuss the importance of the Leave No Trace Seven Principles and the Outdoor Code as they relate to bird study. Explain how you have followed the Leave No Trace Seven Principles and the Outdoor Code while in natural areas during field observation, specimen collection, and identification.

*Resources:* Leave No Trace Basics (video)

Leave No Trace Outdoor Ethics (video)

**#13.** Do ONE of the following:

- #13a** Identify three career opportunities that would use skills and knowledge in Bird Study. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

*Resources:* Careers With Birds: Interview With Kim Bostwick (video)

Ornithologist (Bird Scientist) | Career Exploration (video)

- #13b** Identify how you might use the skills and knowledge in Bird Study to pursue a personal hobby. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

*Resources:* 5 Reasons Why Birding is an Awesome Hobby! (video)

Birding: a Hobby for Everyone (video)

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**Camping (Eagle required) 2024-01-01**

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#1. Do the following:

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

*Resources:* Camping Safety Tips (video)  
What to Do in a Bear Encounter (and How to Avoid One) (video)

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

*Resources:* 5 Mistakes EVERY New Camper Makes in WET WEATHER (video)  
Cold Weather Camping Tips (video)

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

*Resources:* Backpacking First Aid (What to Carry + Foot Care, Snakes, Poison Plants, Hypothermia, etc) (video)  
First Aid for Snakebites (video)  
Types of Heat Reactions (website)  
Bad Bugs and Their Bites (website)

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

*Resources:* Principles of LNT (video)  
The Outdoor Code (website)  
LNT/Outdoor Code Planning (PDF)

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

*Resources:* [How to Read a Topographic Map \(video\)](https://www.youtube.com/watch?v=CoVcRxza8nI&t=45s)

[Scouting America Planning Worksheet \(PDF\)](https://filestore.scouting.org/filestore/boyscouts/pdf/512-505-2016-Scout-Planning-Worksheet.pdf?_gl=1*1jwbf2y*_gcl_au*MjA1Nzc0ODA2My4xNzUxOTczMjY5*_ga*NjM2Nzg0MDM0LjE3NTM2NDM4MDI.*_ga_20G0JHESG4*czE3NTQ0MjQyNzckbzI5JGcxJHQxNzU0NDI4Njk0JGoxNSRsMCRoMA..&_ga=2.84744985.1230580687.1754312921-636784034.1753643802)

- #3a** Compass  
*Resource:* How to Use a Compass (video)

- #3b** GPS receiver  
*Resource:* Using a GPS with a Map and Compass (video)

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<b>Camping (Eagle required)</b>	<b>2024-01-01</b>
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- #3c** Smartphone with a GPS app.  
*Resource:* How to Use a Smartphone as a GPS (website)

#4. Do the following:

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

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

#5. Do the following:

- #5a** Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term "layering."  
*Resources:* Cold Weather Gear (website)  
Warm Weather Gear (website)

- #5b** ..Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.  
*Resource:* The ONE Tip You Need to Choose Between Hiking Boots, Shoes, and Trail Runners (video)

- #5c** Explain the proper care and storage of camping equipment (clothing, footwear, bedding).  
*Resource:* How to Clean and Store Camping Gear (website)

- #5d** List the outdoor essentials necessary for any campout, and explain why each item is needed.  
*Resources:* 10 Essentials for Scout Camping (website)  
The 10 Scout Basic Outdoor Essentials (website)

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

#6. Do the following:

- #6a** Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent.  
*Resources:* Types of Tents (video)  
Choosing a Tent (website)

- #6b** Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water.  
*Resources:* Types of Water Purification (video)  
How to Wash Dishes at Camp (video)

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### Camping (Eagle required) 2024-01-01

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- #6c** Describe the factors to be considered in deciding where to pitch your tent.  
*Resources:* How to Pick a Campsite (video)  
How to Choose a GREAT Campsite \*AVOID THESE MISTAKES\* (video)
- #6d** Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each.  
*Resource:* How to Choose a Backpack (video)
- #6e** Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.  
*Resources:* Choosing a Sleeping Bag (video)  
Backpacking Bags (video)  
Caring for a Sleeping Bag (video)  
Cleaning a Sleeping Bag (video)
- #7.** Prepare for an overnight campout with your patrol by doing the following:
- #7a** Make a checklist of personal and patrol gear that will be needed.
- #7b** Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.  
*Resource:* How to Pack a Backpack for Easy Access and Comfort (video)
- #8.** Do the following:
- #(a)** Explain the safety procedures for:
- #8a(1)** Using a propane or butane/propane stove  
*Resource:* How to Use a Propane Stove (video)
- #8a(2)** Using a liquid fuel stove  
*Resource:* How to Use a Liquid Fuel Stove (video)
- #8a(3)** Proper storage of extra fuel.
- #8b** Discuss the advantages and disadvantages of different types of lightweight cooking stoves.  
*Resource:* Canister vs Liquid Fuel Stoves (video)
- #8c** Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.

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*Resource:* Food Storage & Protection: Techniques for Bears & Mini-Bears (video)

- #8d** While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8(c). At least one of those meals must be a trail meal requiring the use of a lightweight stove.

**#9.** Show experience in camping by doing the following:

- #9a** Camp for at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Two nights may be counted toward the total for each additional long-term camping trip. Each night must be spent either under the sky, in a tent you have pitched yourself (if a tent is provided and already set up, you do not need to pitch your own), in a hammock that is safely strung outdoors, in a lean-to, or other three-sided shelter with an open front. Nights spent in indoor lock-in events, cabin camping, hotel stays, or other covered accommodations do not count toward the 20 nights.

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

- #9b(1)** Hike up a mountain, gaining at least 1,000 vertical feet.  
*Resource:* Training for Elevation Gain (video)
- #9b(2)** Backpack, snowshoe, or cross-country ski for at least 4 miles.  
*Resource:* Learn to Snowshoe (video)
- #9b(3)** Take a bike trip of at least 15 miles or at least four hours.  
*Resource:* What I Wish I Knew Before Bikepacking (video)
- #9b(4)** Take a nonmotorized trip on the water of at least four hours or 5 miles.  
*Resource:* Canoeing With LNT (video)
- #9b(5)** Plan and carry out an overnight snow camping experience.  
*Resource:* Winter Camping Tips (video)
- #9b(6)** Rappel down a rappel route of 30 feet or more.  
*Resource:* How to Rapel (video)
- #9c** On any of these camping experiences, perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.  
*Resource:* Project Planning Checklist (PDF)
- #10.** Discuss how the things you did to earn this badge have taught you about personal health and safety, survival, public health, conservation, and good citizenship. In your discussion, tell how Scout spirit and the Scout Oath and Scout Law apply to camping and outdoor ethics.

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**Camping (Eagle required)**      **2024-01-01**

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null \* To complete this requirement, you may use the Scout Planning Worksheet at <https://filestore.scouting.org/filestore/boyscouts/pdf/512-505-2016-Scout-Planning-Worksheet.pdf>.

\*\*If a GPS-equipped device is not available, explain how to use one to get to your camping spot.

**Event Requirements**  
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**Canoeing**      **2024-01-01**

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#1. Do the following:

- #1a** Review with your counselor the most likely hazards you may encounter while participating in canoeing activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that could occur while canoeing: blisters, cold-water shock and hypothermia, dehydration, heat-related illnesses, sunburn, sprains, and strains.
- #1c** Discuss the Scouting America Safety Afloat policy. Tell how it applies to canoeing activities.
- #2.** Before doing the following requirements, successfully complete the Scouting America swimmer test, found in the *Swimming* merit badge pamphlet.

#3. Do the following:

- #3a** Name and point out the major parts of a canoe.
- #3b** Describe how the length and shape of a canoe affect its performance.

#4. Do the following:

- #4a** Name and point out the parts of a paddle.
- #4b** Demonstrate how to correctly size a paddle for a paddler in a sitting position and a kneeling position.

#5. Do the following:

- #5a** Review with your counselor the characteristics of life jackets most appropriate for canoeing and tell why a life jacket must always be worn while paddling.
- #5b** Demonstrate how to select and properly fit the correct size life jacket.
- #5c** Review the importance of safety and rescue equipment such as a sound signal device, extra paddle, sponge, bailer, bilge pump, rescue sling, ropes, throw bag.
- #6.** Review with your counselor the general care and maintenance of canoes, paddles, and other canoeing equipment.

#7. With a companion, use a properly equipped canoe to demonstrate the following:

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**Canoeing 2024-01-01**

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- #7a** Safely carry and launch the canoe from a dock or shore (both, if possible).
  - #7b** Safely land the canoe on a dock or shore (both, if possible) and return it to its proper storage location.
  - #7c** Demonstrate kneeling and sitting positions in a canoe and explain the proper use for each position.
  - #7d** Change places while afloat in the canoe.
- #8. With a companion, use a properly equipped canoe to demonstrate the following:
- #8a** Safely exit the canoe in deep water without losing contact with the canoe. Reenter the canoe with the assistance of the other paddler without capsizing the boat.
  - #8b** Safely perform a controlled capsize of the canoe and demonstrate how staying with a capsized canoe will support both paddlers.
  - #8c** Swim, tow, or push a swamped canoe 50 feet to shallow water. In the shallow water, empty the swamped canoe and reenter it.
  - #8d** In deep water, rescue a swamped canoe and its paddlers. After checking that those in the water do not need immediate assistance, empty the swamped canoe and help the paddlers safely reenter their boat without capsizing.
  - #8e** Perform a canoe rescue of a conscious swimmer.
  - #8f** Using a rescue (throw) bag from shore, lay the line within 3 feet of a conscious swimmer 30 feet away. Show how to repack the bag when done.
- #9. With a companion, using a properly equipped canoe to demonstrate the following tandem maneuvers while paddling in unison on opposite sides and without changing sides. Each paddler must demonstrate these maneuvers in both the bow and stern and on both sides of the canoe while maintaining trim and balance of the canoe:
- #9a** Pivot (spin) the canoe 180° (half circle) to the right from a stationary position, stop, and return to the starting position by pivoting to the left using draw and pushaway strokes or using forward and reverse sweeps staying within 2 boat lengths of the starting position.
  - #9b** Move a canoe sideways (abeam) in one direction for 10 feet and then return to the starting position using the draw and pushaway strokes.
  - #9c** While in forward motion, stop the canoe within two boat lengths using the backstroke.
  - #9d** While in the stern position and without assistance from the bow paddler, paddle in a straight line 15-20 boat lengths using an appropriate steering stroke, e.g., the J-stroke or thumb-down rudder stroke with or without a stern pry.

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- #9e** Move the canoe in a straight line 15-20 boat lengths with the bow paddler using as necessary the forward stroke, draw stroke or forward sweep and the stern paddler using an appropriate steering stroke, e.g., the J-stroke or thumbdown rudder stroke with or without a stern pry.
  
- #9f** While maintaining forward motion, turn the canoe 90° in an arc to the right in 5-10 boat lengths with the bow paddler using as necessary either the draw stroke or forward sweep and the stern paddler using only the forward stroke. Repeat the maneuver turning the canoe 90° to the left.
  
- #9g** Move the canoe backwards in a straight line 3-4 boat lengths using as necessary the back stroke, reverse sweep or draw stroke in the bow or the stern.
  
- #9h** Complete a figure of 8 course around markers 3-4 boat lengths apart using appropriate strokes including the draw stroke, and the forward and reverse sweeps.

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**Chess**    **2026-01-01**

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#1. Do the following:

- #1(a)** Discuss with your counselor the history of the game of chess.
- #1(b)** Research a famous chess player and what accomplishments made him or her famous. Discuss with your counselor.

#2. Discuss with your counselor the following:

- #2(a)** Why chess is considered a game of planning and strategy.
- #2(b)** The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life.
- #2(c)** Sportsmanship and chess etiquette.

#3. Demonstrate to your counselor that you know each of the following. Then, using Scouting EDGE to teach someone who does not know how to play chess:

- #3(a)** The name of each chess piece
- #3(b)** How to set up a chessboard
- #3(c)** How each chess piece moves and captures, including: four rules of castling, en passant captures, pawn promotion, check, ways to get out of check, and checkmate.
- #3(d)** The five ways a game can end in a draw.

#4. Do the following:

- #4(a)** Demonstrate scorekeeping using the algebraic system of chess notation.
- #4(b)** Discuss the differences between the opening, the middle game, and the endgame.
- #4(c)** Explain four opening principles. Demonstrate for your counselor the first five moves of the following openings: Ruy Lopez, French Defense, Queen's Gambit Declined, Sicilian Defense.
- #4(d)** On a chessboard, demonstrate Scholar's Mate, Fool's Mate, Légal Mate, Fried Liver Attack, and Noah's Ark Trap.

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Chess 2026-01-01

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#5. Do the following:

#5(a) Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, and clock management.

#5(b) Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double check, double attack, fork, interposing, overloading, overprotecting, pin, skewer, remove the defender, zwischenzug, and zugzwang.

#(c) Set up a chessboard as follows and with White to move first, demonstrate how to force checkmate on the Black king:

#5(c)(1) White on e1, the White rooks on a1 and h1, and the Black king on e5.

#5(c)(2) White King on e1, White queen on d1, Black king on e5.

#5(c)(3) White king on e1, White rook on a1, Black king on e5.

#(d) With White king on d4, White pawn on e3, and Black king on e6:

#5(d)(1) With White to move, demonstrate how White can force Black to allow his pawn to reach the last rank and be promoted to a queen.

#5(d)(2) With Black to move, demonstrate how Black can force a draw.

#5(e) Set up and solve five direct-mate problems provided by your counselor.

#6 Explain to your counselor how chess tournaments are run, including the Swiss system tournament format, the round robin tournament format, pairings for each round, time controls, touch move, scoring, and chess ratings.

#7. Do ONE of the following:

#7(a) Play at least three games of chess with other Scouts and/or your counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.

#7(b) Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your counselor. Discuss with your counselor how you might have played each game differently.

#7(c) Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games.

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Frank G. Lumpkin 2026 Summer Camp

**Citizenship in the World (Eagle required) 2016-01-01**

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- #1** Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
- #2** Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
- #3. Do the following:
- #3a** Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
- #3b** Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.
- #4. Do TWO of the following:
- #4a** Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
- #4b** Using resources such as major daily newspapers, the internet (with your parent or guardian'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.
- #4c[1]** United Nations and United Nations Children's Fund (UNICEF)
- #4c[2]** International Court of Justice (The World Court)
- #4c[3]** International Criminal Police Organization (Interpol)
- #4c[4]** World Organization of the Scout Movement
- #4c[5]** World Health Organization (WHO)
- #4c[6]** Amnesty International
- #4c[7]** International Federation of Red Cross and Red Crescent Societies (IFRC)

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**Citizenship in the World (Eagle required)      2016-01-01**

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

**#4c[9]** European Union

#5. Do the following:

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

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

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

#6. Do the following:

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

**#6b** Describe the roles of the following in the conduct of foreign relations: ambassador, consul, Bureau of Global Public Affairs, United States and Foreign Commercial Service.

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

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

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

**#7b** 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.

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

**#7d** Attend 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.

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

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Communication (Eagle required) 2014-01-01**

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#1. Do ONE of the following:

- #1a** 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, listening to the radio or podcasts, 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.
- #1b** 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 each: obtain information, be persuaded, appreciate or enjoy something, and understand someone's feelings.
- #1c** 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 each Scout communicates their story. Report what you have learned to your counselor about the differences you observed in effective communication.
- #1d** 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:

- #2a** 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.
- #2b** 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.

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**Communication (Eagle required)**      **2014-01-01**

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#7. Do ONE of the following:

- #7a** 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.
- #7b** 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.  
**Note:** 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 parent or guardian and counselor and get their permission.
- #7c** Use desktop publishing to produce a newsletter, brochure, flyer, 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 an interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.
- #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.

## Event Requirements

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### Cooking (Eagle required) 2025-01-01

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#1. Health and safety. Do the following:

- #1a.** Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.  
*Resources:* 6 Campfire Cooking Mistakes to Avoid \*Do This Instead\* (video)  
5 Mistakes EVERY New Camper Makes COOKING (video)
- #1b.** Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.  
*Resources:* Treating Burns and Cuts (video)  
Food Allergy with Anaphylaxis (video)  
What to Do When an Adult is Choking (Responsive) (video)
- #1c.** Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.  
*Resource:* Basic Food Safety: Avoiding Cross Contamination (video)
- #1d.** Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.  
*Resources:* Food Allergy Awareness (video)  
What's a Food Allergy—and What's Not? (video)
- #1e.** Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.  
*Resource:* 10 Rules for Reading a Food Label (video)

#2. Nutrition. Do the following:

- #2a.** Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:  
(1) Fruits  
(2) Vegetables  
(3) Grains  
(4) Proteins  
(5) Dairy.  
  
*Resource:* MyPlate Food Groups (website)
- #2b.** Explain why you should limit your intake of oils and sugars.  
*Resource:* Tips for Limiting Sugar in Your Diet (video)

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- #2c.** Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.  
*Resource:* MyPlate Food Plan (website)
- #2d.** Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.  
*Resource:* Healthy Eating Tip Sheets (website)
- #2e.** Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, and protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.  
*Resource:* How to Read Food Labels (video)
- #3. Cooking Basics. Do the following:**
- #3a.** Discuss the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, microwaving, air frying, grilling, foil cooking, and Dutch oven.  
*Resources:* Types of Cooking Techniques, Cooking Methods (video)  
6 Tips to Master Foil Packet Cooking (video)  
Dutch Oven Basics for Beginners (video)
- #3b.** Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.  
*Resource:* Camp Stove vs Campfires (website)
- #3c.** Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.  
*Resource:* Timing Your Meals (video)
- #3d.** Explain and give examples of how taste, texture, and smell impact what we eat.  
*Resource:* How Your Sense of Smell Helps You Savor Flavor (video)
- #4. Cooking at Home. Do the following:**
- Note:** The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.  
*Resource:* The Five Tastes (video)
- #4a.** Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.  
*Resource:* MyPlate Kitchen (website)

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- #4b.** Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.  
*Resource: MyPlate Kitchen (website)*
- #4c.** Share and discuss your meal plan and shopping list with your counselor.  
*Resource: MyPlate Kitchen (website)*
- #4d.** 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.
- #4e.** Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.  
*Resource: Timing Your Meals (video)*
- #4f.** After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.
- #5. Camp Cooking. Do the following:**
- #5a.** Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.  
*Resource: MyPlate Tools (website)*
- #5b.** Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.  
*Resource: MyPlate Tools (website)*
- #5c.** Share and discuss your menu plans and shopping list with your counselor.
- #5d.** In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpacking stove. Use a skillet OR a Dutch oven over campfire coals for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.  
*Resources: How to Use a Propane Stove (video)*  
*How to Use a Liquid Fuel Stove (video)*  
*6 Tips to Master Foil Packet Cooking (video)*  
*Dutch Oven Basics for Beginners (video)*

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- #5e.** 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.
- #5f.** After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.
- #5g.** Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.  
*Resource:* How to Wash Dishes at Camp (video)
- #5h.** Discuss how you followed the Leave No Trace Seven Principles and the Outdoor Code when preparing your meals.  
*Resources:* 7 Principles of LNT (website)  
Outdoor Code (website)
- #6.** Trail and backpacking meals. Do the following:
- #6a.** Using the MyPlate food guide or the current USDA nutrition model, plan a day of meals for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.  
*Resource:* MyPlate Kitchen (website)
- #6b.** Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
- #6c.** Share and discuss your menu and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.  
*Resource:* Repackaging Food for Backpacking (video)
- #6d.** While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).  
*Resource:* Lighting a Liquid Fuel Stove (video)
- #6e.** After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.
- #6f.** Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.  
*Resource:* Cleaning Up & Washing Dishes (video)

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

- #7a.** Identify three career opportunities that would use skills and knowledge in cooking. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

*Resources:* 13 Careers in the Food Industry (website)  
Exploring Culinary Career Paths: Popular Specializations and Opportunities (video)  
How to Become a Chocolatier (video)

- #7b.** Identify how you might use the skills and knowledge in cooking to pursue a personal hobby or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

*Resources:* Sharpen Your Cooking Skills and Improve Your Diet (and Even Your Social Life) (website)  
70 Cooking Hobbies: Discover Delicious Culinary Adventures (website)

## Event Requirements

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### Digital Technology 2026-01-01

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- #1 View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission).

#2. Do the following:

- #2(a) Give a brief history of the changes in digital technology over time. Discuss with your counselor how digital technology in your lifetime compares with that of your parent's, grandparent's, or other adult's lifetime.

*Resources:* Technology Evolution - 100,000 BCE to 2020 (video)  
Past & Present Technology, Then & Now (video)  
Past and Present | Technology Then and Now (video)

- #2(b) Describe what kinds of computers or devices you imagine might be available when you are an adult.

*Resource:* Technologies of the Future (video)

#3. Do the following:

- #3(a) Explain to your counselor how text, sound, and pictures are digitized for storage.

*Resources:* What Is ASCII? (video)  
How Images and Sound are Represented in a Computer (video)

- #3(b) Describe the difference between lossy and lossless data compression, and give an example where each might be used.

*Resource:* Lossy vs Lossless Data Compression (video)

- #3(c) Describe two digital devices and how they are made more useful by their programming.

*Resource:* Types of Digital Devices (video)

- #3(d) Discuss the similarities and differences between computers, mobile devices, and gaming consoles.

*Resources:* Comparing PC to Gaming Consoles. (video)  
Mobile vs Pc vs Console Gaming (website)

- #3(e) Explain what a computer network is and the difference between a local area network (LAN) versus a wide area network (WAN).

*Resource:* Difference Between LAN and WAN (video)

#4. Do the following:

- #4(a) Explain what a program or software application or "app" is and how a computer uses a CPU and memory to execute it.

*Resources:* How Computers Work (video)  
What Is an App? (video)  
How Computer Memory Works (video)

## Event Requirements

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### Digital Technology 2026-01-01

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- #4(b)** Name four software programs or mobile apps you or your family use, and explain how each one helps you.  
*Resource:* Understanding Software Applications (video)
- #4(c)** Describe what malware is, and explain how to protect your digital devices and the information stored on them.  
*Resource:* What Is Malware? (video)
- #4(d)** Explain what a barcode, a QR code, and an RFID tag are along with the data they contain and two or more examples where each are used.
- #5. Do the following:*
- #5(a)** Describe at least two different ways data can be transferred through the internet.  
*Resources:* How the Internet ACTUALLY Works ? (video)  
This Is How Data Is Transferred in the Internet (video)  
Data Transfer Via the Internet Explained (video)
- #5(b)** Using an internet search engine (with a parent or guardian's permission), find ideas from at least three different websites about how to conduct a troop court of honor or campfire program. Present the ideas to your counselor and explain how you used a search engine to find this information.
- #5(c)** Use a web browser to connect to an HTTPS (secure) website (with your parent or guardian's permission). Explain to your counselor how to tell whether the site's security certificate can be trusted, and what it means to use this kind of connection.  
*Resource:* What Is HTTPS? (video)
- #6. Do THREE of the following. For each project you complete, copy the files to a backup device and share the finished projects with your counselor.*
- #6(a)** Using a spreadsheet or database program, develop a food budget for a patrol weekend campout OR create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the roster by each of the following categories: rank, patrol, and alphabetically by name.  
*Resource:* Introduction to Spreadsheets (video)
- #6(b)** Using a word processor, write a draft letter to the parents of your troop's Scouts, inviting them to a troop event.  
*Resource:* Word Processing Tutorial (video)
- #6(c)** Using a graphics program, design and draw a campsite plan for your troop OR create a flyer for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration.  
*Resource:* Google Drawing Basics (video)
- #6(d)** Using a presentation software program, develop a report about a topic approved by your counselor. For your presentation, create at least five slides, with each one incorporating text and some type of visual such as a photograph or an illustration.  
*Resource:* Google Slides for Presentations (video)

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- #6(e)** Using a digital device, take a picture of a troop activity. Send or transfer this image to a device where it can be shared with your counselor.  
*Resource:* Sending Photos on a Smartphone (video)
- #6(f)** Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording.  
*Resource:* How to Make an Audio File With a Smartphone (video)
- #6(g)** Create a blog and use it as an online journal of your Scouting activities, including group discussions and meetings, campouts, and other events. Include at least five entries and two photographs or illustrations. Share your blog with your counselor. You need not post the blog to the internet; however, if you choose to go live with your blog, you must first share it with your parent or guardian AND counselor AND get their approval.  
*Resource:* How to Write a Blog Post for Beginners: From Start to End (video)
- #6(h)** Create a webpage for your troop, patrol, school, or place of worship. Include at least three articles and two photographs or illustrations. Include at least one link to a website of interest to your audience. You need not post the page to the internet; however, if you decide to do so, you must first share the webpage with your parent or guardian AND counselor AND get their approval.  
*Resource:* How to Create a Simple Webpage (video)

#7. Do the following:

- #7(a)** Explain to your counselor each of these protections and why they exist: copyright, patents, trademarks, trade secrets.  
*Resource:* Explanations of Copyrights, Patents, Trademarks, Trade Secrets (video)
- #7(b)** Explain when it is permissible to accept a free copy of a program from a friend.  
*Resource:* Digital Etiquette for Teenagers (video)
- #7(c)** Discuss with your counselor an article or (with your parent or guardian's permission) a report on the internet about a recent legal case involving an intellectual property dispute.  
*Resource:* Intellectual Property (website)

#8. Do TWO of the following:

- #8(a)** Describe why it is important to properly dispose of digital technology. List at least three hazardous chemicals that could be used to create digital devices or used inside a digital device.  
*Resources:* What Are the Risks of Not Properly Disposing of Technology? (video)  
3 Simple Tips for Recycling Old Electronics (video)
- #8(b)** Explain to your counselor why it is important to use a certified recycler of digital technology hardware or devices.  
*Resource:* How to (Properly) Get Rid of Your E-Waste (video)
- #8(c)** Do an internet search for an organization that collects discarded digital technology hardware or devices for repurposing or recycling. Find out what

## Event Requirements

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### Digital Technology 2026-01-01

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happens to that waste. Share with your counselor what you found.

*Resource:* How E-Wastes Are Recycled (video)

- #8(d)** Visit a recycling center that disposes of digital technology hardware or devices. Find out what happens to that waste. Share what you learned with your counselor.

*Resource:* Finding an E-Waste Recycler (website)

- #8(e)** Find a battery recycling center near you and find out what it does to recycle batteries. Share what you have learned with your counselor about the proper methods for recycling batteries.

*Resource:* Finding a Battery Recycler (website)

**#9.** Do ONE of the following:

- #9(a)** Explore careers related to the *Digital Technology* merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include—with your parent or guardian's permission—an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

*Resource:* Digital Technology Careers (video)

- #9(b)** Explore how you could use knowledge and skills from the *Digital Technology* merit badge to pursue a hobby or interest. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.

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### Disabilities Awareness 2021-01-01

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#1. Do the following:

- #1(a)** Explain and discuss with your counselor the following disabilities awareness terms: disability, accessibility, adaptation, accommodation, invisible disability, and person-first language.
- #1(b)** Explain why proper disability etiquette is important, and how it may differ depending on the specific disability. Give three examples.
- #2** Visit an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education. Discuss what you have learned with your counselor.

#3. Do TWO of the following:

- #3(a)** Talk with a Scout who has a disability and learn about the Scout's experiences taking part in Scouting activities and earning different merit badges. Discuss what you have learned with your counselor.
- #3(b)** Talk with an individual who has a disability and learn about this person's experiences and the activities in which this person likes to participate. Discuss what you have learned with your counselor.
- #3(c)** Learn how people with disabilities take part in a particular adaptive sport or recreational activity. Discuss what you have learned with your counselor.
- #3(d)** Learn about independent living aids such as service animals, canes, and augmentative communication devices such as captioned telephones and videophones. Discuss with your counselor how people use such aids.
- #3(e)** Plan or participate in an activity that helps others understand what a person with a visible or invisible disability experiences. Discuss what you have learned with your counselor.

#4. Do ONE of the following options:

**null** Option A. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.

- #4 Option A (1)** Your school
- #4 Option A (2)** Your place of worship
- #4 Option A (3)** A Scouting event or campsite

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**Disabilities Awareness**      **2021-01-01**

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**#4 Option A (4)** A public exhibit or attraction (such as a theater, museum, or park).

**#4 Option B (1)** Your school

**null** Option B. Visit TWO of the following locations and take notes while observing features and methods that are used to accommodate people with invisible disabilities. While there, ask staff members to explain any accommodation features that may not be obvious. Note anything you think could be done to better accommodate people who have invisible disabilities. Discuss your observations with your counselor.

**#4 Option B (2)** Your place of worship

**#4 Option B (3)** A Scouting event or campsite

**#4 Option B (4)** A public exhibit or attraction (such as a theater, museum, or park).

**#5.** Explain what advocacy is. Do ONE of the following:

**#5(a)** Present a counselor-approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person-first language.

**#5(b)** Find out about disabilities awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours

**#5(c)** Using resources such as disability advocacy agencies, government agencies, the internet (with your parent or guardian's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.

**#6** Make a commitment to your counselor describing what you will do to show a positive attitude about and toward people with disabilities and to encourage positive attitudes among others. Discuss how your awareness has changed as a result of what you have learned.

**#7** Name five professions that provide services to people with disabilities. Pick one that interests you and find out the education, training, and experience required for this profession. Discuss what you learn with your counselor, and tell why this profession interests you.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Emergency Preparedness (Eagle required) 2026-01-01

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#1. Emergency Situations. Do the following:

- #1(a)** Discuss with your counselor the aspects of emergency preparedness and include in your discussion the kinds of questions that are important to ask yourself as you consider each of these: prevention, protection, mitigation, response, and recovery.  
*Resource:* 5 Steps of Disaster Risk Management (video)
- #(b)** Using a chart, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 1(a) (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. Discuss your findings with your counselor.
- #1(b)(1)** Home stovetop or oven fire  
*Resource:* How to Put Out a Stovetop Fire (video)
- #1(b)(2)** Home flammable liquid fire  
*Resource:* Flammable Liquids (video)
- #1(b)(3)** Gas leak in or near a home or with outside cooking  
*Resources:* What to Do If You Smell Gas (video)  
How to Turn Off Main Gas Valve (video)
- #1(b)(4)** Food poisoning  
*Resources:* Stomach Flu and Food Poisoning (video)  
Safe Food Handling (video)  
How to Know If You Have Food Poisoning (video)
- #1(b)(5)** Automobile crash  
*Resource:* Responding to a Car Crash (video)
- #1(b)(6)** Vehicle stalled in the desert  
*Resource:* A Desert Survival Experience (video)
- #1(b)(7)** Vehicle trapped in a blizzard  
*Resource:* How to Survive A Car Stranding in Winter (video)
- #1(b)(8)** Backcountry injury  
*Resource:* Backpacking First Aid (What To Carry + Foot Care, Snakes, Poison Plants, Hypothermia, etc) (video)
- #1(b)(9)** Boating or water accident  
*Resource:* Preventing and Managing Boating Accidents (website)

**Event Requirements**  
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**Emergency Preparedness (Eagle required) 2026-01-01**

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- #1(b)(10)** Toxic chemical spills and releases  
*Resources:* Chemical Spill Preparedness (video)  
Household Chemical Emergencies (website)
  
- #1(b)(11)** Nuclear power plant emergency  
*Resource:* How to Stay Safe in a Nuclear Emergency (video)
  
- #1(b)(12)** Fire or explosion in a public place  
*Resources:* How to Survive a Building Explosion (video)  
How to Survive a Burning High-Rise (video)
  
- #1(b)(13)** Violence in a public place  
*Resource:* A Navy SEAL Reveals How to Survive an Active Shooter (video)
  
- #1(b)(14)** Wildland fire  
*Resource:* If You Are Trapped by a Wildfire (video)
  
- #1(b)(15)** Avalanche (snowslide or rockslide)  
*Resources:* Survive an Avalanche (video)  
How to Survive a Landslide (video)
  
- #1(b)(16)** Earthquake  
*Resource:* 10 Ways to Survive an Earthquake (video)
  
- #1(b)(17)** Tsunami  
*Resource:* How to Survive a Tsunami (video)
  
- #1(b)(18)** Major flooding or a flash flood with water outage  
*Resource:* How to Survive a Flood (video)
  
- #1(b)(19)** Hurricane with power outage  
*Resource:* How to Survive a Hurricane (video)
  
- #1(b)(20)** Tornado  
*Resource:* How to Survive a Tornado (video)
  
- #1(b)(21)** Lightning storm.  
*Resources:* What Happens When You Are Struck by Lightning (video)  
Backcountry Lightning Safety (website)

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**Emergency Preparedness (Eagle required) 2026-01-01**

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**#2. Planning for Family Emergencies.** Do the following:

- #2(a)** At a family meeting, discuss the situations on the chart you created for requirement 1(b) and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.  
*Resources:* How to Shelter in Place (video)  
How to Evacuate From Wildfires (video)
- #2(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.
- #2(c)** Using a checklist in the Emergency Preparedness merit badge pamphlet or one approved by your counselor, prepare or inspect a family disaster kit for sheltering-in-place and for evacuation of your home. Review the needs and uses of the items in a kit with your counselor.  
*Resources:* Checklist for Sheltering in Place (PDF)  
Checklist for Evacuation (PDF)  
Build a Kit (website)

**#3. Preventing Accidents and Emergencies.** Do ONE of the following:

- #3(a)** Using a home safety checklist included in the Emergency Preparedness merit badge pamphlet or one approved by your counselor, inspect a home (or a similar building near where you live or at a camp) for safety hazards with the help of an adult. Present your completed checklist to and discuss your findings with your counselor.  
*Resource:* Checklists Home Safety (PDF)
- #3(b)** Develop emergency prevention plans for five family activities outside the home, as approved by your counselor. (Examples are taking a picnic to a park, seeing a movie, attending a worship service, an outing at a beach, traveling to visit a relative, or attending a ball game or concert.) Each plan should include an analysis of possible hazards, proposals to prevent, protect from, mitigate, respond to, and recover from emergencies, and the reasons for the actions that you propose.  
*Resource:* Building an Emergency Kit (video)

**#4. Dangerous Situations.** Show how you could save a person from the following dangerous situations without putting yourself in danger:

- #4(a)** Live household electric wire  
*Resource:* Rescue and First Aid for Electric Shock (video)
- #4(b)** A structure filled with carbon monoxide  
*Resource:* Rescue from CO Poisoning (video)
- #4(c)** Clothes on fire  
*Resource:* Stop. Drop. Roll. Get Low and Go (video)

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### Emergency Preparedness (Eagle required) 2026-01-01

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- #4(d)** Drowning, using nonswimming rescues (including accidents on ice).  
*Resources:* Reach, Throw, Row, but Don't Go! (video)  
A Patrol Performs An Ice Rescue (video)
- #5. Signaling for Help.** Do the following:
- #5(a)** Show three ways of attracting and communicating with rescue aircraft or drones.  
*Resource:* Ground to Air Signals (video)
- #5(b)** Show ways to attract the attention of searchers on the ground if you are lost in the wilderness.  
*Resource:* Ways to Signal for Help in the Wilderness (video)
- #5(c)** Show ways to attract the attention of searchers on the water if you are stranded with a capsized or disabled motorboat or sailboat.  
*Resources:* Signaling Devices for a Water Rescue (video)  
Water Rescue Signaling (video)  
How does an EPIRB work? (video)  
PLB and EPIRB Emergency Beacons (video)
- #6 Moving an Injured Person.** With another person, show two good ways to transport an injured person out of a remote area using improvised stretchers to conserve the energy of rescuers while ensuring the well-being and protection of the injured person.  
*Resource:* Improvised Stretchers (video)
- #7. National Incident Management System (NIMS) and Incident Command System (ICS).** Do the following:
- #7(a)** Describe the National Incident Management System (NIMS) and the local Incident Command System (ICS).  
*Resources:* NIMS (video)  
ICS (video)
- #7(b)** Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor.
- #7(c)** Discuss how a Scout troop can help in an emergency situation using ICS.
- #8. Emergency Service.** Do the following:
- #8(a)** Discuss with your counselor the duties that a Scout troop should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:  
*Resource:* Agency Cooperation in an ICS (video)
- #8(a)(1)** Crowd and traffic control

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<b>Emergency Preparedness (Eagle required)</b>	<b>2026-01-01</b>
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*Resource:* Guidelines for Managing Crowds (website)

- #8(a)(2)** Messenger service during an incident  
*Resource:* Social Media Messaging for Natural Disasters (website)
- #8(a)(3)** Collection and distribution services  
*Resource:* Food Bank (video)
- #8(a)(4)** Group feeding, shelter, and sanitation.  
*Resource:* Feeding LA Wildfire Evacuees (video)
- #8(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.
- #8(c)** Using a checklist in the Emergency Preparedness merit badge pamphlet or one approved by your counselor, prepare or inspect a personal emergency service pack for a mobilization call. Explain the needs and uses of the contents to your counselor.  
*Resources:* Checklist for Go Bag (PDF)  
Family and Personal Emergency Kits (website)
- #8(d)** Take part in an emergency service project, either a real one or a practice exercise, with a Scouting troop or a community agency or at Scout camp or at a school. Review what you learned and practiced with your counselor.  
*Resource:* Emergency Procedures at Camp (video)
- #9 First Aid Merit Badge.** Earn the First Aid merit badge.
- #10 Careers.** Do ONE of the following:
  - #10(a)** Interview an emergency services coordinator or a civil servant about their work in disaster management. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor and whether you might be interested in this career.  
*Resource:* NYC Emergency Management Interns (video)
  - #10(b)** Identify three career opportunities that would use skills and knowledge in emergency services. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.  
*Resource:* Explore a Career in Disaster and Emergency Management (video)
  - #10(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

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<b>Emergency Preparedness (Eagle required)</b>	<b>2026-01-01</b>
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gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

*Resource:* Teen CERT Team Training (video)

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Frank G. Lumpkin 2026 Summer Camp

**Energy**      **2025-01-01**

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#1. Do the following:

**#1a** With your parent or guardian's permission, use the internet to find a blog, podcast, website, or an article on the use or conservation of energy. Discuss with your counselor what details in the article were interesting to you, the questions it raises, and what ideas it addresses that you do not understand.

**#1b** After you have completed requirements 2 through 8, revisit your source for requirement 1(a). Explain to your counselor what you have learned in completing the requirements that helps you better understand the article.

#2. Show you understand energy forms and conversions by doing the following:

**#2a** Explain how THREE of the following devices use energy, and explain their energy conversions: toaster, greenhouse, lightbulb, bow drill, cell phone, nuclear reactor, sauna, or electric vehicles.

**#2b** Construct a system that makes at least two energy conversions and explain this to your counselor.

#3. Show you understand energy efficiency by explaining to your counselor a common example of a situation where energy moves through a system to produce a useful result. Do the following:

**#3a** Identify the parts of the system that are affected by the energy movement.

**#3b** Name the system's primary source of energy.

**#3c** Identify the useful outcomes of the system.

**#3d** Identify the energy losses of the system.

#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.

**#4a** 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.

**#4b** 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.

#5. In a notebook, identify and describe five examples of energy waste in your school or community. Suggest in each case possible ways to reduce this waste. Describe the idea of trade-offs in energy use. In your response, do the following:

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**Energy**      **2025-01-01**

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**#5a** Explain how the changes you suggest would lower costs, reduce pollution, or otherwise improve your community.

**#5b** Explain what changes to routines, habits, or convenience are necessary to reduce energy waste. Tell why people might resist the changes you suggest.

#6. Prepare pie charts showing the following information, and explain to your counselor the important ideas each chart reveals. Tell where you got your information. Explain how cost affects the use of a nonrenewable energy resource and makes alternatives practical.

**#6a** The energy resources that supply the United States with most of its energy

**#6b** The share of energy resources used by the United States that comes from other countries

**#6c** The proportion of energy resources used by homes, businesses, industry, and transportation

**#6d** The fuels used to generate America's electricity

**#6e** The world's known and estimated primary energy resource reserves.

#7. Tell what is being done to make FIVE of the following energy systems produce more usable energy. In your explanation, describe the technology, cost, environmental impacts, and safety concerns.

**#7a** Biomass digesters or waste-to-energy plants

**#7b** Cogeneration plants

**#7c** Fossil fuel power plants

**#7d** Fuel cells

**#7e** Geothermal power plants

**#7f** Nuclear power plants

**#7g** Solar power systems

**#7h** Tidal energy, wave energy, or ocean thermal energy conversion devices

**#7i** Wind turbines.

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Frank G. Lumpkin 2026 Summer Camp

**Energy**      **2025-01-01**

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**#8** Identify three career opportunities that would use skills and knowledge in energy. 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.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Environmental Science (Eagle required) 2025-01-01

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- #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.

*Resource:* What Is Environmental Science? (video)

**#2. Ecology.** Do the following and discuss with your counselor:

*Resources:* Merlin Bird App Description (video)

INaturalist App Description (video)

Observing Nature Through SMELL (video)

- #2a** Choose an area approved by your counselor and observe (sight, sound, and smell) its ecosystem over a two-day period.

*Resources:* Observe Nature Like a Scientist! (video)

Observing Nature (video)

Backyard Nature (video)

- #2b** 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:

*Resource:* Air Pollution (video)

- #3a** 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.

*Resource:* Particulate Matter (video)

- #3b** 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.).

*Resources:* Your Car's Exhaust (video)

Air Quality and Transportation (video)

- #3c** 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.

*Resource:* Clean Air Act (video)

**#4. Water Pollution.** Do ONE of the following and discuss with your counselor:

*Resource:* Hydrologic Cycle (video)

- #4a** Identify where your community sources water, how it is treated, and disposed. Obtain and review a water quality report from your area.

*Resources:* Understanding a Drinking Water Quality Report (video)

Drinking Water Treatment (video)

Waste Water Treatment (video)

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**Environmental Science (Eagle required) 2025-01-01**

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- #4b** 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.  
*Resources:* [https://youtu.be/Drv9jVyRbs?si=czY2\\_HE1\\_\\_ZHYhp7](https://youtu.be/Drv9jVyRbs?si=czY2_HE1__ZHYhp7) type="Reference" target="\_blank">How to Use FEMA's Flood Search Tool (video)</a>  
<https://youtu.be/2pwW2rIGla8?si=WyJsK2axpl1AdPkd> type="Reference" target="\_blank">Watersheds! (video)</a>  
<https://youtu.be/lj5y15qq8eE?si=l2Z9hHFOyutlGuzN&t=6> type="Reference" target="\_blank">Flash Flood at Philmont (video)</a>  
<https://youtu.be/h6GuK1xaKao?si=lYrq3bRq0YcO9ZLh> type="Reference" target="\_blank">US Drought Map (video)</a>

- #4c** 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.  
*Resources:* Clean Water Act (video)  
 Clean Water Act & the Chesapeake Bay (video)

**#5. Land Pollution.** Do ONE of the following and discuss with your counselor:

- #5a** 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.  
*Resources:* Do We Really Need Pesticides? (video)  
 Bald Eagle Study (video)

- #5b** 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.  
*Resources:* Soil Erosion | Causes, Effects, and Solutions (video)  
 How Was the Grand Canyon Formed? (video)

- #5c** 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.  
*Resource:* Introduction to Superfund (video)

**#6. Rare, Threatened, or Endangered Species.** Do ONE of the following and discuss with your counselor:

- #6a** 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.  
*Resources:* Endangered Species by US State (video)  
 Are Endangered Species Worth Saving? (video)  
 Saving Threatened Plants (video)

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- #6b** 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.

*Resources:* 10 Success Stories (video)

Condor Saved! (video)

Whooping Cranes Saved! (video)

- #6c** 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.

*Resources:* Butterfly Habitat Restoration (video)

Fisheries Habitat Restoration (video)

Everglades Restoration (video)

**#7. Pollution Prevention, Resource Recovery, and Conservation.** Do ONE of the following and discuss with your counselor:

- #7a** 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.

*Resources:* 10 Ways to Take Care of the Environment (video)

Scouts and LNT (video)

10 Easy Ways to Save Water at Home and Help the Planet (video)

The Leave No Trace Basics (video)

- #7b** 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.

*Resources:* <https://www.youtube.com/watch?v=u8MQwOR2og8&t=178s>

>Reduce, Reuse, Recycle (video)</a>

<https://www.youtube.com/watch?v=YGzv0IsJFYU>>Upcycling Hacks (video)</a>

<https://www.youtube.com/watch?v=TPG6E4nxtSw>>The 3Rs (video)</a>

- #7c** 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.

*Resource:* Household Hazardous Waste Disposal (video)

**#8. Pollination.** Do ONE of the following and discuss with your counselor:

- #8a** 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.

*Resources:* <https://www.youtube.com/watch?v=dDMBykrogXs>>Is It a Bee, a Wasp, a Fly, or a Moth? (video)</a>

<https://www.youtube.com/watch?v=eDxZojp9yNg>>The Power of Pollinators (video)</a>

<https://www.youtube.com/watch?v=qWc8X6YeTv8&t=31s>>How Pollination Works (video)</a>

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- #8b** 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.  
*Resources:* The Beauty of Pollination (video)  
Animal Pollinators! (video)
- #8c** 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.  
*Resources:* Pollinators and Agriculture (video)  
Honey Bee Pollinator Contract Hives (video)  
Almond Pollination (video)
- #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.  
*Resources:* The Threat of Invasive Species (video)  
Why We Don't Kill Off Invasive Species (video)
- #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.  
*Resources:* What Is an EIA? (video)  
EIA issues (video)  
EIAs-Key to Sustainable Development (video)
- #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.  
*Resources:* EnvSci Future Careers (video)  
What Do Environmental Engineers Do? (video)  
What Do Environmental Scientists Do? (video)

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### Fingerprinting 2025-01-01

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- #1** Give a short history of fingerprinting. Tell the difference between civil and criminal identification.  
*Resources:* The Origins of Fingerprinting and How They Became a Staple in Modern Forensic Science (video)  
How Did Detectives Solve the Case of the Bloody Fingerprints? (video)  
History of Fingerprinting (video)

#2. Do the following:

- #2a** Explain the difference between the automated fingerprint identification systems (AFIS) now used by law enforcement agencies and the biometric fingerprint systems used to control access to computers and places like buildings and airports.  
*Resource:* AFIS - Automated Fingerprint Identification System (video)

- #2b** Discuss how our society uses identification systems based on tokens, passwords, and biometrics.  
*Resources:* What Is Multifactor Authentication (video)  
Token Authentication (video)  
Biometric Authentication Technology (video)  
Science of Innovation—Biometrics (video)

#3. Do the following:

- #3a** Name the surfaces of the body where friction or papillary ridges are found.  
*Resource:* Fingerprint Ridge Patterns (video)
- #3b** Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.  
*Resources:* Principles of Fingerprint Science (video)  
Why Are Your Fingerprints Unique? (video)
- #3c** Explain what it takes to positively identify a person using fingerprints.  
*Resources:* How Reliable is Fingerprint Analysis? (video)  
Fingerprint Evidence (video)

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

- #4a** Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card, available from your local police department or your counselor.  
*Resource:* How to Roll Fingerprints (video)
- #4b** Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.  
*Resource:* Developing Latent Fingerprints With Black Powder (video)

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**Fingerprinting**      **2025-01-01**

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- #5** Show your counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

*Resource:* Fingerprint Patterns: Arch, Loop, and Whorl (video)

- #6** Identify three career opportunities that would use skills and knowledge in the areas of biometrics and/or fingerprinting. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

*Resources:* Fingerprint Technician (video)

Latent Fingerprinting Examiner (video)

**Event Requirements**  
Frank G. Lumpkin 2026 Summer Camp

**First Aid (Eagle required) 2025-01-01**

U PR

#1. Handling a First Aid Emergency. Do the following:

- #1(a) Explain the steps necessary to assess and handle a first aid emergency, including a safety evaluation of the scene.
- #1(b) Tell how you would obtain emergency medical assistance from your home and from a remote location on a wilderness camping trip.
- #1(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.
- #1(d) Demonstrate evaluation of and management of a patient's airway and breathing.
- #1(e) Demonstrate a thorough examination of an accident victim.
- #1(f) Discuss why shock is an emergency.
- #1(g) Define the term triage and describe examples of triage situations that you may encounter.

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

- #2(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:

- #2(b)(1) Assemble a personal first-aid kit for hiking and backpacking. Demonstrate the proper use of each item in your first-aid kit to your counselor.  
*Resource: Personal, Family, and Troop First Aid Kit Checklist (PDF)*
- #2(b)(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:

- #3(a) Closed wounds, such as a bruise (contusion) or a hematoma
- #3(b) Superficial, partial thickness, and full thickness thermal (heat) burns or scalds
- #3(c) Chemical burns
- #3(d) Electrical burns

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- #3(e)** Sunburn
- #3(f)** Snow blindness
- #3(g)** Immersion foot, frostnip, frostbite, and ice burns
- #3(h)** Abrasions, such as chafing and rope burns
- #3(i)** Blisters on the hands, feet, buttocks, and shoulders
- #3j.** Puncture wounds from splinters, rope splinters, nails, and fish hooks
- #3(k)** Rash from poisonous plants
- #3(l)** Bug bites of chiggers, ticks, mosquitoes, and biting gnats
- #3(m)** Bee stings
- #3(n)** Bites of spiders
- #3(o)** Sting of a scorpion
- #3(p)** Bite of a pet or wild mammal or human
- #3(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:

- #4(a)** A nosebleed.
- #4(b)** An open wound with mild or moderate bleeding, such as a scratch or a scrape (abrasions), or a shallow cut (laceration).
- #4(c)** An open wound with severe bleeding such as a deep cut on an arm or leg.
- #4(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:

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- #5(a)** Choking
- #5(b)** Asthmatic attack
- #5(c)** Anaphylaxis from an insect bite or sting or from food or product allergy
- #5(d)** Inhalation injuries
- #5(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:

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

**#7. Heart Attack.** Do the following:

- #7(a)** Explain what a heart attack is.
- #7(b)** Describe the symptoms and signs of a heart attack and first aid for this condition.
- #7(c)** Describe the conditions that must exist before performing CPR on a person.
- #7(d)** Demonstrate proper CPR technique using a training device approved by your counselor.
- #7(e)** Explain the use of an automated external defibrillator (AED).

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- #7(f)** Demonstrate or simulate the proper use of an AED, using an AED training device if available.
- #7(g)** Identify the typical location(s) of one or more AED(s) at public facilities in your community, such as, your school, place of worship, unit meeting place, sports facilities, and/or camp or by using a smart phone app. Discuss the reasons for choosing locations like these.

**#8. Muscle and Bone Injuries.** Do the following:

- #8(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.
- #8(b)** Describe the symptoms and signs of and first aid for a muscle strain, a muscle tear, and a tendon rupture.
- #8(c)** Describe the symptoms and signs of, and potential complications of, a sprain, a fracture, and a dislocation.

**#(d)** Demonstrate bandages for these injuries:

- #8(d)(1)** Arm slings for forearm or upper arm or collarbone fractures
- #8(d)(2)** Elastic wrap and cravat bandages for ankle sprain
- #8(d)(3)** Elastic wrap and cravat bandages for wrist sprain or hand injury.

**#(e)** Demonstrate the proper procedures for handling and splinting of suspected closed or open fractures or dislocations of the:

- #8(e)(1)** Finger and toe
- #8(e)(2)** Forearm or wrist
- #8(e)(3)** Upper leg
- #8(e)(4)** Lower leg or ankle.

**#9. Head and Spine Injuries.** Do the following:

- #9(a)** Describe the symptoms and signs of, relationships between, possible complications of, and prevention of head, neck, and back injuries.
- #9(b)** Describe the symptoms and signs of and first aid for a concussion.

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- #9(c)** Demonstrate first aid for an open head wound with a triangular or other bandage.
- #9(d)** Demonstrate first aid for someone with a suspected neck or back injury.
- #10. Moving a Patient.** Do the following:
  - #10(a)** Describe the conditions under which an injured person should and should not be moved.
  - #10(b)** If a sick or an injured person must be moved, tell how you would decide the best method. Demonstrate these methods.
  - #10(c)** By yourself and with a partner, demonstrate how to transport a person from a smoke-filled room.
  - #10(d)** By yourself and with a partner, demonstrate how to transport a person with a sprained ankle for at least 25 yards.
  - #10(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:

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

**#12. Mental Health Conditions.** Describe the following:

- #12(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.
- #12(b)** The actions that you and others should take to prepare for and manage these situations.

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- #12(c)** The indications that someone might be a danger to themselves or others.
- #12(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:
- #13(a)** Object in the eye
- #13(b)** Broken, chipped, loosened, or knocked out tooth
- #13(c)** Vomiting and diarrhea associated with food poisoning
- #13(d)** Abdominal pain
- #13(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:
- #15(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.
- #15(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.
- #15(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.
- #15(d)** Identify how you might use the skills and knowledge in the field of emergency medical services to pursue a personal hobby and/or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

## Event Requirements

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### Fishing 2021-01-01

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#1. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in fishing activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Discuss the prevention of and treatment for the following health concerns that could occur while fishing: cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.
- #1c** Explain how to remove a barbed hook that is lodged in someone's arm.
- #1d** Name and explain five safety practices you should always follow while fishing.
- #2** Discuss the differences between two types of fishing outfits. Point out and identify the parts of several types of rods and reels. Explain how and when each would be used. Review with your counselor how to care for this equipment.
- #3** Demonstrate the proper use of two different types of fishing equipment.
- #4** Demonstrate how to tie the following knots: improved clinch knot, Palomar knot, uni knot, uni to uni knot, and arbor knot. Explain how and when each knot is used.
- #5** Name and identify five basic artificial lures and five natural baits and explain how to fish with them. Explain why baitfish are not to be released.

#6. Do the following:

- #6a** Explain the importance of practicing Leave No Trace Seven Principles and the Outdoor Code. Discuss the positive effects of Leave No Trace Seven Principle and the Outdoor Code on fishing resources.
- #6b** Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.
- #7** Obtain and review the regulations affecting gamefishing where you live. Explain why they were adopted and what is accomplished by following them.
- #8** Explain what good outdoor sportsmanlike behavior is and how it relates to anglers. Tell how the Leave No Trace Seven Principles and the Outdoor Code relate to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.
- #9** Catch one fish and identify it.
- #10** If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired.

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**Fishing**      **2021-01-01**

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**Note:** It is not required that you eat the fish.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Fly-Fishing: Fly Fishing**      **2024-01-01**

U PR

#1. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in fly-fishing activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards. Name and explain five safety practices you should always follow while fly-fishing.
- #1b** Discuss the prevention of and treatment for the following health concerns that could occur while fly-fishing: cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.
- #1c** Explain how to remove a hook that has lodged in your arm.
- #2** Demonstrate how to match a fly rod, line, and leader to achieve a balanced system. Discuss several types of fly lines, and explain how and when each would be used. Review with your counselor how to care for this equipment.

#3. Demonstrate how to tie proper knots to prepare a fly rod for fishing:

- #3a** Tie backing to the arbor of a fly reel spool using an arbor knot.
- #3b** Tie backing to the fly line using a nail (tube) knot.
- #3c** Attach a leader to the fly line using a nail (tube) knot or a loop-to-loop connection.
- #3d** Add a tippet to a leader using a surgeon's knot or a loop-to-loop connection.
- #3e** Tie a fly onto the terminal end of the leader using an improved clinch knot.
- #4** Explain how and when each of the following types of flies is used: dry flies, wet flies, nymphs, streamers, bass bugs, poppers, and saltwater flies. Tell what each one imitates. Tie at least two types of the flies mentioned in this requirement.
- #5** Demonstrate the ability to cast a fly 30 feet consistently and accurately using both overhead and roll cast techniques.
- #6** Go to a suitable fishing location and observe what fish may be eating both above and beneath the water's surface. Explain the importance of matching the hatch.

#7. Do the following:

- #7a** Explain the importance of practicing Leave No Trace Seven Principles and the Outdoor Code. Discuss the positive effects of the Leave No Trace Seven Principles and the Outdoor Code on fly-fishing resources.

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**Fly-Fishing: Fly Fishing**      **2024-01-01**

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- #7b** Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.
  
- #8** Obtain and review a copy of the regulations affecting game fishing where you live or where you plan to fish. Explain why they were adopted and what is accomplished by following them.
  
- #9** Explain what good outdoor sportsmanlike behavior is and how it relates to anglers. Tell how the Leave No Trace Seven Principles and the Outdoor Code relate to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.
  
- #10** Catch one fish on a fly and identify it.
  
- #11** If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired.  
**Note:** It is not required that you eat the fish.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

Game Design 2025-01-01

U PR

#1. Do the following:

- #1a** Analyze four games you have played, each from a different medium. Identify the medium, player format, objectives, rules, resources, and theme (if relevant). Discuss with your counselor the play experience, what you enjoy in each game, and what you dislike. Make a chart to compare and contrast the games.
- #1b** Describe four types of play value and provide an example of a game built around each concept. Discuss with your counselor other reasons people play games.
- #2** Discuss with your counselor FIVE of the following 17 game design terms. For each term that you pick, describe how it relates to a specific game: story, setting, characters, play sequence, level design, interface design, difficulty, balance, depth, pace, replay value, age appropriateness, single-player vs. multiplayer, cooperative vs. competitive, turn-based vs. real-time, strategy vs. reflex vs. chance, or abstract vs. thematic.
- #3** Define the term intellectual property. Describe the types of intellectual property associated with the game design industry. Describe how intellectual property is protected and why protection is necessary. Define and give an example of a licensed property.

#4. Do the following:

- #4a** Pick a game where the players can change the rules or objectives (examples: basketball, hearts, chess, kickball). Briefly summarize the standard rules and objectives and play through the game normally.
- #4b** Propose changes to several rules or objectives. Predict how each change will affect gameplay.
- #4c** Play the game with one rule or objective change, observing how the players' actions and emotional experiences are affected by the rule change. Repeat this process with two other changes.
- #4d** Explain to your counselor how the changes affected the actions and experience of the players. Discuss the accuracy of your predictions.

#5. Design a new game. Any game medium or combination of mediums is acceptable. Record your work in a game design notebook.

- #5a** Write a vision statement for your game. Identify the medium, player format, objectives, and theme of the game. If suitable, describe the setting, story, and characters.
- #5b** Describe the reason that someone would want to play your game.
- #5c** Make a preliminary list of the rules of the game. Define the resources.
- #5d** Draw the game elements.

## Event Requirements

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Game Design 2025-01-01

U PR

#6. Do the following:

**Note:** You must have your counselor's approval of your concept before you begin creating the prototype.

- #6a** Prototype your game from requirement 5. If applicable, demonstrate to your counselor that you have addressed player safety through the rules and equipment. Record your work in your game design notebook.
- #6b** Test your prototype with as many other people as you need to meet the player format. Compare the play experience to your descriptions from requirement 5(b). Correct unclear rules, holes in the rules, dead ends, and obvious rule exploits. Change at least one rule, mechanic, or objective from your first version of the game, and describe why you are making the change. Play the game again. Record in your game design notebook whether or not your change had the expected effect.
- #6c** Repeat 6(b) at least two more times and record the results in your game design notebook.

#7. Blind test your game. Do the following:

- #7a** Write an instruction sheet that includes all of the information needed to play the game. Clearly describe how to set up the game, play the game, and end the game. List the game objectives.
- #7b** Share your prototype from requirement 6 with a group of players that has not played it or witnessed a previous playtest. Provide them with your instruction sheet(s) and any physical components. Watch them play the game, but do not provide them with instruction. Record their feedback in your game design notebook.
- #7c** Share your game design notebook with your counselor. Discuss the player reactions to your project and what you learned about the game design process. Based on your testing, determine what you like most about your game and suggest one or more changes.

#8. Do ONE of the following:

- #8a** With your parent or guardian's permission and your counselor's approval, visit with a professional in the game development industry and ask them about their job and how it fits into the overall development process.
- #8b** Meet with a professional in game development education and discuss the skills they emphasize in the classroom.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Geocaching**      **2019-01-01**

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#1. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in geocaching activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in geocaching activities, including cuts, scrapes, snakebite, insect stings, tick bites, exposure to poisonous plants, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), and dehydration.
- #1c** Discuss how to properly plan an activity that uses GPS, including using the buddy system, sharing your plan with others, and considering the weather, route, and proper attire.

#2. Discuss the following with your counselor:

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

#5. Do the following:

- #5a** Show you know how to use a map and compass and explain why this is important for geocaching.
- #5b** Explain the similarities and differences between GPS navigation and standard map-reading skills and describe the benefits of each.
- #6** Describe to your counselor the four steps to finding your first cache. Then mark and edit a waypoint.
- #7** With your parent or guardian's permission, go to [www.geocaching.com](http://www.geocaching.com). Type in your city and state to locate public geocaches in your area. Share with your counselor the posted information about three of those geocaches. Then, pick one of the three and find the cache.

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

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Geocaching**    **2019-01-01**

U PR

#8. Do ONE of the following:

- #8a** If a Cache to Eagle® series exists in your council, visit at least three of the locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle® program helps share our Scouting service with the public.
- #8b** Create a Scouting-related Travel Bug® that promotes one of the values of Scouting. Release your Travel Bug into a public geocache and, with your parent or guardian's permission, monitor its progress at [www.geocaching.com](http://www.geocaching.com) for 30 days. Keep a log, and share this with your counselor at the end of the 30-day period.
- #8c** Set up and hide a public geocache, following the guidelines in the Geocaching merit badge pamphlet. Before doing so, share with your counselor a three-month maintenance plan for the geocache where you are personally responsible for those three months. After setting up the geocache, with your parent or guardian's permission, follow the logs online for 30 days and share them with your counselor. You must archive the geocache when you are no longer maintaining it.
- #8d** Explain what Cache In Trash Out (CITO) means, and describe how you have practiced CITO at public geocaches or at a CITO event. Then, either create CITO containers to leave at public caches, or host a CITO event for your unit or for the public.
- #9** Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Tell your counselor about your experience, and share the materials you used and developed for this event.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Golf**    **2024-01-01**

U   PR

- #1.** Discuss safety on the golf course. Show that you know first aid for injuries or illnesses that could occur while golfing, including lightning, heat reactions, sunburn, dehydration, blisters, animal or bug bites, poison ivy exposure, sprains, and strains.  
*Resource:* First Aid on the Golf Course (video)

#2. Complete ONE of the following options:

null Option 1—Traditional Golf

#(1) Study the USGA *Rules of Golf* now in use.

- #2 Option A (1)(a)** Tell about the three categories of golf etiquette.

- #2 Option A (1)(b)** Demonstrate that you understand the definitions of golf terms.

- #2 Option A (1)(c)** Show that you understand the *Rules of Amateur Status*.

- #2 Option A (2)** Tell about your understanding of the World Handicap System.

#(3) Do the following:

- #2 Option A (3)(a)** Tell about the early history of golf.

- #2 Option A (3)(b)** Describe golf's early years in the United States.

- #2 Option A (3)(c)** Tell about the accomplishments of a top golfer of your choice.

#(4) Do the following:

- #2 Option A (4)(a)** Tell how golf can contribute to a healthy lifestyle, mentally and physically.

- #2 Option A (4)(b)** Tell how a golf exercise plan can help you play better. Show two exercises that would help improve your game.

#(5) Show the following:

- #2 Option A (5)(a)** The proper grip, stance, posture, and key fundamentals of a good swing

- #2 Option A (5)(b)** Driver played from a tee

**Event Requirements**  
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**Golf**    2024-01-01

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- #2 Option A (5)(c)** The fairway wood shot
- #2 Option A (5)(d)** The long iron shot
- #2 Option A (5)(e)** The short iron shot
- #2 Option A (5)(f)** The approach, chip-and-run, and pitch shots
- #2 Option A (5)(g)** A recovery shot from a bunker or heavy rough
- #2 Option A (5)(h)** A sound putting stroke.

#(6) Play a minimum of two nine-hole rounds or one 18-hole round of golf with another golfer about your age and with your counselor, or an adult approved by your counselor. Do the following:

- #2 Option A (6)(a)** Follow the *Rules of Golf*.
- #2 Option A (6)(b)** Practice good golf etiquette.
- #2 Option A (6)(c)** Show respect to fellow golfers, committee, sponsor, and gallery.
- #2 Option A (7)** Find out about three careers related to traditional golf. Pick one and identify the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this interests you.

#(1) Study the *PDGA Official Rules of Disc Golf* now in use.

null Option 2—Disc Golf

- #2 Option B (1)(a)** Tell about the six areas of Courtesy (812).
- #2 Option B (1)(b)** Describe the seven areas of Scoring (808).
- #2 Option B (2)** Tell about your understanding of the PDGA Disc Golfer's Code.
- #2 Option B (3)(a)** Tell about the history of disc golf and why it is an inclusive game.
- #2 Option B (3)(b)** Discuss with your counselor the contributions Ed Headrick made to the sport of disc golf.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

Golf 2024-01-01

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- #2 Option B (3)(c)** Describe the evolution of disc design.
- #2 Option B (3)(d)** Tell about the accomplishments of a top disc golfer of your choice.
- #2 Option B (4)(a)** Tell how disc golf can contribute to a healthy lifestyle, mentally and physically.
- #2 Option B (4)(b)** Tell how a disc golf exercise plan can help you play better. Show two exercises that would help improve your game.
- #2 Option B (5)(a)** A good throwing grip
- #2 Option B (5)(b)** A good runup (X-step) when throwing a disc
- #2 Option B (5)(c)** Backhand shot
- #2 Option B (5)(d)** Forehand shot
- #2 Option B (5)(e)** Overhand shot
- #2 Option B (5)(f)** Rolling shot
- #2 Option B (5)(g)** A good (in-line) putting stance
- #2 Option B (5)(h)** A good straddle putting stance
- #2 Option B (5)(i)** A good putting grip
- #2 Option B (5)(j)** A good putting motion & follow through
- #2 Option B (5)(k)** The proper use of a mini-marking disc.
- #(6)** Play a minimum of 18-holes of disc golf with another disc golfer about your age and with your counselor, or an adult approved by your counselor. Do the following:
- #2 Option B (6)(a)** Follow the *PDGA Official Rules of Disc Golf*.
- #2 Option B (6)(b)** Practice good disc golf etiquette.
- #2 Option B (6)(c)** Show respect to fellow disc golfers and other people in the park along with any wildlife, trees, and plants on the property.

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**Golf**     **2024-01-01**

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**#2 Option B (7)** Find out about three careers related to disc golf. Pick one and identify the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this interests you.

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**Kayaking**      **2020-01-01**

U PR

#1. Do the following:

- #1a** Explain to your counselor the hazards you are most likely to encounter while participating in kayaking activities, including weather and water-related hazards, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that can occur while kayaking: blisters, cold-water shock and hypothermia, heat-related illnesses, dehydration, sunburn, sprains, and strains.
- #1c** Review the Scouting America Safety Afloat policy. Explain to your counselor how this applies to kayaking.
- #2** Before doing requirements 3 through 8, successfully complete the Scouting America swimmer test.  
**Note:** See the *Swimming* merit badge pamphlet for details about the Scouting America swimmer test.

#3. Do the following:

- #3a** Review the characteristics of life jackets most appropriate for kayaking and understand why one must always be worn while paddling. Then demonstrate how to select and fit a life jacket for kayaking.
- #3b** Review the importance of safety equipment such as a signal device, extra paddle, sponge, bilge pump, flotation bags, and throw bag.

#4. Do the following:

- #4a** Name and point out the major parts of a kayak.
- #4b** Review the differences in the design between recreational, whitewater, and sea or touring kayaks. Include how length, width, stability, and rocker are involved in the design of each type.
- #4c** Explain the care, maintenance, and storage of a kayak.

#5. Discuss the following:

- #5a** Correct methods for the use of a kayak paddle.
- #5b** Parts of a paddle.
- #5c** The care and maintenance of a paddle.

#6. Using a properly equipped kayak with an open cockpit, a sit-on-top, or an inflatable kayak, do the following:

## Event Requirements

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**Kayaking**      **2020-01-01**

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- #6a** Safely capsize and perform a wet exit.
- #6b** Reenter the kayak with assistance from a buddy boat.
- #6c** Demonstrate a kayak-over-kayak rescue.
- #6d** Demonstrate the HELP position.
- #6e** Capsize the kayak, swim it and the paddle to shore, and empty water from the kayak with assistance if needed.

#7. As a solo paddler, use a properly equipped kayak to demonstrate the following:

- #7a** Forward stroke
- #7b** Backstroke
- #7c** Forward sweep
- #7d** Reverse sweep
- #7e** Draw stroke
- #7f** Stern draw.

#8. As a solo paddler, use a properly equipped kayak to demonstrate the following:

- #8a** Paddle a straight line for 15 to 20 boat lengths using appropriate strokes while maintaining trim and balance of the kayak.
- #8b** Spin or pivot from a stationary position 180 degrees (half circle) to the right and left within two boat lengths.
- #8c** Move abeam to the right 10 feet and to the left 10 feet.
- #8d** Stop the boat in one boat length.
- #8e** While maintaining forward motion, turn the kayak 90 degrees to the right and left.
- #8f** Move the kayak backward three to four boat lengths using appropriate and effective reverse strokes.

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**Kayaking**    **2020-01-01**

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**#8g** Paddle the kayak in a buoyed figure 8 course around markers three to four boat lengths apart.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Leatherwork**    **2017-01-01**

U PR

#1. Do the following:

*Resource:* Be Prepared (video)

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

*Resource:* Safety in Leatherwork | Dangers and Health and Safety Tips (video)

- #1b** Show that you know first aid for injuries or illnesses that could occur while working with leather, including minor cuts and scratches, puncture wounds, ingested poisoning, and reactions from exposure to chemicals such as dyes, cements, and finishes used in leatherworking.

*Resources:* First Aid (PDF)

First Aid for Minor Cuts (website)

First Aid for Puncture Wounds (website)

#2. Explain the following:

- #2a** Where leather comes from

*Resource:* How is Leather Made? (video)

- #2b** Kinds of hides that are used to make leather

*Resources:* Picking the Best Part of the Leather Hide (video)

Useful Leather Crafting Charts (website)

- #2c** Five types of leather

*Resource:* Leather Is Made From Which Animal (video)

- #2d** Best uses for each type of leather.

*Resources:* What Leather Should I Use for Tooling? (video)

Choosing the Correct Leather for your Project (video)

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

- #3a** Pattern layout and transfer

*Resources:* Transferring Patterns (video)

"Tap offs" or Mirrored Image Transfers (video)

- #3b** Cutting leather

*Resource:* Best Practices for Cutting Leather (video)

- #3c** Punching holes

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

<b>Leatherwork</b>	<b>2017-01-01</b>
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*Resources:* How to Use a Rotary Hole Punch (video)  
How to Punch Holes (video)

**#3d** Carving or stamping surface designs  
*Resources:* Basic Leather Carving (video)  
How to Stamp Leather (video)

**#3e** Applying dye or stain and finish to the project  
*Resource:* Basics of Hand Dyeing Leather (video)

**#3f** Assembly by lacing or stitching  
*Resources:* How to Punch Holes (for Sewing) in Leather (video)  
How to Choose the Right Thread and Needle Size for Hand-Sewing in Leather (video)  
The Most Common Stitches in Hand-Stitching for Leatherwork (video)  
How to Start and End Hand-Swing Lines in Leather (video)

**#3g** Setting snaps and rivets  
*Resources:* How to Set Snaps (video)  
How to Remove a Snap (video)  
How to Set Rivets (video)

**#3h** Dressing edges.  
*Resource:* Edge Finishing Techniques (video)

**#4** Braid or plait an article out of leather, vinyl lace, or paracord.  
*Resources:* Four Strand Round Braid (video)  
Plaiting: How to Braid Any Number of Cords (video)

**#5.** Do ONE of the following:

**#5a** Learn about the commercial tanning process. Report about it to your counselor.  
*Resource:* How is Leather Made? (video)

**#5b** Tan the skin of a small animal. Describe the safety precautions you will take and the tanning method that you used.  
*Resource:* How to Tan Animal Hides (Never Destroy Animals for This Purpose) (video)

**#5c** Recondition or show that you can take proper care of your shoes, a baseball glove, a saddle, furniture, or other articles of leather. Discuss with your counselor the advantages or disadvantages of leather vs. synthetic materials.  
*Resources:* How to Clean & Shine Leather Shoes! (video)

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Leatherwork 2017-01-01

U PR

How to Care for Your Baseball Glove (video)  
How to Clean a Western Saddle (video)  
How to Remove Mold and Mildew on Leather (video)

- #5d** Visit a leather-related business. This could be a leathercraft supply company, a tannery, a leather goods or shoe factory, or a saddle shop. Report on your visit to your counselor.  
*Resource:* A Random Walk Through Horween Leather (video)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Lifesaving (Eagle required) 2021-01-01**

U PR

- #1** Before doing requirements 3 through 15, review with your counselor the principles of Safe Swim Defense.
- #2. Before doing requirements 3 through 15:
- #2a** Earn the Swimming merit badge.
- #2b** 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.
- #3. Explain the following:
- #3a** Common drowning situations and how to avoid them, such as unfenced residential pools, drop offs, river currents, rip currents, and medical emergencies.
- #3b** How to identify persons in the water who need assistance.
- #3c** The order of methods in water rescue.
- #3d** How rescue techniques vary depending on the setting and the condition of the person needing assistance.
- #3e** Situations for which in-water rescues should not be undertaken.
- #4** Demonstrate "reaching" rescues using various items such as arm, leg, towels, shirts, paddles, poles.
- #5** Demonstrate "throwing" rescues using various items such as a line, ring buoy, rescue bag, and free-floating support. Successfully place at least one such aid within reach of a practice victim 25 feet from shore.
- #6** With your counselor's approval, view in-person or on video a rowing rescue performed using a rowboat, canoe, kayak, or stand up paddleboard. Discuss with your counselor how effectively and efficiently the rescue was performed.
- #7** List various items that can be used as aids in a "go" rescue. Explain why buoyant aids are preferred.
- #8. Correctly demonstrate rescues of a conscious practice subject 30 feet from shore in deep water using two types of buoyant aids provided by your counselor. Use a proper entry and a strong approach stroke. Speak to the subject to determine his or her condition and to provide instructions and encouragement.
- #8a** Present one aid to a subject, release it, and swim at a safe distance as the subject moves to safety.

**Event Requirements**  
Frank G. Lumpkin 2026 Summer Camp

**Lifesaving (Eagle required) 2021-01-01**

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- #8b** In a separate rescue, present the other aid to a subject and use it to tow the subject to safety.
- #9** Discuss with your counselor when it is appropriate to remove heavy clothing before attempting a swimming rescue. Remove street clothes in 20 seconds or less, enter the water, and approach a conscious practice subject 30 feet from shore in deep water. Speak to the subject and use a nonbuoyant aid, such as a shirt or towel, to tow the subject to safety.
- #10** Discuss with your counselor the importance of avoiding contact with an active subject and demonstrate lead-and-wait techniques.
- #11.** Perform the following nonequipment rescues for a conscious practice subject 30 feet from shore. Begin in the water from a position near the subject. Speak to the subject to determine his or her condition and to provide instructions and encouragement.
- #11a** Perform an armpit tow for a calm, responsive, tired swimmer resting with a back float.
- #11b** Perform a cross-chest carry for an exhausted, responsive subject treading water.
- #12** In deep water, show how to escape from a victim's grasp on your wrist. Repeat for front and rear holds about the head and shoulders.
- #13.** Perform the following rescues for an unconscious practice subject at or near the surface 30 feet from shore. Use a proper entry and strong approach stroke. Speak to the subject and splash water on the subject to determine his or her condition before making contact. Quickly remove the victim from the water, with assistance if needed, and position for CPR.
- #13a** Perform an equipment assist using a buoyant aid.
- #13b** Perform a front approach and wrist tow.
- #13c** Perform a rear approach and armpit tow.
- #14.** Discuss with your counselor how to respond if a victim submerges before being reached by a rescuer, and do the following:
- #14a** Recover a 10-pound weight in 8 to 10 feet of water using a feetfirst surface dive.
- #14b** Repeat using a headfirst surface dive.
- #15.** Demonstrate management of a spinal injury to your counselor:
- #15a** Discuss the causes, signs, and symptoms of a spinal injury.
- #15b** Support a faceup subject in calm water of standing depth.

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**Lifesaving (Eagle required) 2021-01-01**

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**#15c** Turn a subject from a facedown to a faceup position in water of standing depth while maintaining support.

#16. Demonstrate knowledge of resuscitation procedure:

**#16a** Describe how to recognize the need for rescue breathing and CPR.

**#16b** Demonstrate CPR knowledge and skills, including rescue breathing, on a mannequin under the guidance of a current CPR/AED instructor trained by a nationally certified provider.

**#17** With your counselor, discuss causes, prevention, and treatment of other injuries or illnesses that could occur while swimming or boating, including hypothermia, dehydration, heat-related illnesses, muscle cramps, sunburn, stings, and hyperventilation.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Moviemaking 2026-01-01

U PR

- #1** Discuss and demonstrate the proper elements of a good motion picture. In your discussion, include visual storytelling, rhythm, the 180-axis rule, camera movement, framing and composition of camera shots, and lens selection.

#2. Do the following:

- #2(a)** In a three- or four-paragraph treatment, tell the story you plan to produce, making sure that the treatment conveys a visual picture.

- #2(b)** Prepare a storyboard for your motion picture.

**Note:** This can be done with rough sketches and stick figures.

#(c) Demonstrate the following motion picture shooting techniques:

- #2c(1)** Using a tripod

- #2c(2)** Panning a camera

- #2c(3)** Framing a shot

- #2c(4)** Selecting an angle

- #2c(5)** Selecting proper lighting

- #2c(6)** Handheld shooting.

#(d) Using motion picture shooting techniques, plan ONE of the following programs. Start with a treatment and complete the requirement by presenting this program to a pack or your troop, patrol, or class.

- #2d(1)** Film a court of honor and show it to an audience.

- #2d(2)** Create a short feature of your own design, using the techniques you learned.

- #2d(3)** Shoot a vignette that could be used to train a new Scout in a Scouting skill.

#3. Do ONE of the following:

- #3(a)** With your parent or guardian's permission and your counselor's approval, visit a film set or television production studio and watch how production work is done.

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Frank G. Lumpkin 2026 Summer Camp

**Moviemaking**      **2026-01-01**

U PR

**#3(b)** Explain to your counselor the elements of the zoom lens and three important parts.

#4. Do ONE of the following:

**#4(a)** Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include—with your parent or guardian's permission—an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

**#4(b)** Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

Nature 2025-01-01

U  PR

**#1** Name three ways in which plants are important to animals. Name a plant that is protected in your state or region, and explain why it is at risk.  
*Resources:* Why Animals Need Plants (video)  
11 Plants That Use Animals to Do Their Dirty Work (website)

**#2** Name three ways in which animals are important to plants. Name an animal that is protected in your state or region, and explain why it is at risk.  
*Resource:* How Do Animals Help Plants? (4 Symbiotic Interactions) (website)

**#3** Explain the term "food chain." Give an example of a four-step land food chain and a four-step water food chain.  
*Resources:* Food Chains and Food Webs (video)  
Food Chains in the Everglades (video)

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

**#(a) Birds.** Do ALL of the following:

**#4a[1]** In the field, identify eight species of birds.  
*Resources:* How to Identify Birds [TOP 10 BACKYARD BIRDS] (video)  
Merlin Bird ID (website)

**#4a[2]** Make and set out a birdhouse OR a feeding station OR a birdbath. List what birds used it during a period of one month.  
*Resources:* DIY Birdhouse (video)  
How to Pick (or Build) the Right Bird Bath for Your Garden (video)  
Build a Bird House for Under \$5 in Under 5 Minutes (video)

**#(b) Mammals.** Do ALL of the following:

**#4b[1]** In the field, identify three species of wild mammals.  
*Resources:* How to Find Mammal Signs (video)  
Mammals (website)

**#4b[2]** Make plaster casts of the tracks of a wild mammal.  
*Resources:* How to Make Plaster Casts of an Animal Track (video)  
How to Make Your Own Animal Track Cast (video)

**#(c) Reptiles and Amphibians.** Do ALL of the following:

**#4c[1]** Show that you can recognize the venomous snakes in your area.  
*Resources:* How to Tell if a Snake Is Venomous (website)  
Zoologist Explains Snake Venom - Poisonous vs Venomous (video)

## Event Requirements

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**Nature** 2025-01-01

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- #4c[2]** In the field, identify three species of reptiles or amphibians.  
*Resources:* Reptiles of the United States (website)  
Amphibians of the United States (website)

- #4c[3]** Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.  
*Resources:* Reptiles vs. Amphibians (video)  
Frog Sounds: Why They Make Them (Examples) (video)

**#(d) Insects and Spiders.** Do ALL of the following:

- #4d[1]** Collect and identify either in the field or through photographs 10 species of insects or spiders. Photos may be taken with your own equipment or gathered from other sources.  
*Resource:* How to Start a Bug Collection (video)

- #4d[2]** Hatch an insect from the pupa or cocoon; OR hatch adults from nymphs; OR keep larvae until they form pupae or cocoons; OR keep a colony of ants or bees through one season.  
*Resources:* Hatch and Raise Monarch Butterflies (video)  
How to Raise an Ant Colony 101 | The Ultimate Guide to Keeping Pet Ants (video)  
How to Raise a Caterpillar Into a Butterfly (video)

**#(e) Fish.** Do ALL of the following:

- #4e[1]** Identify two species of fish native to your area.  
*Resource:* Game Fish Identification Reference Guides (website)
- #4e[2]** Collect four kinds of animal food eaten by fish in the wild.  
*Resource:* What Do Fish Eat? (video)

**#(f) Mollusks and Crustaceans.** Do ALL of the following:

- #4f[1]** Identify five species of mollusks and crustaceans.  
*Resources:* All About Mollusks (video)  
Crustaceans Facts (video)
- #4f[2]** Collect, mount, and label six shells.  
*Resources:* Organizing My Massive Seashell Collection. Identifying Similar Shells & Comparing Shells to Critters (video)  
Organizing a Shell Collection (website)

**#(g) Plants.** Do ALL of the following:

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Nature**      **2025-01-01**

U PR

- #4g[1]** In the field, identify 15 species of wild plants.  
*Resource:* How to Identify Wild Plants - A Guide To Botanical Terms (video)

**#(2)** Do ONE of the following:

- #4g[2]a** Collect and label the seeds of six plants OR the leaves of 12 plants.  
*Resources:* Science at Play: Preserving Fall Leaves (video)  
Harvesting & Saving Seeds! (video)

- #4g[2]b** Photograph the seeds of six plants OR the leaves of 12 plants and create a catalog of your photos.  
*Resources:* Plant Photography for Beginners (video)  
How I Shot My First Plant Time-Lapse (video)

**#(h) Soils and Rocks.** Do ALL of the following:

- #4h[1]** Collect and identify three different types of soil that represent soils high in sand, clay and humus.  
*Resource:* Layers of Soil | Soil Profile Formation (video)

- #4h[2]** Collect and identify five different types of rocks from your area.  
*Resources:* Rockhounding 101: What to Look for on Your Next Adventure! (video)  
Rock & Mineral Identification | It Can Be Easier Than You Think (video)

- #5** Discuss the importance of the Leave No Trace Seven Principles and the Outdoor Code and how they relate to nature. Explain how you have followed the Leave No Trace Seven Principles and the Outdoor Code while in natural areas during field observation, specimen collection, and identification.  
*Resources:* The Outdoor Code Explained (video)  
What is Leave No Trace? (video)  
Leave No Trace Basics (video)

- #6** Do the following:

- #6a** Explain what succession is to your counselor.  
*Resources:* Ecological Succession (video)  
Ecological Succession: Change Is Good (video)

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

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Nature**      **2025-01-01**

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- #7.** Do ONE of the following:
- #7a** Identify three career opportunities that would use skills and knowledge in Nature. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.  
*Resources:* 10+ Wildlife biology careers (video)  
12 Environmental Career Paths for Non-Scientists (video)  
10+ Outdoor & Nature Job Ideas With NO Degree! (video)
- #7b** Identify how you might use the skills and knowledge in Nature to pursue a personal hobby. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.  
*Resources:* Other Hobbies in Your Journal: The Nature Journal Show (video)  
15 Hobbies for Animal and Nature Lovers (website)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Orienteering**      **2013-01-01**

U PR

- #1** Show that you know first aid for the following types of injuries that could occur while orienteering: cuts, scratches, blisters, snakebite, insect stings, tick bites, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), dehydration. Explain to your counselor why you should be able to identify poisonous plants and poisonous animals that are found in your area.

*Resources:* 10 Ways to Handle Emergencies While Orienteering: Essential Tips for Adventure Safety (website)

Tick Checks (video)

Heat Cramps, Heat Exhaustion, and Heat Stroke (website)

Poisonous Plants (video)

- #2** Explain what orienteering is.  
*Resource:* Start Orienteering || A Newcomer's Guide (video)

**#3.** Do the following:

- #3a** Explain how a compass works. Describe the features of an orienteering compass.  
*Resource:* Basic Orienteering (video)

- #3b** In the field, show how to take a compass bearing and follow it.  
*Resource:* How to Use a Compass (video)

**#4.** Do the following:

*Resource:* Topographic Maps (video)

- #4a** Explain how a topographic map shows terrain features. Point out and name five terrain features on a map and in the field.

- #4b** Point out and name 10 symbols on a topographic map.

- #4c** Explain the meaning of declination. Tell why you must consider declination when using map and compass together.  
*Resource:* Magnetic Declination (video)

- #4d** Show a topographic map with magnetic north-south lines.

- #4e** Show how to measure distances on a map using an orienteering compass.

- #4f** Show how to orient a map using a compass.

- #5** Set up a 100-meter pace course. Determine your walking and running pace for 100 meters. Tell why it is important to pace-count.  
*Resource:* Establishing a Pace Count (video)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Orienteering**      **2013-01-01**

U PR

#6. Do the following:

- #6a** Identify 20 international control description symbols. Tell the meaning of each symbol.  
*Resource:* International Orienteering Symbols (PDF)
- #6b** Show a control description sheet and explain the information provided.  
*Resource:* Key Terms (website)
- #6c** Explain the following terms and tell when you would use them: attack point, collecting feature, catching feature, aiming off, contouring, reading ahead, handrail, relocation, and rough versus fine orienteering.  
*Resource:* Setting Up an Orienteering Course (website)

#7. Do the following:

- #7a** Take part in three orienteering events. One of these must be a cross-country course.

**Note:** While orienteering is primarily an individual sport, Scouting America Youth Protection procedures call for using the buddy system. Requirement 7(a) can be completed by pairs or groups of Scouts.

- #7b** After each event, write a report with (1) a copy of the master map and control description sheet, (2) a copy of the route you took on the course, (3) a discussion of how you could improve your time between control points, and (4) a list of your major weaknesses on this course . Describe what you could do to improve.

#8. Do ONE of the following:

- #8a** Set up a cross-country course that is at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet.
- #8b** Set up a score orienteering course with at least 12 control points and a time limit of at least 60 minutes. Set point values for each control. Prepare the master map and control description sheet.
- #9** Act as an official during an orienteering event. This may be during the running of the course you set up for requirement 8.  
*Resource:* How to Setup a Compass Course (video)
- #10** Teach orienteering techniques to your patrol, troop or crew.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Personal Fitness (Eagle required) 2026-01-01**

U PR

**#1. Defining Personal Fitness.** Explain to your counselor what personal fitness means to you, including:

- #1(a)** Describe a person who is physically fit.  
*Resource:* Being Physically Fit (PDF)
- #1(b)** Describe a person who is mentally, emotionally and socially fit.  
*Resource:* Being Mentally, Emotionally, and Socially Fit (video)
- #1(c)** Describe a person who is spiritually fit.  
*Resource:* Being Spiritually Fit (video)
- #1(d)** Explain why it is important to be fit in all of these ways.  
*Resource:* <https://kcts9.pbslearningmedia.org/resource/wellness-video/mind-frame/?student=true&focus=true>  
Being Fit Overall (video)
- #1(e)** Discuss how each aspect of personal fitness relates to the Scout Oath and Scout Law.  
*Resource:* The Scout Oath (video)

**#2. Monitoring Your Health.** Do the following:

- #2(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.  
*Resource:* Annual Physical Exam (website)
- #2(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.  
*Resources:* Dental Health (video)  
Here's What Happens if You Stopped Brushing Your Teeth (video)

**#3. Your Fitness Knowledge and Habits.** Do the following with your counselor:

- #3(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.  
*Resource:* Benefits of Exercise (video)
- #3(b)** Discuss what harmful substances you consciously avoid, and how these actions affect your risk factors now and in the future.  
*Resource:* Substance Use and Abuse (video)

**Event Requirements**  
Frank G. Lumpkin 2026 Summer Camp

**Personal Fitness (Eagle required) 2026-01-01**

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**#3(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.  
*Resource:* How Do Vaccines Work? (video)

**#3(d)** Discuss how good nutrition is related to the other components of personal fitness, and if you follow a nutritious, balanced diet.  
*Resource:* How the Food You Eat Affects Your Brain (video)

**#3(e)** Discuss what a healthy weight is for you, and what you do to maintain a healthy weight.  
*Resources:* Body Mass Index (BMI) Calculator (website)  
Your Body Composition (video)

**#3(f)** Explain why getting adequate sleep is important, and whether you get enough hours of sleep each night.  
*Resource:* Tips for Getting Enough Sleep (video)

**#3(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.  
*Resource:* Spending Time With Family (video)

**#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.  
*Resource:* Measures of Physical Fitness (fillable) (PDF)

**#4(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.  
*Resource:* 1-Mile Walk/Run - Compare Results (PDF)

**#4(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 of these exercises safely and correctly, work with your counselor to replace it with a different exercise that measures strength and endurance.  
*Resources:* Sit-Up (video)  
Plank (video)  
Pull-Up (video)  
Push-Up (video)  
Muscular Strength - Compare Results (PDF)

**#4(c)** Include at least one measure of flexibility, such as a back-saver sit-and-reach test or a back scratch test.  
*Resources:* Flexibility - Compare Results (PDF)  
Back Scratch Test (video)  
Back-Saver Sit-and-Reach Test (video)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Personal Fitness (Eagle required)      2026-01-01**

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

- #5(a)** Complete each of the assessments you defined in requirement 4, and record your results.
- #5(b)** Identify your weakest and strongest area of physical fitness, and choose an area to target for improvement.
- #5(c)** Keep a log of what you eat and drink for a period of three days.  
*Resource:* 3-Day Food and Drink Log (fillable) (PDF)
- #5(d)** Based on your diet log, identify at least two improvement goals related to diet and nutrition.  
*Resource:* Food Groups and MyPlate (video)

**#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:

*Resources:* 12-Week Physical Fitness Program (fillable) (PDF)  
Sample Full Workout—Warm-Up, Cardiorespiratory, Strength, Flexibility, and Cool-Down (video)  
Sample Short Workout—Core Strength (video)  
Sample Short Workout—Variety (video)

- #6(a)** Warm-up: low-intensity movement or gentle muscle stretching before each more rigorous workout
- #6(b)** Cardiorespiratory (aerobic) element: an activity that raises your heart and respiratory rate for 15 to 30 minutes at least three times per week
- #6(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  
*Resources:* Deadlift (video)  
Lunge (video)  
Row (video)  
Squat (video)  
Muscular Strength ( video)  
Farmer's Carry (video)
- #6(d)** Flexibility element: movements that arch/lower/stretch/relax your back, rotate your trunk, or stretch your hamstrings  
*Resource:* Flexibility Exercises (video)
- #6(e)** Cool-down: low-intensity movement or gentle stretching to prevent muscle cramps and enhance the benefits of exercise
- #6(f)** A plan for achieving your two improvement goals related to diet and nutrition.  
*Resource:* The MyPlate Quiz (website)

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### Personal Fitness (Eagle required) 2026-01-01

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#### #7. Complete the Program. Do the following:

- #7(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).

*Resources:* [Home Exercise Hacks \(playlist\)](https://youtube.com/playlist?list=PLhh_lxc4bmz8TPeX-dOu-l2K3O2x3_weX&si=4issEYVe10iMDjtZ)  
[How to Make Your Own Exercise Equipment \(video\)](https://youtu.be/lAmnLlwNloU)

- #7(b)** During week 4 and week 8 of your program, repeat the assessments you did in requirement 5(a) 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.

- #7(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 5(d).

- #7(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:

- #8(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.  
*Resource:* Careers Related to Personal Fitness (video)

- #8(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.  
*Resources:* Seated Wheelchair Workout (video)  
Seated Cardio Workout (video)

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Photography 2024-01-01

U PR

#1. Safety. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while working with photography and what you should do to anticipate, mitigate, prevent, and respond to these hazards. Explain how you would prepare for exposure to environmental situations such as weather, sun, and water.
- #1b** View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission).

#2. Explain how the following elements and terms can affect the quality of a picture:

- #2a** Light—natural light (ambient/existing), low light (such as at night), and artificial light (such as from a flash)
- #2b** Exposure—aperture (f-stops), shutter speed, ISO
- #2c** Depth of field
- #2d** Composition—rule of thirds, leading lines, framing, depth
- #2e** Angle of view
- #2f** Stop action and blur motion
- #2g** Decisive moment (action or expression captured by the photographer).
- #3** Explain the basic parts and operation of a camera. Explain how an exposure is made when you take a picture.

#4. Do TWO of the following, then share your work with your counselor.

- #4a** Photograph one subject from two different angles or perspectives.
- #4b** Photograph one subject from two different light sources - artificial and natural.
- #4c** Photograph one subject with two different depth of fields.
- #4d** Photograph one subject with two different compositional techniques.

#5. Photograph THREE of the following, then share your work with your counselor.

- #5a** Close-up of a person

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Photography**      2024-01-01

U PR

**#5b** Two to three people interacting

**#5c** Action shot

**#5d** Animal shot

**#5e** Nature shot

**#5f** Picture of a person - candid, posed, or camera aware.

#6. Describe how software allows you to enhance your photograph after it is taken. Select a photo you have taken, then do ONE of the following, and share what you have done with your counselor.

**#6a** Crop your photograph

**#6b** Adjust the exposure or make a color correction

**#6c** Show another way you could improve your picture for impact.

#7. Using images other than those created for requirements 4, 5, and 6, produce a visual story to document an event to photograph OR choose a topic that interests you to photograph. Do the following:

**#7a** Plan the images you need to photograph for your photo story.

**#7b** Share your plan with your counselor, and get your counselor's input and approval before you proceed.

**#7c** Select eight to 12 images that best tell your story. Arrange your images in order and mount the prints on a poster board, OR create an electronic presentation. Share your visual story with your counselor.

**#8** Identify three career opportunities in photography. Pick one and explain to your counselor how to prepare for such a career. Discuss what education and training are required, and why this profession might interest you.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

Pioneering 2022-01-01

U PR

#1. Do the following:

- #1a** Explain to your counselor the most likely hazards you might encounter while participating in pioneering activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.  
*Resource:* Safe Pioneering (video)

- #1b** Discuss the prevention of, and first-aid treatment for, injuries and conditions that could occur while working on pioneering projects, including rope splinters, rope burns, cuts, scratches, insect bites and stings, hypothermia, dehydration, heat exhaustion, heatstroke, sunburn, and falls.  
*Resources:* Pioneering Safety Checklist (PDF)  
Sunburn (video)  
First Aid for Rope Burns (website)

#2. Do the following:

- #2a** Demonstrate the West Country method of whipping a rope.  
*Resources:* How to Tie a Half Knot (West Country) Whipping (video)  
How to Tie a Sailmaker's Whipping (video)

- #2b** Demonstrate how to tie a rope tackle and the following knots: clove hitch formed as two half hitches, clove hitch on a bight, butterfly knot, roundturn with two half hitches, and rolling hitch.  
*Resources:* How to Tie a Rope Tackle (video)  
How to Tie and Apply a Clove Hitch and Half Hitches (video)  
How to Tie a Clove Hitch on a Bight (video)  
How to Tie a Butterfly Knot (video)  
How to Tie a Roundturn with Two Half Hitches (video)  
How to Tie a Rolling Hitch (video)

- #2c** Demonstrate and explain when to use the following lashings: square, diagonal, round, shear, tripod, and floor lashing.  
*Resources:* How to Tie the Mark II Square Lashing (video)  
How to Tie a Diagonal Lashing (video)  
How to Tie a Round Lashing (video)  
How to Tie a Shear Lashing (video)  
How to Tie a Tripod Lashing (with Plain Turns) (video)  
How to Tie a Floor Lashing (video)

#3. Do the following:

- #3a** Using square and tripod lashings from requirement 2(c), build a Tripod Wash Station (or with your counselor's permission, another camp gadget of your own design).  
*Resource:* Tripod Hand Wash Station: The Ideal First Class Camp Gadget! (video)

## Event Requirements

### Frank G. Lumpkin 2026 Summer Camp

<b>Pioneering</b>	<b>2022-01-01</b>
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- #3b** Using rolling hitches or roundturns with two half hitches, and round lashings from requirements 2(b) and 2(c), build a 15-foot Scout Stave Flagpole (or with your counselor's permission, another camp gadget of your own design).  
*Resource:* Patrol Challenge - 15 Foot Scout Stave Flagpole (video)
- #3c** Using shear, square, and floor lashings, clove hitches on a bight, and rope tackles from requirements 2(b) and 2(c), build a Simple Camp Table (or with your counselor's permission, another camp gadget of your own design).  
*Resource:* Simple Camp Table (video)
- #4** Explain the differences between synthetic ropes and natural-fiber ropes. Discuss which types of rope are suitable for pioneering work and why. Include the following in your discussion: breaking strength, safe working loads, and the care and storage of rope.  
*Resource:* How to Prepare and Preserve Lashing Ropes and Pioneering Spars (video)
- #5** Explain the uses for the back splice, eye splice, and short splice. View a demonstration on forming each splice.  
*Resources:* How to Create a Back Splice (video)  
 How to Create an Eye Splice (video)  
 How to Create a Short Splice (video)
- #6** Using a rope-making device or machine, make a rope at least 6 feet long consisting of three strands, each having three yarns. Whip the ends.  
*Resource:* Making a Rope from Twine (video)
- #7** Explain the importance of effectively anchoring a pioneering project. Describe to your counselor the 3-2-1 anchoring system and the log-and-stake anchoring system.  
*Resource:* Anchoring Pioneering Projects (video)
- #8** Describe the lashings that are used when building a trestle, how the poles are positioned, and how X braces contribute to the overall structural integrity of a pioneering project.  
*Resource:* Making a Trestle (video)
- #9** Working in a group, (or individually with the help of your counselor) build a full size pioneering structure, using one of the following designs in the *Pioneering* merit badge pamphlet: Double A-Frame Monkey Bridge, Single A-Frame Bridge, Single Trestle Bridge, Single Lock Bridge, 4x4 Square Climbing Tower, Four Flag Gateway Tower, Double Tripod Chippewa Kitchen, or another type of structure approved in advance by your counselor. Carefully plan the project, assembling and organizing all the materials, referring to the points under Safe Pioneering, and complying with the height restrictions in the *Guide to Safe Scouting*.  
*Resources:* Making a Trestle (video)  
 Building Pioneering Projects (video)  
 Double A-Frame Monkey Bridge (video)  
 Single Trestle Bridge (video)  
 Double Tripod Chippewa Kitchen (video)

**Event Requirements**  
Frank G. Lumpkin 2026 Summer Camp

**Plumbing**      **2025-01-01**

U PR

#1. Do the following:

- #1(a)** Describe how a properly working plumbing system protects your family's health and safety.  
*Resource: How Plumbing Transformed Public Health (video)*
- #1(b)** List five important local health regulations related to plumbing and tell how they protect health and safety.
- #1(c)** Describe the safety precautions you must take when making home plumbing repairs.  
*Resource: Plumbing Safety Tips (video)*

#2. Do the following:

*Resource: How Your Home Plumbing Works (From Start to Finish) (video)*

- #2(a)** Make a drawing and explain how a home hot- and cold-water supply system works. Tell how you would make it safe from freezing.
- #2(b)** Make a drawing and explain the drainage system of the plumbing in a house. Show and explain the use of drains and vents.
- #3** Show how to use five important plumber's tools.  
*Resource: 6 Essential Plumbing Hand Tools...and Others to Keep Around! (video)*
- #4** Identify and explain the following terms: washer, retaining nut, plunger (rubber force cup), solder, flux, elbow, tee, nipple, coupling, plug, union, trap, drainpipe, and water meter.
- #5** Name the kinds of pipe that are used most often in a plumbing system. Explain why these pipes are used.  
*Resource: Four Types of Pipes Explained! (video)*

#6. Do FOUR of the following, each under the supervision of a knowledgeable adult:

- #6(a)** Visit the plumbing section of a hardware store or home center and identify:
- #6(a)(1)** PVC pipe and fittings
- #6(a)(2)** CPVC pipe and fittings
- #6(a)(3)** PEX pipe and fittings
- #6(a)(4)** Copper pipe and fittings

**Event Requirements**  
Frank G. Lumpkin 2026 Summer Camp

**Plumbing**      **2025-01-01**

U PR

- #6(a)(5)** Steel pipe and fittings
  
- #6(a)(6)** Specialty plumbing tools.
  
- #6(b)** Cut, clean (deburr), PVC or CPVC pipe; solvent weld at least three connections to include a coupling, tee, and elbow.  
*Resource: How To Cut, Prime & Cement PVC Pipe & Fittings Like A PRO (How To Bond PVC) Solvent Weld PVC (video)*
  
- #6(c)** Cut PEX pipe; make at least one connection using either a quick-connect fitting or a crimp fitting (using specialized tools).  
*Resource: How To Cut And Crimp Pex - From A Professional (video)*
  
- #6(d)** Solder a copper connection using a gas torch.  
*Resource: Copper Pipe Soldering-How to Solder for Beginners Video (video)*
  
- #6(e)** Replace a kitchen or lavatory faucet.  
*Resource: Women's DIY Bathroom Remodel (video)*
  
- #6(f)** Remove, clean or replace, and reinstall a sink or lavatory drain trap.  
*Resource: How To Install P-Trap And Bathroom Sink Drain Piping | Easy Installation For Beginners! (video)*
  
- #6(g)** Properly apply pipe thread tape to a pipe or a plumbing connector.  
*Resource: How to Apply Teflon Tape Like a Plumbing Pro (video)*
  
- #7.** Identify three career opportunities that would use skills and knowledge in plumbing. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.  
*Resources: Why Plumbing is the Best Job Ever (video)*  
*Plumbing Jobs Explained: From Odd Jobs to Owning a Small Business (video)*

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Rifle Shooting**      **2025-01-01**

U PR

#1. Do the following:

- #1a** Explain what a projectile is, and why any device that shoots a projectile at high speed must be handled with care and respect, and used only in approved locations.
- #1b** Explain the basic rules of safe gun handling that apply to all firearms.
- #1c** Describe how you would react if a friend visiting your home asked to see your or your family's firearm.
- #1d** Explain the need for, types, and use of eye protection and hearing protection.
- #1e** Explain the main points of the laws for owning and using guns in your community and state.
- #1f** Explain how hunting is related to the wise use of renewable wildlife resources.

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

- #1g(1)** Explain the main points of hunting laws in your state, and any special laws on the use of guns and ammunition, AND
- #1g(2)** List the kinds of wildlife that can be legally hunted in your state.
- #1h** Explain to your counselor the proper hygienic guidelines followed while shooting.
- #1i** Identify places in your community where you can join or be a part of range and target activities.
- #1j** Discuss with your counselor a list of sources you could contact for information on firearms and their use.

#2. Working under the supervision of a certified National Rifle Association (NRA) Rifle instructor and a certified range safety officer, at a nationally authorized camp property or at a commercial firearm range (as defined in the *Scouting America National Range and Target Activities Manual*), do ONE of the following options:

#A. Option A—Rifle Shooting (Modern Cartridge Type). Do the following:

- #2 Option A (1)** Identify the three main parts of a rifle, and tell how they function.
- #2 Option A (2)** Identify and demonstrate the rules for safely storing and handling a rifle.
- #2 Option A (3)** Identify the two types of cartridges, their parts, and how they function.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Rifle Shooting 2025-01-01

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- #2 Option A (4)** Explain to your counselor what a misfire, hangfire, and squib fire are, and explain the procedures to follow in response to each.
- #2 Option A (5)** Explain and demonstrate the five fundamentals of shooting a rifle: aiming, breath control, hold control, trigger control, and follow-through.
- #2 Option A (6)** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a rifle on a range, including understanding and following range procedures and commands.
- #2 Option A (7)** Explain the basic safety rules for cleaning a rifle, and identify the materials needed.
- #2 Option A (8)** Demonstrate how to clean a rifle properly and safely.
- #2 Option A (9)** Discuss what points you would consider in selecting a rifle.
- #2 Option A (10)** Using a bolt-action .22 caliber rimfire rifle, and shooting from a benchrest or supported prone position at 50 feet, fire five groups (three shots per group) that can be touched by a quarter. Using these targets, explain how to adjust sights to zero a rifle.
- #2 Option A (11)** Adjust sights to center the group on the target and fire five groups (five shots per group). In the event that your instructor determines it is not practical to adjust the sights—for instance, on a borrowed rifle—you may explain (rather than doing) how to adjust the sights, and then fire five groups (five shots per group) in which all shots can be touched by a quarter. According to the target used, each shot in the group must meet the following minimum score: A-32 targets: 9; A-17 or TQ-1 targets: 7; A-36 targets: 5.
- Note:** Other suitable NRA targets may be used based on availability.
- #2 Option B (1)** Identify the three main parts of an air rifle, and explain how they function.
- #B. Option B—Air Rifle Shooting (BB or Pellet). Do the following:
- #2 Option B (2)** Identify and demonstrate the rules for safely storing and handling an air rifle.
- #2 Option B (3)** Identify the two most common types of air rifle ammunition.
- #2 Option B (4)** Explain and demonstrate the five fundamentals of shooting an air rifle: aiming, breath control, hold control, trigger control, and follow-through.
- #2 Option B(5)** Demonstrate the knowledge, skills, and attitude necessary to safely shoot on a range, including understanding and following range procedures and commands.

## Event Requirements

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### Rifle Shooting 2025-01-01

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- #2 Option B (6)** Explain the basic safety rules for cleaning an air rifle, and identify the materials needed.
- #2 Option B(7)** Demonstrate how to clean an air rifle properly and safely.
- #2 Option B(8)** Discuss what points you would consider in selecting an air rifle.
- #2 Option B (9)** Using a BB gun or pellet rifle and shooting from a benchrest or supported prone position at 15 feet for BB guns or 33 feet for pellet rifles, fire five groups (three shots per group) that can be touched by a quarter.
- #2 Option B(10)** Adjust sights to center the group on the target and fire five groups (five shots per group). In the event that your instructor determines it is not practical to adjust the sights—for instance, on a borrowed air rifle—you may explain (rather than doing) how to adjust the sights, and then fire five groups (five shots per group) in which all shots can be touched by a quarter. According to the target used, each shot in the group must meet the following minimum score: BB rifle at 15 feet (or 5 meters) using TQ-5 targets: 8; Pellet rifle at 25 feet using TQ-5 targets: 8; Pellet rifle at 33 feet (or 10 meters) using AR-1 targets: 6.

**Note:** Other suitable NRA targets may be used based on availability.

- #2 Option C (1)** Discuss with your counselor a brief history of the development of muzzleloading rifles.
- #2 Option C (2)** Identify principal parts of muzzleloading rifles and discuss how they function.

#C. Option C—Muzzleloading Rifle Shooting. Do the following:

- #2 Option C (3)** Identify and demonstrate the rules for safely storing and handling a muzzleloading rifle.
- #2 Option C(4)** Identify the various grades of black powder and explain their proper and safe use.
- #2 Option C(5)** Discuss proper safety procedures pertaining to black powder storage.
- #2 OptionC (6)** Discuss proper components of a load.
- #2 Option C (7)** Identify proper procedures and accessories used for safely loading a muzzleloading rifle.
- #2 Option C (8)** Identify the causes of a muzzleloading rifle's failure to fire, and explain what a misfire, hangfire, and squib fire are. Explain and demonstrate proper preventive measures, and the procedures to follow in response to each.
- #2 Option C(9)** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a muzzleloading rifle on a range, including understanding and following range procedures and commands.

## Event Requirements

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**Rifle Shooting**      **2025-01-01**

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- #2 Option C(10)** Explain the basic safety rules for cleaning a muzzleloading rifle, and identify the materials needed.
- #2 Option C(11)** Demonstrate how to clean a muzzleloading rifle properly and safely.
- #2 Option C(12)** Discuss what points you would consider in selecting a muzzleloading rifle.
- #2 Option C(13)** Using a muzzleloading rifle of .45 or .50 caliber and shooting from a benchrest or supported prone position, fire three groups (three shots per group) at 50 feet that can be covered by the base of a standard-size soft drink can.
- #2 Option C(14)** Adjust the sights to center the group on the target and fire three groups (five shots per group). In the event that your instructor determines it is not practical to adjust the sights—for instance, on a borrowed muzzleloading rifle—you may explain (rather than doing) how to adjust the sights, and then fire three groups (five shots per group) in which all shots can be covered by the base of a standard-size soft drink can. According to the target used, each shot in the group must meet the following minimum score: at 25 yards using NRA A-23 or NMLRA 50-yard targets: 7; at 50 yards using NRA A-25 or NMLRA 100-yard targets: 7.  
  
**Note:** Other suitable NRA targets may be used based on availability.
- #3** Identify how you could apply the skills and knowledge of safe and responsible use of firearms you learned in this merit badge to pursue a career or personal hobby. Research the additional training and experience you would need, expenses you may incur, and the affiliation with organizations that could help you maximize the positive impact and enjoyment you 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.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Robotics 2026-01-01

U PR

#1. **Safety.** Do the following:

- #1(a)** Explain to your counselor the most likely hazards you may encounter while working with robots and what you should do to anticipate, mitigate and prevent, and respond to these hazards. Describe the appropriate safety gear and clothing that should be used when working with robotics.  
*Resource:* Hazards and Robot Safety (video)

- #1(b)** Discuss first aid and prevention for the types of injuries that could occur while participating in robotics activities and competitions, including cuts, eye injuries, and burns (chemical or heat).  
*Resource:* [https://www.youtube.com/watch?v=0jp5FgLmKtk&list=PLHGEvyG5wuthXQZzTc-mLwFrP5F6\\_1Lce&index=1](https://www.youtube.com/watch?v=0jp5FgLmKtk&list=PLHGEvyG5wuthXQZzTc-mLwFrP5F6_1Lce&index=1) type="Reference" target="\_blank">How to Treat Cuts and Scrapes (video)</a>

#2. **Robotics Industry.** Discuss the following with your counselor:

- #2(a)** The kinds of things robots can do and how robots are best used today.  
*Resource:* TYPES OF ROBOTS | Robots Classification (video)
- #2(b)** The similarities and differences between remote-control vehicles, telerobots, and autonomous robots.  
*Resources:* What's The Difference Between Autonomous Robots and Controlled Robots? (video)  
What Is the Difference Between Autonomous and Teleoperated Robots? (video)
- #2(c)** Three different methods robots can use to move themselves other than wheels or tracks. Describe when it would be appropriate to use each method.  
*Resource:* The No Wheel, Circular Gear, or Sprocket Robot Race (video)
- #3 General Knowledge.** Discuss with your counselor three of the five major fields of robotics (human-robot interface, mobility, manipulation, programming, sensors) and their importance to robotics development. Discuss either the three fields as they relate to a single robot system OR talk about each field in general. Find pictures or at least one video to aid your discussion.  
*Resource:* 5 Sub-Disciplines of Robotics (video)

#4. **Design, Build, Program, Test.** Do the following:

*Resources:* What Qualifies as a Robot for Robotics Merit Badge? (video)  
Methods Robots Use to Move (video)  
Robotics: Degrees of Freedom (video)

- #4(a)** With your counselor's approval, choose a task for the robot or robotic subsystem that you plan to build. Include sensor feedback and programming in the task. Document this information in your robot engineering notebook.
- #4(b)** Design your robot. The robot design should use sensors and programming and have at least 2 degrees of freedom. Document the design in your robot engineering notebook using drawings and a written description.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Robotics**      **2026-01-01**

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**#4(c)** Build a robot or robotic subsystem of your original design to accomplish the task you chose for requirement 4(a).

**#(d)** Discuss with your counselor the programming options available for your robot. Then do ONE of the following:

**#4d(1)** Program your robot to perform the task you chose for your robot in 4(a). Include a sample of your program's source code in your robot engineering notebook.

*Resource:* VEXcode VR (website) "

**#4d(2)** Prepare a flowchart of the desired steps to program your robot for accomplishing the task in 4(a). Include procedures that show activities based on sensor inputs. Place this in your robot engineering notebook.

*Resources:* General Guide to Creating Flowcharts (video)  
Flowchart Tutorial for Beginners (video)

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

**#5. Demonstrate.** Do the following:

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

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

**#6. Competitions.** Do ONE of the following.

*Resources:* About FIRST Robotics Competition (2021) (video)  
About VEX Robotics (video)

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

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

**#7.** Do ONE of the following:

**#7(a)** Identify three career opportunities that would use skills and knowledge in Robotics. 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.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Robotics**      **2026-01-01**

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*Resources:* Learn About the Careers of Robotics Technicians (video)  
Careers in Robotics (video)

- #7(b)** Identify how you might use the skills and knowledge in Robotics to pursue a personal hobby. 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.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

Rowing 2021-01-01

U PR

#1. Do the following:

- #1a** Explain to your counselor the most likely hazards you may encounter while participating in rowing activities, including weather- and water-related hazards, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- #1b** Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that can occur while rowing: blisters, hypothermia, heat-related illnesses, dehydration, sunburn, sprains, and strains.
- #1c** Review the Scouting America Safety Afloat policy. Explain to your counselor how this applies to rowing activities.
- #2** Before completing requirements 4, 5, 6, and 7, successfully complete the Scouting America swimmer test.
- Note:** See the *Swimming* merit badge pamphlet for details about the Scouting America swimmer test.
- #3** Review the characteristics of life jackets most appropriate for rowing and why one must always be worn while rowing. Then demonstrate how to select and fit a life jacket.

#4. Do ONE of the following:

#(a) Alone or with a passenger, do the following in either a fixed-seat or sliding-seat rowboat:

- #4a[1]** Launch.
- #4a[2]** Row in a straight line for 100 yards. Stop, pivot, and return to the starting point.
- #4a[3]** Backwater in a straight line for 25 yards. Make a turn underway and return to the starting point.
- #4a[4]** Land and moor or rack your craft.
- #4a[5]** Tie the following mooring knots—clove hitch, roundturn with two half-hitches, bowline, Wellman's knot, and mooring hitch.
- #4b** Participate as a rowing team member in a competitive rowing meet. The team may be sponsored by a school, club, or Scout unit. The meet must include competition between two or more teams with different sponsors. Complete at least 10 hours of team practice prior to the meet.

#5. Do ONE of the following:

- #5a** In a fixed-seat rowboat, come alongside a pier and help a passenger into the boat. Pull away from the pier, change positions with your passenger, and demonstrate sculling over the stern or side. Resume your rowing position, return alongside the pier, and help your passenger out of the boat.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Rowing**      **2021-01-01**

U PR

**#5b** In a sliding-seat rowboat, come alongside a pier and, with your buddy assisting you, get out onto the pier. Help your buddy into the boat. Reverse roles with your buddy and repeat the procedure.

**#6** Participate in a swamped boat drill including righting and stabilizing the craft, reboarding in deep water, and making headway. Tell why you should stay with a swamped boat.

**#7** Alone in a rowboat, push off from the shore or a pier. Row 20 yards to a swimmer. While giving instructions to the swimmer, pivot the boat so that the swimmer can hold on to the stern. Tow the swimmer to shore.

#8. Describe the following:

**#8a** Types of craft used in commercial, competitive, and recreational rowing

**#8b** Four common boatbuilding materials. Give some positive and negative points of each

**#8c** Types of oarlocks used in competitive and recreational rowing.

#9. Discuss the following:

**#9a** The advantage of feathering oars while rowing

**#9b** Precautions regarding strong winds and heavy waves, and boat-handling procedures in rough water and windstorms

**#9c** How to properly fit out and maintain a boat in season, and how to prepare and store a boat for winter

**#9d** How to determine the proper length of oars

**#9e** The differences between fixed-seat and sliding-seat rowing

**#9f** The different meanings of the term sculling in fixed- and sliding-seat rowing

**#9g** The health benefits from rowing for exercise

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Shotgun Shooting**      **2026-01-01**

U PR

#1. Do the following:

- #1a** Explain what a projectile is, and why any device that shoots a projectile at high speed must be handled with care and respect, and used only in approved locations.
- #1b** Explain the basic rules of safe gun handling that apply to all firearms.
- #1c** Describe how you would react if a friend visiting your home asked to see your or your family's firearm.
- #1d** Explain the need for, types, and use of eye protection and hearing protection.
- #1e** Explain the main points of the laws for owning and using guns in your community and state.
- #1f** Explain how hunting is related to the wise use of renewable wildlife resources.

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

- #1g[1]** Explain the main points of hunting laws in your state, and any special laws on the use of guns and ammunition, AND
- #1g[2]** List the kinds of wildlife that can be legally hunted in your state.
- #1h** Explain to your counselor the proper hygienic guidelines followed while shooting.
- #1i** List and explain three shotgun sports. Identify places in your community where you could practice these sports, and explain how you can join or be a part of range and target activities.
- #1j** Discuss with your counselor a list of sources you could contact for information on firearms and their use.

#2. Working under the supervision of a certified National Rifle Association (NRA) Shotgun instructor and a certified range safety officer, at a nationally authorized camp property or at a commercial firearm range (as defined in the *Scouting America National Range and Target Activities Manual*), do ONE of the following options:

- #2 Option A (1)** Identify and explain the principal parts of a shotgun, action types, and how they function.
- #2 Option A (2)** Identify and demonstrate the rules for safely storing and handling a shotgun.
- #2 Option A (3)** Identify the parts of a shotgun shell and their functions.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

<b>Shotgun Shooting</b>	<b>2026-01-01</b>
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- #2 Option A (4)** Identify the various gauges of shotguns. Explain which you would choose for a particular use and why.
- #2 Option A (5)** Identify the causes of a shotgun's failure to fire, and explain what a misfire, hangfire, and squib fire are. Explain and demonstrate proper preventive measures, and the procedures to follow in response to each.
- #2 Option A (6)** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a shotgun on a range, including understanding and following range procedures and commands.
- #2 Option A (7)** Explain the basic safety rules for cleaning a shotgun, and identify the materials needed.
- #2 Option A (8)** Demonstrate how to clean a shotgun properly and safely.
- #2 Option A (9)** Discuss what points you would consider in selecting a shotgun.
- #2 Option A (10)** Shoot a moving target with a shotgun using the four fundamentals of firing a shot—position, mount, vision, and movement.

Shooting score required: Hit at least 12 out of 25 targets (48 percent) in two 25-target groups. The two groups need not be shot in consecutive order. A minimum of 50 shots must be fired.

Shooting skill rules:

- Targets may be thrown by a hand trap, manual mechanical trap, or on any trap or skeet field. If using a hand trap or manual mechanical trap, the trap operator should be at least 5 feet to the right and 3 feet to the rear of the shooter. If throwing left-handed with a hand trap, the trap operator should be at least 5 feet to the left and 3 feet to the rear of the shooter.
  - All targets should be thrown at a reasonable speed and in the same direction.
  - Targets should be generally thrown so as to climb in the air after leaving the trap.
  - Scores may be fired at any time, either in formal competition or in practice, but only under approved supervision and at an approved range as noted in the *Scouting America National Range and Target Activities Manual*.
- Modern, age-appropriate, target shotgun models, 12-, 16- or 20-gauge, may be used.
- Only commercially manufactured ammunition may be used. Reloads may not be used in Scouting America range and target activities.
- Shooters must shoot in rounds of 25. Rounds need not be shot continuously or on the same day. The term "round" refers to a single series of 25 shots.
- If using a trap field, shoot station 3 with traps set to throw straightaway targets.
- If using a skeet field, shoot station 7 low house.

- #2 Option B(1)** Discuss with your counselor a brief history of the development of the muzzleloading shotgun.
- #2 Option B(2)** Identify principal parts of muzzleloading shotguns and discuss how they function.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

<b>Shotgun Shooting</b>	<b>2026-01-01</b>
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- #2 Option B(3)** Identify and demonstrate the rules for safely storing and handling a muzzleloading shotgun.
- #2 Option B(4)** Identify the various grades of black powder and explain their proper and safe use.
- #2 Option B(5)** Discuss proper safety procedures pertaining to black powder storage.
- #2 Option B(6)** Discuss proper components of a load.
- #2 Option B(7)** Identify proper procedures and accessories used for safely loading a muzzleloading shotgun.
- #2 Option B(8)** Identify the causes of a muzzleloading shotgun's failure to fire, and explain what a misfire, hangfire, and squib fire are. Explain and demonstrate proper preventive measures, and the procedures to follow in response to each.
- #2 Option B(9)** Demonstrate the knowledge, skills, and attitude necessary to safely shoot a muzzleloading shotgun on a range, including understanding and following range procedures and commands.
- #2 Option B(10)** Explain the basic safety rules for cleaning a muzzleloading shotgun, and identify the materials needed.
- #2 Option B(11)** Demonstrate how to clean a muzzleloading shotgun properly and safely.
- #2 Option B(12)** Discuss what points you would consider in selecting a muzzleloading shotgun.
- #2 Option B(13)** Shooting score required: Hit at least 5 out of 15 targets in each of two 15-target groups. The two groups need not be shot in consecutive order. A minimum of 30 shots must be fired.

Shooting skill rules:

- Targets may be thrown by a hand trap, manual mechanical trap, or on any trap or skeet field. If using a hand trap or manual mechanical trap, the trap operator should be at least 5 feet to the right and 3 feet to the rear of the shooter. If throwing left-handed with a hand trap, the trap operator should be at least 5 feet to the left and 3 feet to the rear of the shooter.
  - All targets should be thrown at a reasonable speed and in the same direction.
  - Targets should be generally thrown so as to climb in the air after leaving the trap.
  - Scores may be fired at any time, either in formal competition or in practice, but only under approved supervision and at an approved range as noted in the *Scouting America National Range and Target Activities Manual*.
  - A 10 gauge or smaller muzzleloading rifle in appropriate size for the participant may be used. Matchlock, wheellock, or flintlock firearms are not approved.
  - Standard clay targets customarily used for trap and skeet are to be used.
  - On a standard trap field, the shooter should be positioned 8 yards behind the trap house.
  - The trap should be set to throw only straightaway targets.
  - If using a skeet field, shoot station 7 low house.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Shotgun Shooting**      **2026-01-01**

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**#3** Identify how you could apply the skills and knowledge of safe and responsible use of firearms you learned in this merit badge to pursue a career or personal hobby. Research the additional training and experience you would need, expenses you may incur, and the affiliation with organizations that could help you maximize the positive impact and enjoyment you 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.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### BSA Programs

<b>Snorkeling BSA</b>	<b>0000-00-00</b>
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**null Requirements**

- #1** Before doing other requirements, successfully complete the BSA swimmer test: Jump feetfirst into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.
- #2** Discuss the importance of using the buddy system at all times while snorkeling and list duties of a buddy, beginning with equipment checks.
- #3** Explain the function, fit, and selection of mask, fins, and snorkel. Discuss the use of inflatable flotation vests and PFDs when snorkeling in open water.
- #4** In confined, shallow water (about waist deep), demonstrate use of mask and snorkel:
- #4a** Show how to prevent the mask from fogging and how to equalize pressure in mask, ears, and sinus cavities. With your head underwater, flood the mask, observe the effect on your vision, surface, and drain the water from the mask.
- #4b** With your face in the water, breathe through the snorkel. Then submerge, surface, clear water from the snorkel, and resume free breathing without removing the snorkel from your mouth.
- #5** In confined, shallow water, demonstrate the use of swim fins: Do first using only fins, and then repeat with a mask and snorkel.
- #5a** Fit and adjust fins to feet.
- #5b** Walk with fins as if entering from a beach.
- #5c** Swim at the surface (10 yards) and underwater (three yards) using the flutter kick.
- #5d** Control direction without using hands while swimming with fins at the surface and underwater.
- #6** In confined, deep water (six to 12 feet), demonstrate:
- #6a** Proper techniques for entering and exiting the water with snorkeling equipment from a dock or boat.
- #6b** Headfirst and feetfirst surface dives, including proper body position for safe ascent and descent.
- #7** Show knowledge of snorkeling signals:
- #7a** Demonstrate divers' signs and signals, both audible and visual, for use at the surface and underwater.
- #7b** Set out a diver down flag and explain its function.
- #8** In clear, confined water eight to 12 feet deep that has a firm bottom, while swimming with a buddy, use mask, fins, and snorkel to locate and recover an object from the bottom.
- #9** Demonstrate basic survival skills:
- #9a** Float facedown for five minutes while breathing through a snorkel with a minimum of movement.
- #9b** Demonstrate survival floating for five minutes without use of a snorkel.
- #9c** Using fins, show how to tow an exhausted or unconscious buddy to safety.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

**Snorkeling BSA 0000-00-00**

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- #10** Review and explain the eight points of Safe Swim Defense and BSA Snorkeling Safety. Explain training, preparations, and precautions required for snorkeling in open water. Explain environmental factors that affect snorkeling and discuss special precautions needed for oceans, streams, and lakes.
- #11** Explain pressure, buoyancy, and submerged optics and acoustics related to snorkel swimming and diving.
- #12** Discuss the effects of submersion on the body and how to handle potentially dangerous situations:
- #12a** What is hyperventilation and how is it avoided'
- #12b** What are the symptoms and consequences of hypothermia'
- #12c** Why is CPR training recommended for those participating in swimming and snorkeling activities'

null See Snorkeling BSA Application, No. 14-176B, for detailed requirements.

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

### Merit Badge - General use

<b>Space Exploration</b>	<b>2026-01-01</b>
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#1. Tell the purpose of space exploration and include the following:

- #1(a)** Historical reasons  
*Resources:* The History of Space Exploration (video)  
 The History of Space Exploration: A Timeline (video)  
 The History of the Space Race (website)
  
- #1(b)** Immediate goals in terms of specific knowledge
  
- #1(c)** Benefits related to Earth resources, technology, and new products  
*Resources:* How Space Benefits Earth (video)  
 Space Exploration, Is It Really Worth It? Yes. (video)  
 10 Surprising Ways Space Exploration Benefits Life on Earth (video)
  
- #1(d)** International relations and cooperation.  
*Resource:* What Role Does International Cooperation Play in Space Exploration? (video)
  
- #2** Design a collector's card, with a picture on the front and information on the back, about your favorite space pioneer. Share your card and discuss four other space pioneers with your counselor.  
*Resources:* Here's How I Make Custom Trading Cards (video)  
 How to Make Trading Cards By Hand (video)

**#3.** Build, launch, and recover a model rocket. Make a second launch to accomplish a specific objective. Identify and explain the following rocket parts:

**Safety Note:** Rocket must be built to meet the safety code of the National Association of Rocketry. See the "Model Rocketry" chapter of the Space Exploration merit badge pamphlet.

**Alternative Requirement:** If local laws prohibit launching model rockets, do the following activity: Make a model of a NASA rocket. Explain the functions of the parts. Give the history of the rocket.

Identify and explain the following rocket parts:

**Resources:** <https://www.grc.nasa.gov/www/k-12/VirtualAero/BottleRocket/airplane/bgmr.html> type="Reference" target="\_blank">NASA "Rocket Parts" - Beginner's Guide (website)</a>  
[https://www.nar.org/content.aspx?page\\_id=22&club\\_id=114127&module\\_id=669619](https://www.nar.org/content.aspx?page_id=22&club_id=114127&module_id=669619) type="Reference" target="\_blank">National Association of Rocketry Educational Video Series on Model Rocketry (website)</a>

- #3(a)** Body tube

## Event Requirements

Frank G. Lumpkin 2026 Summer Camp

<b>Space Exploration</b>	<b>2026-01-01</b>
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**#3(b)** Engine mount

**#3(c)** Fins

**#3(d)** Igniter

**#3(e)** Launch lug

**#3(f)** Nose cone

**#3(g)** Payload

**#3(h)** Recovery system

**#3(i)** Rocket engine.

*#4. Discuss and demonstrate each of the following:  
Resource: NASA "Basics of Space Flight" (website)*

**#4(a)** The law of action-reaction  
*Resource: Newton's Law of Motion (website)*

**#4(b)** How rocket engines work  
*Resources: How Rocket Engines Work (website)  
Rocket Engines Explained (website)  
How Do We Launch Things Into Space (website)*

**#4(c)** How satellites stay in orbit  
*Resources: How Do Satellites Get & Stay in Orbit? (video)  
How Satellites Orbit (video)*

**#4(d)** How satellite pictures of Earth and pictures of other planets are made and transmitted.

*#5. Do TWO of the following:*

**#5(a)** Discuss with your counselor a robotic space exploration mission and a historic crewed mission. Tell about each mission's major discoveries, its importance, and what was learned from it about the planets, moons, or regions of space explored.  
*Resources: [https://youtu.be/uJpJ79AxrzI?list=PLTiv\\_XWHnOZq5bv1w9Db2uNJVFivCkWW5](https://youtu.be/uJpJ79AxrzI?list=PLTiv_XWHnOZq5bv1w9Db2uNJVFivCkWW5) type="Reference" target="\_blank">Voyager (video)*

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[Putting Man on The Moon in 11 Years | The Apollo Program \(video\)](https://youtu.be/jUW_1XlrWmg)  
[NASA SpaceX Crew Dragon Launch \(video\)](https://youtu.be/1gmvUPTdoP4)  
[Mars Perseverance Rover \(video\)](https://www.youtube.com/watch?v=0-oQRSViZQE&pp=ygUUcGVyc2VydmVyYW5jZSByb3ZlciA%3D)

- #5(b)** Using articles from the internet, photographs and text, create a blog, website, or slide show about a current planetary mission or use magazine photographs, news clippings, and articles from the internet to make a scrapbook about a current planetary mission.
- #5(c)** Design a robotic mission to another planet, moon, comet, or asteroid that will return samples of its surface to Earth. Name the planet, moon, comet, or asteroid your spacecraft will visit. Show how your design will cope with the conditions of the environments of the planet, moon, comet, or asteroid.

#6. Describe the purpose, operation, and components of ONE of the following:

- #6a** Space shuttle or any other crewed orbital vehicle, whether government-owned (U.S. or foreign) or commercial  
*Resources:* First Space Shuttle (video)  
How the Space Shuttle Worked (video)  
NASA SpaceX Crew Dragon Launch (video)  
Soyuz (video)
- #6b** International Space Station.  
*Resources:* What is the International Space Station? (website)  
How to Spot the International Space Station (ISS) (website)

#7. Design an inhabited base located within our solar system, such as Titan, asteroids, or other locations that humans might want to explore in person. Make drawings or a model of your base. In your design, consider and plan for the following:  
*Resource:* How NASA Will Build a City on the Moon (video)

- #7a** Source of energy  
*Resource:* You Can't Take It All With You (PDF)
- #7b** How it will be constructed  
*Resource:* How NASA Plans to Build the First Moon Base (video)
- #7c** Life-support system  
*Resource:* Robots Building a Mars Base (video)
- #7d** Purpose and function.  
*Resource:* How Robots Will Build on Mars (video)

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**#8** Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include—with your parent or guardian's permission—an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

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**Sports**    **2025-01-01**

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**null Note:** The activities used to fulfill the requirements for the Sports merit badge may not be used to help fulfill requirements for other merit badges.

#1. Do the following:

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

**#1b** Show that you know first aid or understand the treatment for injuries that could occur while participating in sports, including sprains; strains; muscle cramps; contusions; abrasions; blisters; dehydration; heat reactions; fractures; injured teeth; head, neck, and back injuries; and concussions.

#2. Explain the following:

**#2a** The importance of the physical exam

**#2b** The importance of maintaining good health habits for life (such as exercising regularly), and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your health and your performance in sports activities

**#2c** The importance of maintaining a healthy diet.

#3. Discuss the following:

**#3a** The importance of warming up and cooling down

**#3b** The importance of weight training

**#3c** What an amateur athlete is and the differences between an amateur and a professional athlete

**#3d** The attributes (qualities) of a good sport, the importance of sportsmanship, and the traits of a good team leader and player who exhibits Scout spirit on and off the playing field.

**#4** Select TWO of the following sports and discuss with your counselor how you will complete the requirements in 5(a) through 5(h) for each sport: badminton, baseball, basketball, bowling, cross-country, diving, field hockey, flag football, flag team, golf, gymnastics, ice hockey, lacrosse, soccer, softball, spirit/cheerleading, swimming, tackle football, table tennis, tennis, track and field, volleyball, water polo, and/or wrestling. Your counselor may approve in advance other recognized sports, but not any sport that is prohibited by Scouting America. The sports you choose must include regular practice sessions and at least four structured, officiated, scored games, meets, or contests against other competitive individuals or organized teams during the period of participation.

#5. Do the following:

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- #5a** With guidance from your counselor, establish a suitable personal training program that you will follow throughout your competition season (or for three months).
- #5b** Create a chart or other tracking system, and document your training, practice, and development during this time.
- #5c** Demonstrate proper technique to play each sport effectively and avoid injury.
- #5d** List and describe the equipment needed for each sport, including protective equipment and any specialized clothing.
- #5e** List and explain the rules and proper etiquette of each sport.
- #5f** Draw and explain a diagram of the playing area for each sport.
- #5g** Participate in each sport as a competitive individual or as a member of an organized team for one season (or for three months).
- #5h** At the end of the season, share your completed chart with your counselor and discuss how your participation in the sports you chose has affected you mentally and physically.
- #6. Do ONE of the following:**
- #6a** Identify three career opportunities that would use skills and knowledge related to a sport. 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.
- #6b** Identify how you might use skills and knowledge related to a sport 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.

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### Sustainability (Eagle required) 2024-01-01

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- #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.  
*Resources:* What is Sustainability (video)  
Introduction to Sustainability (video)

**#2. Water.** Do ONE of the following and discuss with your counselor:

*Resources:* The Water Cycle - Weather and Climate (video)  
The Water Cycle (video)

- #2a.** 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.  
*Resource:* How We Use Water (video)

- #2b.** 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.  
*Resources:* How Do We Get Clean Drinking Water? (video)  
Facts About Water (video)

- #2c.** Different areas of the world are affected by either too much (flooding) or too little (drought) water. Explore whether either or both affect 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.  
*Resources:* Science Behind Drought (video)  
Assessing Drought in the United States (video)  
Understanding Floods (video)

**#3. Food.** Do ONE of the following and discuss with your counselor:

*Resources:*  
Matter and Energy in Food Webs (video)  
Food and Energy in Organisms (video)

- #3a.** 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.  
*Resources:* Exploring Food Sustainability (video)  
Food Sustainability Basics (video)  
Food Systems Innovation (video)

- #3b.** 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.

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*Resources:* Food Security (video)  
The 23 Food Regions of the World (video)

- #3c.** 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.

*Resources:* 5 Food Waste Reduction Tips for Your Home (video)  
Food Waste Reduction at Home (video)

**#4.** Community. Do ONE of the following and discuss with your counselor:

*Resources:* Impacts of Urbanization (video)  
What Happens When We Band Together? (video)

- #4a.** Create a sketch depicting how you would design a sustainable community and be prepared to explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community.

*Resources:* Designing a Sustainable Community (video)  
Creating a Sustainable Community (video)

- #4b.** Identify one unsustainable practice in your community and develop a written plan to fix it.

*Resources:* Sustainable Communities (video)  
Community Sustainability (video)

- #4c.** Identify five sustainability factors in housing and rate your own home's sustainability against these factors.

*Resource:* Environmental Footprint Calculator (website)

**#5.** Energy. Do ONE of the following and discuss with your counselor:

*Resource:* Energy Resources (video)

- #5a.** Learn about the sustainability of different energy sources, including coal, gas, geothermal, hydro power, 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.

*Resources:* Renewable Energy (video)  
Carbon Footprint (video)

- #5b.** 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.

*Resource:* Your Carbon Footprint (video)

- #5c.** 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 if possible.

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*Resource: Save Energy (video)*

#6. Stuff. Do ONE of the following and discuss with your counselor:

*Resources: Decluttering (video)*  
*Why Do We Have So Much Stuff? (video)*

- #6a.** 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.
- #6b.** 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."
- #6c.** 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.  
*Resources: Pacific Garbage Patch (video)*  
*Know Your Plastics (video)*  
*Recycling E-Waste (video)*
- #7. Do TWO of the following and discuss with your counselor:
- #7a.** The United Nations lists 17 Sustainable Development Goals. These include Zero Hunger, Clean Water and Sanitation, Affordable and Clean Energy, Sustainable Cities and Community, Responsible Consumption and Production, Climate Action, Life Below Water, and Life on Land. Pick one of these eight and summarize the goal and its current and future impact on you, your family, community, and the world.  
*Resources: Sustainable Development Goals (video)*  
*Sustainable Goals (video)*  
*Clean Water Goal (video)*
- #7b.** 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.  
*Resources: Planetary Cycles (video)*  
*Earth's Systems (video)*  
*4 Spheres of Earth (video)*
- #7c.** Identify how product life cycles (the cycle of design, sourcing, production, use, and disposal or reuse) influence current and future sustainability. Choose one common product to demonstrate how the full product life cycle would apply.  
*Resources: Product Life Cycle Assessment (video)*  
*Life Cycle Assessment Principles (video)*

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Product Life Cycles (video)

- #7d.** 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.  
*Resources:* [https://www.youtube.com/watch?v=V2\\_LxCLwO2E&t=18s](https://www.youtube.com/watch?v=V2_LxCLwO2E&t=18s) Population Affects Resources (video)  
<https://www.youtube.com/watch?v=mRcxGJcBDVo> How Population Growth Impacts the Planet (video)  
<https://www.youtube.com/watch?v=evp4qGJlqEs> Population affects Sustainability (video)

- #7e.** Explain the term species (plant or animal) decline. Share the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.  
*Resources:* Should We Let Pandas Go Extinct? (video)  
 Extinction Explained (video)  
 Stop Extinction! (video)

- #7f.** Find a world map that shows the pattern of temperature change for a period of at least 100 years. Identify three factors that scientists believe affect the global weather and temperature. Discuss how climate change impacts sustainability of food, water, or other resources.  
*Resources:* Global Warming From 1880 to 2022 (video)  
 Global Temps Since 1850 (video)  
 Timelapse of Planet Changes (video)

**#8.** Do the following:

- #8a.** 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.  
*Resources:* Sustainable Camping Tips (Packing & Hiking) (video)  
 What Does LNT Means to Scouts (video)

- #8b.** Discuss with your counselor how living by the Scout Oath, Scout Law, Leave No Trace Seven Principles and the Outdoor Code in your daily life helps promote sustainability.  
*Resources:* Camping Tricks: The Scout Turn Around Rule LNT (video)  
 Leave No Trace - and There's a Song! (video)

- #8c.** Identify 5 behavioral changes that you and your family can make to improve the sustainability of your household. Share and discuss each with your counselor.  
*Resources:* Sustainability in Your Life (video)  
 10 Ways to Take Care of the Environment (video)

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<b>Sustainability (Eagle required)</b>	<b>2024-01-01</b>
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**#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.

*Resources:* Career Paths in Sustainability (video)

Green Jobs- Building for the Future (video)

Sustainability Careers (video)

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### Swimming (Eagle required) 2024-01-01

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#1. Do the following:

- #1a.** Review with your counselor how Scouting America's Safe Swim Defense guidelines anticipates and deals with common drowning situations such as unfenced residential pools, nonswimmers entering deep water, risky behaviors, medical impairment in the water, drop-offs, cold water, murky water, river currents, rip currents, and surf.
- #1b.** Discuss the prevention and treatment of health concerns that could occur while swimming, including hypothermia, dehydration, sunburn, heat exhaustion, heatstroke, muscle cramps, hyperventilation, spinal injury, stings and bites, and cuts and scrapes.
- #2.** Before doing the following requirements, successfully complete the Scouting America swimmer test, found in the *Swimming* merit badge pamphlet.

#3. Correctly perform the following strokes:

- #3a.** Demonstrate the front crawl or the trudgen using good form.
- #3b.** Demonstrate the back crawl using good form.
- #3c.** Demonstrate the sidestroke using good form.
- #3d.** Demonstrate the breaststroke using good form.
- #3e.** Demonstrate the elementary backstroke using good form.
- #4.** Swim continuously for 150 yards in a strong manner using each of the following strokes in any order; front crawl or trudgen (25 yards); back crawl (25 yards); sidestroke (25 yards); breaststroke (25 yards); and elementary backstroke (50 yards).

#5. Do the following:

- #5a.** Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.
- #5b.** With a helper and a practice victim, show a line rescue both as tender and as rescuer. The practice victim should be approximately 30 feet from shore in deep water.

#6. Do the following:

- #6a.** Float faceup in a resting position for at least three minutes with minimal movement.

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**Swimming (Eagle required) 2024-01-01**

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- #6b.** Demonstrate survival floating for at least five minutes.
- #6c.** While wearing a properly fitted U.S. Coast Guard-approved life jacket, demonstrate the HELP and huddle positions. Explain their purposes.
- #6d.** Explain why swimming or survival floating will hasten the onset of hypothermia in cold water.
- #7.** In water over your head, but not to exceed 10 feet, do the following:
  - #7a.** Use the feetfirst method of surface diving and bring an object up from the bottom.
  - #7b.** Do a headfirst surface dive (pike or tuck), and bring the object up again.
  - #7c.** Do a headfirst surface dive to a depth of at least 5 feet and swim underwater for three strokes. Come to the surface, take a breath, and repeat the sequence twice.
  - #8.** Following the guidelines set in the Scouting America Safe Swim Defense guidelines, in water at least 7 feet deep, show a standing headfirst dive from a dock or pool deck. Show a long shallow dive, also from the dock or pool deck.
- #9.** Explain the health benefits of regular aerobic exercise, and discuss why swimming is favored as both fitness and therapeutic exercise.

**null \*** If your state, city, or local community requires a water depth greater than 7 feet, it is important to abide by that mandate.

## Event Requirements

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Welding 2012-01-01

U PR

#1. Do the following:

- #1(a)** Explain to your counselor the hazards you are most likely to encounter while welding, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.

*Resource:* Keep Yourself Safe: 6 Welding Safety Hazards & How To Avoid Them (video)

- #1(b)** Show that you know first aid for, and the prevention of, injuries or illnesses that could occur while welding, including electrical shock, eye injuries, burns, fume inhalation, dizziness, skin irritation, and exposure to hazardous chemicals, including filler metals and welding gases.

*Resource:* How to Treat Welding Burns (website)

#2. Do the following:

- #2(a)** With your counselor, discuss general safety precautions and Safety Data Sheets related to welding. Explain the importance of the SDS.

*Resource:* Safety Data Sheets Training Video (video)

- #2(b)** Describe the appropriate safety gear and clothing that must be worn when welding. Then, present yourself properly dressed for welding—in protective equipment, clothing, and footwear.

*Resource:* Welding Safety PPE Guide | Must-Have Essentials for Safe Welding Practices (video)

- #2(c)** Explain and demonstrate the proper care and storage of welding equipment, tools, and protective clothing and footwear.

*Resources:* A DIY Guide to Maintaining and Storing your Welding Equipment (video)  
Safely Use and Care of PPE | ACSA Training | CSTS Clip (video)

- #3** Explain the terms welding, electrode, slag, and oxidation. Describe the welding process, how heat is generated, what kind of filler metal is added (if any), and what protects the molten metal from the atmosphere.

*Resource:* Understanding Common Welding Terms—A Guide for Beginners (website)

- #4** Name the different mechanical and thermal cutting methods. Choose one method and describe how to use the process. Discuss one advantage and one limitation of this process.

*Resource:* How to Cut Steel 5 Different Ways (video)

#5. Do the following:

- #5(a)** Select two welding processes, and make a list of the different components of the equipment required for each process. Discuss one advantage and one limitation for each process.

*Resource:* 4 Types of Welding Explained: MIG vs TIG vs Stick vs Flux Core (video)

- #5(b)** Choose one welding process. Set up the process you have chosen, including gas regulators, work clamps, cables, filler materials, and equipment settings. Have your counselor inspect and approve the area for the welding process you have chosen.

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**Welding**      **2012-01-01**

U PR

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

- #6(a)** Using a metal scribe or soapstone, sketch your initial onto a metal plate, and weld a bead on the plate following the pattern of your initial.  
*Resource:* Welding letters and numbers for a casting form (video)
- #6(b)** Cover a small plate (approximately 3" x 3" x 1/4") with weld beads side by side.  
*Resource:* The First Lesson of Welding | Learning to Run Beads (video)
- #6(c)** Tack two plates together in a square groove butt joint.  
*Resource:* How to Weld a Butt Joint (video)
- #6(d)** Weld the two plates together from 6(c) on both sides.  
*Resource:* How to Weld a Butt Joint (video)
- #6(e)** Tack two plates together in a T joint, have your counselor inspect it, then weld a T joint with fillet weld on both sides.  
*Resource:* Helpful Tips for Tacking and MIG Welding Fillet Joints (video)
- #6(f)** Tack two plates together in a lap joint, have your counselor inspect it, then weld a lap joint with fillet weld on both sides.  
*Resource:* TIG Welding Basics: Lap Joints (video)

#7. Do the following:

- #7(a)** Find out about three career opportunities in the welding industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why the profession might interest you.  
*Resource:* Should You Become a Welder?—Everything You Need to Know About The Welding Profession (video)
- #7(b)** Discuss the role of the American Welding Society in the welding profession.  
*Resource:* What Does the American Welding Society Do For Welders? (video)

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**Wilderness Survival**      **2026-01-01**

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#1. Hazards and First Aid. Do the following:

#(a) Show or explain first aid for, and prevention of, injuries and conditions that could occur in backcountry settings, including:

- #1(a)(1)** Dehydration  
*Resources:* Dehydration: Hiking in the Desert (video)  
Symptoms, and Treatment of Dehydration (website)
- #1(a)(2)** Heatstroke  
*Resource:* Diagnosis and Treatment of Heat Stroke (video)
- #1(a)(3)** Hypothermia  
*Resources:* Recognize the "Umbles" and Avoid Hypothermia (video)  
Hypothermia (video)  
Frostbite and Hypothermia (website)
- #1(a)(4)** Shock  
*Resources:* Shock (video)  
Shock and Bleeding (video)
- #1(a)(5)** Blisters  
*Resource:* How to Prevent and Treat Blisters (website)
- #1(a)(6)** Eye injuries  
*Resource:* 5 Ways To Safely Remove Something Stuck In Your Eye (video)
- #1(a)(7)** Ankle and knee sprains  
*Resources:* First Aid for Ankle Sprains (video)  
Knee Sprains (website)
- #1(a)(8)** Bug bites of chiggers, ticks, mosquitoes, and biting gnats  
*Resources:* Chiggers 101 (video)  
Preventing and Treating Tick Bites (website)  
Preventing and Treating Mosquito Bites (website)  
Biting Gnats (video)
- #1(a)(9)** Bee stings  
*Resource:* How to Treat a Bee Sting (video)

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### Wilderness Survival 2026-01-01

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- #1(a)(10)** Bites of spiders  
*Resources:* Black Widow and Brown Recluse Spider Bites (video)  
Black Widow vs. Brown Recluse Spider Bites (video)
- #1(a)(11)** Sting of a scorpion  
*Resource:* Scorpion Stings—Symptoms and Causes (website)
- #1(a)(12)** Bite of a wild mammal  
*Resource:* Treatment of Animal and Human Bites (video)
- #1(a)(13)** Bite of a venomous snake.  
*Resource:* Venomous Snake Bites (website)
- #1(b)** Explain how the Scout Essentials address hazards of survival situations and are basic to a survival kit.  
*Resources:* Scout Essentials (website)  
Checklist for a Wilderness Survival Kit (PDF)
- #1(c)** Explain how a trip plan could help prevent a wilderness survival situation.  
*Resources:* How to Plan an Adventure | Plan a Camping Trip (video)  
Importance of a Float Plan (website)
- #2 Priorities for Survival.** Explain the importance of each of the seven priorities of survival in a wilderness location.  
*Resource:* Seven Priorities of Survival (video)
- #3 Avoiding Panic:** Describe ways to avoid panic and to maintain a high level of morale when lost, and explain why this is important.  
*Resources:* Lost? Stop Panic & Think Clearly. (video)  
Box Breathing | The Breathing Exercise Used By Navy SEALs (video)
- #4. First Aid Kits.** Put together a personal first aid kit and a personal survival kit. Show how items in the kits are used.  
*Resources:* Personal Family Troop First Aid Kit Checklist (PDF)  
First Aid Kit Checklists (website)  
Scout Essentials for Wilderness Survival (website)  
Survival Kit List (PDF)
- #5. Shelter.** Do the following:
- #(a)** Describe the steps you would take to survive in the following exposure conditions:
- #5(a)(1)** Cold and snowy

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*Resources:* Cold Weather Survival Skills (video)  
Winter Survival Skills (website)

- #5(a)(2) Wet**  
*Resources:* Building Fire in the Rain (video)  
Staying Warm and Dry in Wind and Rain (video)  
Camping in the Rain (video)
- #5(a)(3) Hot and dry**  
*Resource:* 10 Desert Survival Tips (video)
- #5(a)(4) Windy**  
*Resources:* Danger of Wind Chill (video)  
Wind Chill Safety: 5 Tips to Prevent Frostbite (video)
- #5(a)(5) At or on the water.**  
*Resource:* What to do if Your Boat Capsizes (website)
- #5(b) Show that you know the proper clothing to wear while in the outdoors during extremely hot and cold weather and during wet conditions.**  
*Resource:* Packing Lists for Hot and Cold Weather Camping (website)
- #5(c) Explain how to protect yourself from bears and raccoons.**  
*Resources:* Preventing and Managing Bear Encounters (video)  
Keeping Raccoons Away from your Campsite (video)
- #5(d) Describe how to build or find survival shelters in a forest or in snow.**  
*Resources:* Tree Well Shelter (video)  
A Quick Shelter under a Tree (video)
- #5(e) Improvise a natural shelter. For the purpose of this demonstration, use techniques that have little negative impact on the environment. Spend a night in your shelter.**  
*Resource:* How to Build a Survival Shelter (video)
- #6 Fire Building.** Using three different methods (other than matches), build and light three fires.  
*Resource:* 4 Emergency Fire Starters (video)
- #7. Signaling.** Do the following:
- #7(a) Explain and show how lost or stranded Scouts could send signals to attract the attention of ground, airborne, or water search teams.**

## Event Requirements

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### Wilderness Survival 2026-01-01

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*Resources:* How to Signal for Ground Rescue (video)  
Surface to Air Visual and Body Signals (PDF)  
Distress Signals for Water Emergencies (video)

- #7(b)** Demonstrate how to use a signal mirror.  
*Resource:* How to Use a Signal Mirror (video)
- #7(c)** Describe from memory five ground-to-air signals and tell what they mean.
- #8 Water.** Demonstrate three ways to treat water found in the outdoors to prepare it for drinking.  
*Resources:* Purifying Water (video)  
Melting Snow for Water (website)
- #9 Food.** Explain why it usually is not wise to eat wild plants or wildlife in a wilderness survival situation.

**#10. Careers.** Do ONE of the following:

- #10(a)** Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.  
*Resources:* Wilderness Jobs (website)  
Unusual Careers in the Wilderness (video)
- #10(b)** Explore how you could use knowledge and skills from the Wilderness Survival merit badge to pursue a hobby or to serve as volunteer. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.  
*Resource:* Ultralight Backpacking (website)

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**Wood Carving**      **2015-01-01**

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#1. Do the following:

**#1(a)** Explain to your counselor the hazards you are most likely to encounter while wood carving, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.

**#1(b)** Show that you know first aid for injuries that could occur while wood carving, including minor cuts and scratches and splinters.

#2. Do the following:

**#2(a)** Earn the Totin' Chip recognition.

**#2(b)** Discuss with your counselor your understanding of the Safety Checklist for Carving.  
*Resource: Safety Checklist for Carving (PDF)*

#3. Do the following:

**#3(a)** Explain to your counselor, orally or in writing, the care and use of five types of tools that you may use in a carving project.

**#3(b)** Tell your counselor how to care for and use several types of sharpening devices, then demonstrate that you know how to use these devices.

#4. Using a piece of scrap wood or a project on which you are working, show your counselor that you know how to do the following:

**#4(a)** Paring cut

**#4(b)** Basic cut and push cut

**#4(c)** "V" cut

**#4(d)** Stop cut or score line

**#5** Tell why different woods are used for different projects. Explain why you chose the type of wood you did for your projects in requirements 6 and 7.

**#6** Plan your own or select a project from the Wood Carving merit badge pamphlet and complete a simple carving in the round.

**#7** Complete a simple low-relief OR a chip carving project.