



AWARD WORKSHEET

Ranger Award

Venturing

Name

Started

Completed

The Ranger Award is for Venturers who love the outdoors and want to build real high-adventure skills. You'll complete core skills, then choose preservation, outdoor skills, and sport areas that match your interests. It's a great way to grow as an outdoor leader.

Requirements

Every official requirement, in plain language. Check the official wording when you sign off (scouting.org/programs/venturing/venturing-awards-and-advancement/specialty-awards/ranger-award/). Tips and examples are ideas, not extra requirements.

C1–C8 Core

C1 First aid

Tips for this section: Take a first aid course and practice scenarios with your crew so you're ready in the backcountry.

- ☐ **C1a** Pass a standard first aid course

- ☐ **C1b** Take a CPR course and earn CPR certification

- ☐ **C1c** Put together a personal first aid kit, or help assemble one for a group

- ☐ **C1d** Show your Advisor (or someone they name) how to use every item in the kit

- ☐ **C1e** Teach a group, Scouting unit, or person how to build a first aid kit for one person or a group, and how to use it

- ☐ **C1f** Take a course in wilderness first aid, or an EMT Basic course, online or through a hospital, college, or first aid squad

- ☐ **C1g** Research first aid–related careers: how people enter each one, the education needed, example jobs, and what a typical workday involves

C2 Wilderness survival

Tips for this section: Practice survival skills like building a simple shelter and signaling for help with experienced leaders. Staying calm is the most important skill.

Example for this section: Practice on a crew overnight with leaders present: build a tarp or debris shelter, signal with a whistle and mirror, and talk through what you'd do if someone got separated. Then use what you learned to plan your outpost camp of two nights or more.

- ☐ **C2a** With your Advisor (or someone they name), write a risk management plan for an upcoming crew campout or high-adventure activity covering health, nutrition, first aid, insurance, supervision, rules and safety regulations, proper gear, map and compass, in-service training, environmental issues, emergency and evacuation plans, and emergency contacts

- ☐ **C2b** From memory, list the priorities of survival and explain how you'd use each one in a survival situation

C2c Signals, search, and evacuation

- ☐ **C2c1** Demonstrate emergency signals used outdoors

- ☐ **C2c2** Demonstrate search-and-rescue patterns

- ☐ **C2c3** Explain evacuation procedures and how to judge when to move and when to stay put in a wilderness emergency; explain how to get a group ready to evacuate from a threat and choose suitable Scouts to carry it out

- ☐ **C2d** Write a report on the environmental exposure problems in C2d1–C2d6, covering what causes each one, its signs, and how to treat it

- ☐ **C2d1** Hypothermia

- ☐ **C2d2** Frostbite

☐ **C2d3** Sunburn

☐ **C2d4** Heat exhaustion

☐ **C2d5** Heat cramps

☐ **C2d6** Heatstroke

C2e Hydration

☐ **C2e1** Explain dehydration and why saving fluids matters in a survival situation

☐ **C2e2** Explain four or more ways to get water outdoors, and show at least two ways to treat it

C2f Fire-making

- ☐ **C2f1** Build at least two kinds of fire lay: one suited to cooking and one for warmth

- ☐ **C2f2** Learn about and discuss using fire starters, tinder, kindling, softwoods, and hardwoods to build fires

- ☐ **C2f3** Explain why fire impacts should be kept small and how you kept yours small

C2g Weather

- ☐ **C2g1** Explain how to read and forecast weather from winds, barometric pressure, air masses and how they move, clouds, and other signs

C2h Knots and lashings

- ☐ **C2h1** Explain which rope materials and thicknesses work best in the wilderness and how to care for them

- ☐ **C2h2** Show how to tie the bowline, bowline on a bight, sheet bend, fisherman's knot, clove hitch, timber hitch, taut-line hitch, two half hitches, and figure 8, and how to make square, shear, and diagonal lashings

- ☐ **C2h3** Explain what each of those knots and lashings is for and how it can help in the wilderness

C2i Food

- ☐ **C2i1** Explain the benefits and drawbacks of finding food in the wild, including what to avoid

- ☐ **C2i2** Prepare and eat one or more meals made with food you found outdoors

C2j Survival kit

- ☐ **C2j1** List what you'd put in a wilderness survival kit, build the kit from that list, and explain what each item is for

- ☐ **C2j2** Using your kit, show a fellow crew member how to build a wilderness survival kit

C2k Leave No Trace

- ☐ **C2k1** Before your wilderness outpost campout, learn the Leave No Trace Seven Principles, and use each one on your outings

C2l Wilderness outpost camp

- ☐ **C2l1** Build a wilderness survival outpost camp and stay there for two days and two nights or more

- ☐ **C2l2** Learn how you'd plan a wilderness shelter in three different environments, then build one that fits where you are

- ☐ **C2l3** Use and show several knots and lashings from C2h while building your survival campsite

- ☐ **C2l4** During the outpost campout, build at least one campfire and treat drinking water using the methods you learned

- ☐ **C2m** Choose any requirement in this area and teach it to people who would gain from learning the skill

C3 Conservation

Tips for this section: Join a conservation project like trail work or habitat restoration. A park office can help you find one.

Example for this section: Join a land manager's conservation project, like removing invasive plants, restoring a worn campsite, or building erosion control on a trail. Ask the ranger why the work matters for that place.

- ☐ **C3a** Research why local or regional conservation projects and efforts in your area matter, and present what you found as a short talk, video, or written piece to your Advisor (or someone they name) or to another group, Scouting unit, or person

- ☐ **C3b** Research endangered species in your area or state and why they matter to their ecosystems, brainstorm ways to protect them, and present your findings as a short talk, video, or written piece to your Advisor (or someone they name) and to another group, Scouting unit, or person

- ☐ **C3c** Interview someone who works for a local conservation group or agency about what the organization does, how it gets people excited about conservation, how it helps local communities and wild places, and what drew them to a conservation career

- ☐ **C3d** Take part in a conservation project, such as a Distinguished Conservation Service Award project, a Summit service project, an Eagle Scout project tied to conservation, or one with another organization or club; then discuss with your Advisor (or someone they name) why it mattered and what it achieved

- ☐ **C3e** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

C4 Communications

Tips for this section: Choose one way to learn for C4a, like a 15-hour class, three months in a debate, drama, or Toastmasters club, or two books on communication. Then pick a talk, a video, or a written guide on an outdoor skill for C4b, and get your plan approved before you start.

Example for this section: You might spend a semester on your school's debate team for C4a, then make a short video for C4b showing your crew how to fit and pack a backpack, with your Advisor's OK on the plan first.

C4a Communications learning: Choose 1 of 3

- ☐ **C4a1** Take a communications-related class of 15+ hours (for example a school elective in creative or technical writing, American Sign Language, or film, or a commercial course in speed-reading or presenting), or attend a Scouting America course like Wood Badge, NYLT, NAYLE, or OA NLS

- ☐ **C4a2** Be active for three months or more in a club focused on communication (such as Toastmasters, debate, mock trial or moot court, Model UN, or drama), joining at least three activities that build your communication skills; or serve on the staff of a Scouting America course like Wood Badge, NYLT, NAYLE, or OA NLS

- ☐ **C4a3** Read two or more books on a communications topic you care about, approved by your Advisor (or someone they name), and give your crew a written or spoken report on the key ideas you learned and how you'll use them to communicate better

C4b Communications project: Choose 1 of 3

C4b1 Oral skills

- ☐ **C4b1a** With your plan approved first by your Advisor (or someone they name), give a talk on an outdoor skill or area that interests you to your crew, another Scouting unit, or another group, using demonstrations, visual aids, or other techniques to get your message across

C4b2 Audio-visual skills

- ☐ **C4b2a** With your plan approved first by your Advisor (or someone they name), create and show an audio or video presentation on an outdoor skill or area that interests you to your crew or another approved group

C4b3 Written skills

- ☐ **C4b3a** With your plan approved first, write a pamphlet, instructions, or a description and summary of 1,000+ words that fully covers your topic, with pictures, charts, or diagrams. Have one expert and one non-expert critique it, revise it based on their feedback, and share it with your crew if it applies to them (for example, caving skills)

- ☐ **C4c** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

C5 Emergency preparedness

Tips for this section: Finish the First Aid core first, then take an emergency preparedness course. At home, talk with your family about possible disasters and build your family emergency plan and kit together.

- ☐ **C5a** After finishing the C1 First Aid core, take an emergency preparedness course approved by your Advisor (or someone they name) (such as one from the Red Cross), in person or online, and earn a certificate or certification

- ☐ **C5b** Discuss five or more emergencies that could happen outdoors: how you'd prevent them, protect yourself, and lessen their harm, how you'd respond to each, and how long recovery from an injury might take

- ☐ **C5c** Show three ways to signal for rescue outdoors

- ☐ **C5d** Show how to move an injured person safely and correctly out of a remote outdoor spot

- ☐ **C5e** Talk with your family about possible disasters and being prepared, then make a family emergency plan

- ☐ **C5f** Build a family emergency kit, or update an existing one

- ☐ **C5g** Name one or more local emergency preparedness organizations and one or more national government agencies that prepare for and respond to emergencies, and describe each one's role and services in an emergency

- ☐ **C5h** Choose any requirement in this area and teach it to people who would gain from learning the skill

C6 Physical fitness

Tips for this section: Set fitness goals that support your outdoor activities, and track your progress over time.

- ☐ **C6a** Schedule a full physical with your medical provider, tell them you plan to start an eight-week fitness improvement program, and ask for their advice

- ☐ **C6b** Explain six or more principles that guide how you build a fitness program

C6c Components of fitness

- ☐ **C6c1** Explain why the four parts of fitness (endurance, strength, flexibility, and body composition) matter for your own fitness

- ☐ **C6c2** Have a fitness professional or expert (a school PE teacher can do this) test you on those four parts, and with their help set fitness goals for eight weeks

- ☐ **C6d** Build an eight-week program to reach your goals, using warm-up, cross-training, cool-down, and regular workouts

- ☐ **C6e** Learn the basics of balanced nutrition, discuss how different foods fuel your body and support fitness, and write a balanced menu plan that fits your activity level

- ☐ **C6f** Work out your daily energy needs for your activity level (low, moderate, or high), and discuss how your nutrition needs shift as your activity changes

- ☐ **C6g** Discuss how to keep a healthy fitness mindset that values feeling strong, energized, and healthy over looks, and why goals should support overall well-being

- ☐ **C6h** Learn the risks of performance-enhancing substances and why a natural path to fitness is best, and discuss the dangers of stimulants, steroids, and other unapproved boosters

- ☐ **C6i** Explain how you'll prevent injury in your fitness program, knowing soreness may be normal but pain is not

- ☐ **C6j** Use what you've learned to teach a group, such as your crew, a Scouts BSA troop, or a Cub Scout pack, how to set up a fitness program

C7 Land navigation

Tips for this section: Practice with map and compass and with GPS. Try an orienteering course to build confidence.

Example for this section: Plot a cross-country route on a topographic map, follow it with compass bearings, then compare your track with a GPS unit. An orienteering meet is a great test.

C7a Map, compass, and GPS

- ☐ **C7a1** On a topographic map of your area or where you'll navigate, show you know these symbols: index contour, vertical control station, checked spot elevation, map scale, ridge, depression, marsh, stream, intermittent stream, water well or spring, trail, bridge, building, cemetery, campsite, power line, single-track railroad, heavy-duty and medium-duty paved roads, and unimproved dirt road

- ☐ **C7a2** Explain contour lines: be able to name your map's contour interval and show the difference between steep and gentle slopes

- ☐ **C7a3** Use a map and compass to complete an orienteering course of six or more legs covering 2.5 miles or more

- ☐ **C7a4** Learn to use a GPS receiver, and show you can find a fixed coordinate or a geocache at night with it

- ☐ **C7a5** After talking about using Leave No Trace's seven principles while geocaching, lead three to five people to five geocaches near you

C7a5a Make your own geocache

- ☐ **C7a5a1** Make a geocache and register it with a national geocaching group online, such as geocaching.com

- ☐ **C7a5a2** Document how you made and hid the cache, in writing or on social media

- ☐ **C7a5b** Show a group (your crew or another crew, a Scouts BSA troop, a Cub Scout pack, or others) the navigation skills you learned, including using a compass and GPS and reading a topographic map

C8 Outdoor ethics

Tips for this section: Study Leave No Trace and other outdoor ethics, and practice them on every trip.

Example for this section: Teach Leave No Trace to your crew at a trailhead using what's around you: durable surfaces to walk on, where a cat hole should go, and how to handle the existing fire ring.

- ☐ **C8a** Say the Outdoor Code from memory and explain it

- ☐ **C8b** Say the Leave No Trace Seven Principles from memory and explain them

- ☐ **C8c** Complete the online Leave No Trace 101 course (learn.int.org/courses/101)

- ☐ **C8d** Finish the Leave No Trace Backcountry course online (learn.int.org/courses/backcountry)

- ☐ **C8e** Complete a Leave No Trace training event taught by a Level 1 or Level 2 Leave No Trace instructor

- ☐ **C8f** Say the Tread Lightly! principles from memory and explain them

- ☐ **C8g** Complete the Tread Lightly! Online Awareness course (tread-lightly.teachable.com)

- ☐ **C8h** Choose any requirement in this area and teach it to people who would gain from learning the skill

P1–P3 Outdoor preservation: Choose 1 of 3

Tips for this section: Pick one: Outdoor Living History, Ecology, or Plants and Wildlife. Choose the one you'd want to study anyway, since each one means research, fieldwork, and sharing what you learn with others.

P1 Outdoor living history

- ☐ **P1a** Research a historical culture and era that interests you (for example Native American, mountain man, pioneer, or Revolutionary or Civil War), including its housing, food, religious practices, how its society developed, and how it ended, if it did

P1b Experience the culture: Choose 2 of 5

- ☐ **P1b1** Cook two traditional meals from your chosen era and share them with your crew

- ☐ **P1b2** Build a model of the kind of housing people used in that era

- ☐ **P1b3** Learn and practice two cultural activities (such as a game, dance, song, poem, or a skill like flint-knapping) and share them with others

- ☐ **P1b4** Write an essay on the culture of that era, covering topics such as music and customs

- ☐ **P1b5** Create a video or presentation that sums up what you learned

- ☐ **P1c** Using your research, make an outfit for a person or type of person (such as a soldier, farmer, trader, or hunter) from your chosen culture

- ☐ **P1d** Using your research, build a working tool from authentic materials that the person you chose in P1c would have used

- ☐ **P1e** Go to and observe a reenactment, rendezvous, pow-wow, historical trek, or another event that features your chosen culture

- ☐ **P1f** Present your chosen culture to a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout pack

P1g Tour

- ☐ **P1g1** Organize a group tour of a museum, archaeological dig, or other site important to your chosen culture

- ☐ **P1g2** After the tour, lead the group in discussing what they learned

- ☐ **P1h** Look into careers in history-related fields or outdoor living history, including an interview with a historian or someone in a related field: how people enter each one, the education needed, example jobs, and what a typical workday involves

P1i Preservation or careers: Choose 1 of 2

- ☐ **P1i1** Find a local group or historical society that preserves a historic site, talk with someone there about its work, community outreach, and how people can help, and create a sample presentation or series of social media posts it could use to promote its work

- ☐ **P1i2** Research careers such as historian, anthropologist, and archaeologist: how people enter each one, the education needed, example jobs, and what a typical workday involves

P2 Ecology

- ☐ **P2a** Describe the main natural systems and cycles and how they change over time, as seen in a watershed near your home, including land-use patterns, the four basic elements, and six or more species and the ways each species or its numbers have shifted; cover both living and physical parts

- ☐ **P2b** Describe four or more environmental study areas near you: why you picked them, their boundaries, who uses them, past inventories, outside forces acting on them, and what could be studied at each

- ☐ **P2c** Plan a field trip to those areas with detailed plans for your investigations, meeting every requirement such as permits, safety and transportation plans, and equipment lists

P2d Field investigation

- ☐ **P2d1** With guidance from a natural resources professional, investigate an ecology topic approved by your Advisor (or someone they name): inventory and map the area and gather specific data in a detailed study of one topic

- ☐ **P2d2** Document your findings and present them to a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout pack

- ☐ **P2e** Teach your audience how to do an ecological investigation by walking them through the steps in P2b and P2c so they learn by doing

- ☐ **P2f** Research ecology and related careers, including interviewing a natural resource professional: how people enter each one, the education needed, example jobs, and what a typical workday involves

P3 Plants and wildlife

- ☐ **P3a** Research a plant or animal that is a keystone species in its environment and write about its impact from several angles: its problems, why it's a keystone, why it matters to people, and ways to manage, conserve, or boost it

- ☐ **P3b** Pick a place in your yard where you can observe the plants and wildlife that live there

- ☐ **P3b1** Identify 10 plants and animals that live in or pass through your backyard

- ☐ **P3b2** Observe the spot closely across different seasons and conditions

- ☐ **P3b3** Research how your city or area has changed over time, especially its ownership, land use, landforms, and climate

- ☐ **P3c** Form a hypothesis about how one species interacts with its surroundings, cover P3c1–P3c4, and share it with your crew

- ☐ **P3c1** How the species' population shifts with conditions or outside influences

- ☐ **P3c2** How well the environment supplies each species with food, shelter, materials, and protection, and population trends

- ☐ **P3c3** What you predict for the future of these species

- ☐ **P3c4** Practices you'd suggest to manage the population, and how you'd check that they're working

- ☐ **P3d** Study one plant or animal species approved by your Advisor (or someone they name) that lives in several different areas: observe it closely in various places and seasons, and research its history, especially how it has adapted over time

- ☐ **P3e** Give a presentation on that species covering how it reacts to changing conditions or outside influences; its needs for food, soil, shelter, materials, protection, help reproducing, and so on; population trends; your predictions; suggested management actions; and the study methods you used

- ☐ **P3f** Earn the Conservation Good Turn Award

- ☐ **P3g** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

- ☐ **P3h** Discuss the Leave No Trace principle Respect Wildlife with your Advisor (or someone they name)

K1–K4 Outdoor skills: Choose 2 of 4

Tips for this section: Pick two of Leave No Trace, Exploration, Outdoor Cooking, and Lifesaving. Look ahead before you choose: Exploration is a five-day expedition with at least five others, and Lifesaving starts with a lifeguard course, so plan those early.

K1 Leave No Trace

- ☐ **K1a** Take a Leave No Trace Skills Course or Level 1 Instructor Course

- ☐ **K1b** In a media presentation, compare how the Leave No Trace principles change depending on the ecosystem where you camp or travel

- ☐ **K1c** In a media presentation, compare how the Leave No Trace principles change for different outdoor activities, such as rock climbing, horseback riding, or mountain biking

- ☐ **K1d** In a media presentation, compare how the Leave No Trace principles change between frontcountry and backcountry camping

- ☐ **K1e** Teach an educational program about the Leave No Trace Seven Principles

K2 Exploration

- ☐ **K2a** Make a five-day continuous expedition with at least five other people, traveling 20 or more hours in total over the five days by foot, bike, horse, canoe, or boat to a place none of you has been; getting to the start doesn't count toward the five days

- ☐ **K2b** Lead your unit in making a plan and presentation that shows skill in navigation, expedition cooking, Leave No Trace, language (if going abroad), fitness, your travel method, team building, and first aid

- ☐ **K2c** Prepare a budget and get it reviewed and approved by your Advisor (or someone they name)

- ☐ **K2d** Keep an expedition logbook recording places visited, your route, project work done, and personal thoughts

- ☐ **K2e** Complete one service project the team picks during the expedition, then discuss what worked, what didn't, and what you'd change next time, ideally within 24 hours of day five or of getting home

- ☐ **K2f** Before you leave, research the Leave No Trace Seven Principles that fit your expedition and practice them, then explain in your presentation how you used them

- ☐ **K2g** Make a media presentation about your experience and travels

K3 Outdoor cooking

- ☐ **K3a** Discuss the hazards and injuries that can happen while cooking, especially outdoors or on the trail, and how to treat, respond to, and reduce them

K3b Food safety and nutrition

- ☐ **K3b1** Discuss why proper food storage and handling matter when cooking outdoors

- ☐ **K3b2** Discuss why cooking food thoroughly and properly matters outdoors

- ☐ **K3b3** Discuss food allergies and dietary restrictions, and how to handle and prepare food to prevent cross-contamination

- ☐ **K3b4** Discuss foodborne illnesses and how to prevent and treat them

- ☐ **K3b5** Discuss reading food labels for nutrition facts, serving sizes, and contents

K3c Nutrition review

- ☐ **K3c1** Review the USDA MyPlate with your Advisor (or someone they name)

- ☐ **K3c2** Review serving sizes and daily intake with your Advisor (or someone they name)

- ☐ **K3c3** Review recommended daily calories with your Advisor (or someone they name)

- ☐ **K3c4** Review with your Advisor (or someone they name) how physical activity changes your plate and serving sizes

- ☐ **K3d** Discuss and learn the outdoor cooking methods in K3d1–K3d3: the gear each needs, ways to control temperature, and safe handling

K3d1 Fire and coals

- ☐ **K3d1a** Open flame

- ☐ **K3d1b** Coals

- ☐ **K3d1c** Foil cooking

K3d2 Charcoal

- ☐ **K3d2a** Charcoal grill

- ☐ **K3d2b** Charcoal Dutch oven

K3d3 Stoves

- ☐ **K3d3a** Camp stove

- ☐ **K3d3b** Backpacking stove

- ☐ **K3e** Plan a menu with at least three meals for five or more people on a two-night campout, keeping dietary restrictions and allergies in mind, and buy the food

- ☐ **K3f** Make a shopping list from your K3e menu showing each item, the amount the group needs, and its cost, then shop for it

- ☐ **K3g** On the K3e campout, cook the three meals using two or more of the methods from K3d, timing it so everything is ready to serve together

- ☐ **K3h** Show you can cook a meal for two or more people (you included) with each method in K3h1–K3h3, on a different outing from K3g; the methods may be spread over separate meals and outings

- ☐ **K3h1** Backpacking stove

- ☐ **K3h2** Dutch oven

- ☐ **K3h3** Fire or coals

K3i Cleanup and Leave No Trace

- ☐ **K3i1** Discuss how Leave No Trace's seven principles relate to outdoor cooking

- ☐ **K3i2** Discuss how to clean equipment, utensils, and the campsite properly after cooking

- ☐ **K3i3** Discuss how to get rid of dishwater and trash properly

- ☐ **K3j** Choose any requirement in this area and teach it to people who would gain from learning the skill

K4 Lifesaving

- ☐ **K4a** Complete American Red Cross Lifeguarding training with the Waterfront Skills module, or an equal course recognized under your state's laws, and serve as a lifeguard at a Scouting America unit swim

- ☐ **K4b** Teach swimming to one or more Scout-age youth using your lifeguard training

- ☐ **K4c** With approval from your Advisor (or someone they name) or a designated counselor, lifeguard at two Scouting events, keeping participants safe and showing skill in water rescue; afterward give a short report on your experience, the challenges you faced, and how you handled them

S1–S12 Outdoor sports: Choose 1 of 12

Tips for this section: Choose one outdoor sport you're excited about and read all its parts before you start. Some take months or a certification, like three backpacking treks or Open Water scuba, and higher-risk sports need qualified instructors.

S1 Backpacking

- ☐ **S1a** Write a backpacking exercise plan and follow it for three months or more, working out three times a week and keeping a daily journal

S1b Plan ahead and prepare

- ☐ **S1b1** Explain how you'd reduce risk on a backpacking trek, and after your trip discuss with your Advisor (or someone they name) what worked in your plan and what didn't

- ☐ **S1b2** Explain what an emergency response plan is for

- ☐ **S1b3** Learn different ways to lay out a campsite on a backpacking trip

S1c Health and first aid

- ☐ **S1c1** Learn and show trail health practices and how to prevent and treat common backpacking injuries and illnesses: blisters, sprains, stings and bites, dehydration, altitude sickness, heat exhaustion, heat stroke, hypothermia, and frostbite

- ☐ **S1c2** Explain how you'll manage your water supply on a backpacking trip, then do it, including ways to treat water and why that matters

S1d Backpacks

- ☐ **S1d1** Try on three types of packs and learn to fit the right frame size to your body; be able to explain frameless, internal-frame, and external-frame packs, their pros and cons, and what kind of trek suits each

- ☐ **S1d2** Explain a backpack's parts and what each one does

- ☐ **S1d3** Learn the right way to lift and carry your pack

- ☐ **S1d4** Describe four or more ways to cut weight and bulk in your pack without risking your health or safety

- ☐ **S1d5** Learn how loading an internal-frame pack differs from loading an external-frame pack

S1e Clothing and footwear

- ☐ **S1e1** Show the right backpacking clothing for wet, hot, and cold conditions, and explain your choices

- ☐ **S1e2** Show the right footwear and socks and how to care for your feet, and explain your choices

- ☐ **S1e3** Show three or more uses for a poncho while backpacking

S1f Cooking

- ☐ **S1f1** List 20 or more items of group backpacking gear, including a group cleanup kit

- ☐ **S1f2** Learn to cook a meal on a backpacking stove, then show you can do it

- ☐ **S1f3** Show how to clean and sanitize backpacking cook gear properly

- ☐ **S1f4** Learn the proper way to carry and pack a backpacking stove and its fuel

S1g Environmental impact

- ☐ **S1g1** List 10 or more key environmental concerns for backpacking and describe ways to reduce their impact

- ☐ **S1g2** Using the Leave No Trace Seven Principles, explain how to handle the human waste, wastewater, and trash you create on a backpacking trip

S1h Packing gear

- ☐ **S1h1** Pack your backpack with essentials, extra gear, and personal items for a three-day, two-night trip as if you were sharing gear with one partner

- ☐ **S1h2** List 10 or more must-have items for an overnight trek and explain why each is needed

- ☐ **S1h3** Unpack in front of an experienced backpacker for a critique of your packing, then repack and have them critique it again

S1i Three backpacking treks (beyond the Exploration expedition)

S1i1 Treks done following youth protection rules

- ☐ **S1i1a** Trek 1: backpack for two or more nights, covering 10 or more miles

- ☐ **S1i1b** Trek 2: backpack for two or more nights, covering 15 or more miles

- ☐ **S1i1c** Trek 3: backpack for three or more nights, covering 20 or more miles

S1j Lead a trek

- ☐ **S1j1** Plan and lead a backpacking trek (it can be one of the S1i treks) for a Scouts BSA troop, your crew, or another crew

- ☐ **S1j2** Plan a balanced, nutritious menu suited to the trek

- ☐ **S1j3** Get any needed permits and use them to write a trip plan, including emergency contacts, to leave with your family and the participants

- ☐ **S1j4** Brief the group you're leading on the trip plan using the map you used to plot your route

- ☐ **S1j5** Lead a shakedown training session for the trek participants

- ☐ **S1k** Choose any requirement in this area and teach it to a troop or community group that would gain from it

S2 Cave exploring

- ☐ **S2a** Research the National Speleological Society (NSS) and find out how caves and caverns near you are organized

S2b Safety

- ☐ **S2b1** Review the caving sections of the Guide to Safe Scouting and give your crew a presentation on Scouting America's caving do's and don'ts

- ☐ **S2b2** Learn about the various kinds of caves and caverns and how people move through them

S2c Knots

- ☐ **S2c1** Learn these knots for vertical caving: endline knots (figure-eight, figure-eight on a bight, bowline), midline knots (butterfly, bowline on a bight), joiner knots (fisherman, water knot, figure-eight bend), and the Prusik ascending knot

- ☐ **S2c2** Teach those knots to a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout pack

S2d Ropes

- ☐ **S2d1** Learn what kinds of rope are used in climbing and vertical caving, and explain what each is used for and its traits

- ☐ **S2d2** Learn how to care for climbing rope, and know and practice proper coiling and storage

- ☐ **S2d3** Learn to keep records on climbing rope, check it for damage and wear, and recognize when it should be retired

S2e Rappelling and belaying

- ☐ **S2e1** Show you can rappel properly and safely for 30 feet or more

- ☐ **S2e2** Show you can climb a rope 30 feet or more using mechanical ascenders, Prusiks, or other ascending knots

- ☐ **S2e3** Explain how single-rope (SRT) and double-rope (DRT) techniques differ for rappelling and belaying, with the pros and cons of each

S2f Outfitting

- ☐ **S2f1** At a sporting goods store or a group affiliated with the NSS, attend a presentation on personal caving gear such as helmets, main and backup lights, clothing, boots, and cave packs

- ☐ **S2f2** Find out the American National Standards Institute (ANSI) requirements for helmets

S2g First aid

- ☐ **S2g1** List what goes in your personal cave pack, including your own first aid kit and cave survival gear

- ☐ **S2g2** Learn about crew equipment such as the first aid kit, ascending gear, and caving ropes

- ☐ **S2g3** Help assemble a crew or group first aid kit, and show you can keep it stocked

- ☐ **S2g4** Show a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout pack how to put together personal and crew first aid kits

S2h Caves

- ☐ **S2h1** Learn about the many kinds of cave formations

- ☐ **S2h2** Write a report for your Advisor (or someone they name), or give a presentation to a youth group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout pack, on cave formations and cave conservation, including proper carbide removal, protecting walls, ceilings, and formations, and the Leave No Trace Seven Principles

- ☐ **S2h3** Choose a cave to visit and get permission to enter; make a trip plan listing its location, participants, expected time underground, expected return date and time, and an emergency contact; then go in with a qualified caver leading

- ☐ **S2h4** Have a cave expert teach you about natural and human-made hazards such as mudslides, loose rock, pits, deep water, animals, complex routes, wooden ladders, and flooding

S2k Maps

- ☐ **S2k1** Learn what the standard symbols mean on a three-dimensional cave map

S2l People-based experiences

- ☐ **S2l1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

S3 Cycling

S3a Types of cycling

- ☐ **S3a1** Describe how cycling, touring, mountain biking, and bikepacking differ

- ☐ **S3a2** Explain how road biking and mountain biking differ

S3b Laws and safety

- ☐ **S3b1** Know your state's laws on bicycling

- ☐ **S3b2** Learn the safety rules and gear for the kind of biking you prefer

- ☐ **S3b3** Use what you learned to lead a presentation and safe-riding session for a Scouting unit (yours or another), another group, or a youth group at a school or club in your community

- ☐ **S3b4** Explain how the buddy system works for cycling and what technology could help

S3b5 First aid for cyclists

- ☐ **S3b5a** Show first aid for a head injury

- ☐ **S3b5b** Show first aid for a broken bone

- ☐ **S3b5c** Show first aid for road rash

S3c Rules and environmental impact

- ☐ **S3c1** Learn the rules for various kinds of cycling, including touring and mountain biking, set by groups like USA Cycling, the U.S. Forest Service, the International Mountain Bicycling Association, and other authorities

- ☐ **S3c2** Describe the key environmental concerns of mountain biking and touring and ways to reduce their impact

S3d Maintenance checklist and journal

- ☐ **S3d1** Make a checklist of maintenance to go over before every ride, and include the Guide to Safe Scouting's SAFE Checklist for bike safety

- ☐ **S3d2** Keep a personal biking journal with notes on at least three trips

S3e Repair kit

- ☐ **S3e1** Buy or put together a bike tool and repair kit

- ☐ **S3e2** Show you know how to use every tool in the kit

- ☐ **S3e3** Write instructions for two basic repairs your own bike might need, such as fixing a flat, adjusting the seat and handlebars, fixing a broken chain, or temporarily fixing a bent wheel

S3f Bike trail project

- ☐ **S3f1** With approval from the landowner or land manager, plan and lead a day-long maintenance project on a bike trail or road

- ☐ **S3f2** Make a social media post about the project (what you did, who it helped, and what you learned) and share it with your Advisor (or someone they name)

S3g Cycling trips

- ☐ **S3g1** Take eight trips: 20-mile road rides, 10-mile mountain bike rides, or a mix of the two

- ☐ **S3g2** Keep a journal of the eight trips with routes, weather, sketches, maps, and sights, plus trail features such as climbs, downhill, drops, rocks, log hops, portages, and trail markers

- ☐ **S3g3** Explain how you put Leave No Trace's seven principles into practice on your rides

- ☐ **S3h** Besides the S3g trips, plan and ride a multi-day trip of 50 miles by road bike or 30 miles by mountain bike; plan routes, food, proper clothing, and safety, and record it in your journal

S3i People-based experiences

- ☐ **S3i1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S3j** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

S4 Equestrian

- ☐ **S4a** Explain what sets apart each of America's three distinct riding styles

- ☐ **S4b** For your preferred style (from S4a), explain the equipment you'd use, including the parts of the saddle and bridle

- ☐ **S4c** Explain natural versus artificial aids for communicating with a horse, such as voice, weight, legs, hands, bits, martingales, crops, whips, and auxiliary reins

S4d Riding attire

- ☐ **S4d1** Explain the clothing and safety gear a rider needs for your preferred style

S4e Horse care

- ☐ **S4e1** Describe colic symptoms, plus four other health problems horses can have

- ☐ **S4e2** Explain conformation and why it matters, and the difference between lameness and unsoundness

- ☐ **S4e3** Explain why hoof care matters and why a horse might need shoes

- ☐ **S4e4** Show how to groom a horse, pick its hooves, and care for it after a ride

- ☐ **S4e5** Explain how to decide on the kind and amount of feed for a horse, and why both change with how active it is

S4f Horse handling

- ☐ **S4f1** Explain the right way to catch, bridle, and saddle a horse

- ☐ **S4f2** Show and explain three or more steps for mounting correctly and two ways to dismount

S4g Stirrup length

- ☐ **S4g1** Show how to check that your stirrups are the right length both on the ground and in the saddle

- ☐ **S4g2** Explain short, medium, and long stirrup lengths and why length matters

S4h Riding position

- ☐ **S4h1** Explain and show how to hold your body, hands, arms, legs, and feet correctly when mounted

- ☐ **S4h2** Show how every part of your body should be positioned at the trot, canter, and gallop, and explain why it matters

- ☐ **S4i** Describe the patterns you used to control your horse, and on command slow down, speed up, stop, back up, and move through its gaits

S4j Tack and cool-down

- ☐ **S4j1** Remove your horse's tack properly and store it

- ☐ **S4j2** Show how to care for tack properly after riding

- ☐ **S4j3** Show how to care for your horse after a ride (cool it down, brush it, give water, and feed it) and explain why each step matters

- ☐ **S4k** Explain how you apply the Leave No Trace Seven Principles and Tread Lightly! principles when riding horses

S4l People-based experiences

- ☐ **S4l1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S4l2** Look into the short history of this sport or activity and who takes part in it, then make a timeline of key people and events that celebrates how different groups have shaped it

- ☐ **S4m** Choose any requirement in this area and teach it to people who would gain from learning the skill

S5 Fishing

- ☐ **S5a** Know your state's freshwater fishing laws, rules, and license requirements

S5b Maps

- ☐ **S5b1** On a map of your state, mark where its different kinds of water are, such as salt water, brackish water, warm fresh water, and cold fresh water (including tailwaters)

- ☐ **S5b2** On the same map, note the most popular game fish at each spot you marked and any protected fish species in your state

- ☐ **S5c** Write a personal code of ethics for fishing: list a range of ethical situations you might face and describe how you'll decide what to do

- ☐ **S5d** List 10 or more safety situations you could meet while fishing in your area and the precautions that protect you and your partners, such as first aid for a hook stuck in the skin

- ☐ **S5e** For two game fish species in your state, learn their place in the food chain, the waters they live in, and the underwater structure and temperatures where you'd likely find them in each season, plus any special habitat needs for spawning or young fish

- ☐ **S5f** Plan and lead a fishing outing or event that gets other young people started in fishing

- ☐ **S5g** Talk with your Advisor (or someone they name) about how Leave No Trace's seven principles fit fishing

- ☐ **S5h** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

S5i People-based experiences

- ☐ **S5i1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

S5j Fishing option: Choose 1 of 3

S5j1 Option A: freshwater spinning, spin-casting, or bait-casting

S5j1a Catching and cooking

- ☐ **S5j1a1** Catch two species of fish with spinning, spin-casting, or bait-casting gear

- ☐ **S5j1a2** Learn the right way to release a fish, and release at least one so that it recovers and swims off safely

- ☐ **S5j1a3** Catch one more fish and clean and cook it (eating it is optional)

- ☐ **S5j1a4** Tell young people in your crew, a youth group, or another Scouting unit about releasing fish compared with cleaning and cooking them, and talk about how the two felt different

S5j1b Learn and teach

- ☐ **S5j1b1** Explain how spin-casting, spinning, and bait-casting outfits differ, the benefits of each, and where and how each works best

- ☐ **S5j1b2** Study how a reel's drag works, and teach how to set and use it properly

- ☐ **S5j1b3** Teach how to play a hooked fish properly in several situations

- ☐ **S5j1b4** Study and teach basic fishing knots, at least the improved clinch knot, the Palomar knot, and a blood or barrel knot; tie each easily and explain its use

- ☐ **S5j1b5** Using targets, show two effective ways to cast with each of two of the three types of outfits, and learn how to cast safely

S5j1c Fishing project: Choose 1 of 3

- ☐ **S5j1c1** Build a fishing rod of your choice

- ☐ **S5j1c2** Design and build a fishing lure of your own, and explain how it attracts fish

- ☐ **S5j1c3** Plan and carry out a fishery conservation project approved by the right agency (contact your state fish and wildlife agency's district biologist or see fishwildlife.org), and document it with photos or the agency's acknowledgment

S5j2 Option B: fly fishing

S5j2a Catching and cooking

- ☐ **S5j2a1** Catch two different species of fish with a fly-fishing outfit

- ☐ **S5j2a2** Learn the right way to release a fish, and release at least one so that it recovers and swims off safely

- ☐ **S5j2a3** Catch one more fish and clean and cook it (eating it is optional)

- ☐ **S5j2a4** Tell young people in your crew, a youth group, or another Scouting unit about releasing fish compared with cleaning and cooking them, and talk about how the two felt different

S5j2b Learn and teach

- ☐ **S5j2b1** Explain how dry flies, wet flies, streamers, nymphs, and bass bugs or poppers differ, the benefits of each, and where and how each works best

- ☐ **S5j2b2** Explain how to pair the rod, reel, line, and leader into a balanced outfit and choose the right outfit for different situations; understand how fly lines are built, teach why you'd pick weight-forward or double-taper line, and explain floating, sink-tip, and sinking lines

- ☐ **S5j2b3** Teach how to play a fish properly in several situations, knowing that how tired a fish gets is critical to its survival after release

- ☐ **S5j2b4** Study and teach basic fly-fishing knots, at least the arbor (backing) knot, the nail knot or a tube knot, a double surgeon's knot, and the improved clinch knot; tie each easily and explain its use

- ☐ **S5j2b5** Show how to cast, explaining your grip, the casting arc, loading the rod, and presenting the fly, and show several effective ways to cast

S5j2c Fly-fishing project: Choose 1 of 3

- ☐ **S5j2c1** Build a fly rod of your choice

- ☐ **S5j2c2** Tie six flies (nymphs, wet flies, dry flies, or streamers) and explain how each pattern imitates fish food

- ☐ **S5j2c3** Plan and carry out a fishery conservation project approved by the right agency (contact your state fish and wildlife agency's district biologist or see fishwildlife.org), and document it with photos or the agency's acknowledgment

S5j3 Option C: salt water

S5j3a Catching and cooking

- ☐ **S5j3a1** Using the right gear, catch two different fish species by trolling, surf fishing, or casting from a boat

- ☐ **S5j3a2** Learn the right way to release a fish, and release at least one so that it recovers and swims off safely

- ☐ **S5j3a3** Catch one more fish, then clean, cook, and eat it, learning several ways to clean and cook it

- ☐ **S5j3a4** Tell young people in your crew, a youth group, or another Scouting unit about releasing fish compared with cleaning and cooking them, and talk about how the two felt different

S5j3b Learn and teach

- ☐ **S5j3b1** Explain how trolling from a boat, surf fishing, and casting from a boat differ, the benefits of each, and where and how each works best

- ☐ **S5j3b2** Study how a reel's drag works, and teach how to set and use it properly

- ☐ **S5j3b3** Teach how to play a hooked fish properly in several situations

- ☐ **S5j3b4** Study and teach basic fishing knots, at least the improved clinch knot, an open-loop knot, and a blood or barrel knot; tie each easily and explain its use

- ☐ **S5j3c** Learn your state's saltwater fishing laws, rules, and license requirements, or, if you live inland, those of a coastal state you choose

S5j3d Saltwater project: Choose 1 of 3

- ☐ **S5j3d1** Build a fishing rod of your choice

- ☐ **S5j3d2** Design and build several fishing lures, and explain how each one attracts fish

- ☐ **S5j3d3** Plan and carry out a fishery conservation project approved by the right agency (contact your state fish and wildlife agency's district biologist or see fishwildlife.org), and document it with photos or the agency's acknowledgment

S6 Hunting (education only)

S6a Hunter education and enforcement

- ☐ **S6a1** Complete a hunter education course from your state wildlife or conservation agency

- ☐ **S6a2** Find out and explain the requirements in your state for becoming a volunteer instructor of hunter education

- ☐ **S6a3** Explain how to report a wildlife violation to the right law enforcement agency

S6b More hunter education: Choose 1 of 3

- ☐ **S6b1** Beyond the S6a1 course, complete a bowhunter education course offered by the National Bowhunter Education Foundation or your state

- ☐ **S6b2** Beyond the S6a1 course, pass the National Muzzle Loading Rifle Association's Rifle Basic course

- ☐ **S6b3** Beyond the S6a1 course, take part in a state-sponsored Youth Hunter Education Challenge event run by the NRA and the International Hunter Education Association

S6c Hunter education service: Choose 1 of 3

- ☐ **S6c1** Help a certified hunter education instructor teach a hunter education course

- ☐ **S6c2** Plan, or help hold, a program for National Hunting and Fishing Day

- ☐ **S6c3** Interview a conservation officer or game warden about their job and, if possible, watch or help out at one of your state game check stations

- ☐ **S6d** Talk with your Advisor (or someone they name) about how Leave No Trace's seven principles fit hunting

- ☐ **S6e** Research and explain how hunting is used as a conservation tool to manage wildlife numbers, protect habitat, and fund conservation; make a social media post about one example and the role of regulated hunting, and share it with your Advisor (or someone they name) or your crew

- ☐ **S6f** Plan and carry out a photo hunt approved by your Advisor (or someone they name) to capture images of wildlife in its natural habitat, using ethical practices that don't disturb the animals; then show your photos and talk about the experience

S6g People-based experiences

- ☐ **S6g1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S6g2** Look into the short history of this sport or activity and who takes part in it, then make a timeline of key people and events that celebrates how different groups have shaped it

- ☐ **S6h** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

S7 Mountaineering

S7a Bouldering

- ☐ **S7a1** Explain how bouldering differs from technical climbing (finish the C1 First Aid core before starting this elective)

- ☐ **S7a2** Explain why Scouting America has rules about safety and height above the ground

- ☐ **S7a3** Explain how bouldering can prepare your crew for more advanced climbing

- ☐ **S7a4** Show bouldering with the three-point stance while wearing proper clothing

S7b Climbing difficulty

- ☐ **S7b1** Explain how climbing difficulty is classified and graded

- ☐ **S7b2** Explain how weather can change how hard any climb is

- ☐ **S7c** Learn and show these climbing knots: figure-eight on a bight, figure-eight follow-through, water knot, and grapevine knot

- ☐ **S7d** Complete Level I of Scouting America's Climbing Instructor Certification Training

S7e Ropes

- ☐ **S7e1** Learn the kinds of climbing rope and explain their uses and traits

- ☐ **S7e2** Learn how to care for climbing rope, including coiling and storing it

- ☐ **S7e3** Know how to keep climbing-rope records, inspect ropes for wear and damage, and decide when to retire one

S7f Anchors, hardware, and safety

- ☐ **S7f1** Show the difference between natural and artificial anchors

- ☐ **S7f2** Identify three or more kinds of hardware and setups and describe how each is used

- ☐ **S7f3** Explain proper climbing safety before and during a climb

- ☐ **S7f4** Learn about rescue gear and techniques

- ☐ **S7f5** Learn what helmets, gloves, footwear, clothing, and other climbing gear are appropriate

S7g Harnesses

- ☐ **S7g1** Learn how to use, and the benefits of, a commercial climbing harness and a Swiss seat sling

- ☐ **S7g2** Put on two of those harnesses correctly

S7h Belaying

- ☐ **S7h1** Show three types of belays: top-rope climbing belay, backup belay, and fireman's belay

- ☐ **S7h2** Learn and show the proper verbal signals between climber and belayer

S7i Rappel and climb (S7i1 and S7i2), or a clinic (S7i3)

- ☐ **S7i1** With a qualified rappelling or climbing instructor supervising, rappel 30 feet or more down a natural or artificial surface

- ☐ **S7i2** With a qualified climbing instructor supervising, climb 30 feet or more up a natural or artificial surface

- ☐ **S7i3** Attend a two-day rock climbing clinic or course led by a qualified climbing instructor that includes some technical rock climbing instruction

- ☐ **S7j** Talk with your Advisor (or someone they name) about how Leave No Trace's seven principles fit climbing

S7k People-based experiences

- ☐ **S7k1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S7l** Choose any requirement in this area and teach it to people who would gain from learning the skill

S8 COPE

S8a COPE Level 1 path

- ☐ **S8a1** Complete Scouting America's COPE Level 1 course, covering low and high initiatives both

- ☐ **S8a2** Help a COPE director or instructor lead a low COPE element or initiative game

- ☐ **S8a3** After each session, judge for yourself how it went and what you could improve

- ☐ **S8b** Instead of S8a, complete a hands-on outdoor education course from a college or university, or an equal offering approved by your Advisor (or someone they name)

- ☐ **S8c** After finishing S8a or S8b, run two low-COPE experiences as an activity at a crew or other Scouting meeting, and share information about the COPE program

S8d People-based experiences

- ☐ **S8d1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

S9 Scuba

- ☐ **S9a** Earn Open Water Diver certification from an agency recognized under Scouting America's scuba policy

- ☐ **S9b** Give a presentation to a group such as your crew or another crew, a Scouts BSA troop, or a Cub Scout pack on what it takes to get certified and on another scuba topic

- ☐ **S9c** Observe an Introductory Scuba Experience (Discover Scuba) or a Scuba Scouting America program run by a certified professional scuba instructor, either diving or snorkeling; afterward discuss with the instructor the setup, paperwork, briefing, in-water instruction, problem-solving, group control, gear care, and debriefing

- ☐ **S9d** Before a dive, research and give a presentation on how scuba can help protect the planet and endangered species

- ☐ **S9e** Research careers in the scuba industry: how people enter each one, the education needed, example jobs, and what a typical workday involves

S10 Range and target activities

S10a General knowledge

- ☐ **S10a1** Say, explain, and show the three main range safety rules

- ☐ **S10a2** Say and explain the range commands

- ☐ **S10a3** Name the parts of a rifle or a bow (whichever you choose) and explain what each does

- ☐ **S10b** Finish one shooting discipline from the Range and Target Activities Outstanding Achievement Award for Venturing

S10c Knowledge for your discipline

- ☐ **S10c1** If your discipline was air rifle, muzzleloading rifle, or smallbore rifle, explain using minute of angle to zero the airgun or firearm

- ☐ **S10c2** If your discipline was muzzleloading rifle, say the correct steps for loading it and the proper order for firing a shot, and explain each step

- ☐ **S10c3** If your discipline was archery, say the nine steps to the 10 ring and explain each

- ☐ **S10c4** If your discipline was shotgun, explain how you see a shotgun differently from a rifle

S11 Watercraft

- ☐ **S11a** Take Scouting America Safety Afloat training
- ☐ **S11a1** Explain the Scouting America Safety Afloat plan

- ☐ **S11a2** During a watercraft activity, show a youth group (your crew or another crew, a Scouts BSA troop, a Cub Scout pack, or others) that you know the Safety Afloat plan for safe boating

- ☐ **S11b** Complete a basic boating safety course from U.S. Sailing, America's Boating Club, the Coast Guard Auxiliary, or one your state's boating law administrator approves (your state's certification class for powerboats, personal watercraft, or large sailboats counts)

S11c Boating specialty: Choose 1 of 3

S11c1 Paddle craft

- ☐ **S11c1a** Complete the basic Paddle Craft Safety module (canoes or kayaks) from Scouting America's Aquatics Supervision training

S11c2 Sailing

- ☐ **S11c2a** Earn U.S. Sailing Small Boat Sailor certification (24 hours: 16 in the classroom and 8 on the water)

S11c3 Boating sampler: Choose 2 of 4

S11c3a Kayaking award

- ☐ **S11c3a1** Before starting the other requirements for this award, pass the Scouting America swimmer test

- ☐ **S11c3a2** Describe the main types of kayaks and how their design, materials, and purpose differ; name the parts of the kayak you're using; and show how to pick a properly sized paddle and where to place your hands

- ☐ **S11c3a3** Explain the precautions for a safe trip afloat, show how to choose and fit a life jacket, and explain why life jackets, helmets, grab loops, air bags, and other safety gear matter

- ☐ **S11c3a4** Show you can help yourself and others after a capsize: capsize in water at least 7 feet deep, wet exit if needed, and swim the kayak to shore; ready the boat for use (with help if needed); paddle over to a capsized paddler and tow them to shore; and, staying upright, right a capsized kayak, empty it, and help its paddler back in without going ashore

- ☐ **S11c3a5** Paddling solo, show how to enter and launch from shore or a dock, land or dock and get out, and do the forward, sweep, reverse sweep, draw, rudder, and back strokes

- ☐ **S11c3a6** Paddling solo, go forward in a fairly straight line, move sideways to the right and left, pivot 360 degrees right and left, and stop the kayak

S11c3b Stand-up paddleboarding award

- ☐ **S11c3b1** Review Scouting America Safety Afloat and explain to your instructor how it applies to stand-up paddleboarding

- ☐ **S11c3b2** Before starting the other requirements for this award, pass the Scouting America swimmer test

- ☐ **S11c3b3** Explain safety concerns for stand-up paddleboarding on a lake, moving water, white water, open ocean, and ocean surf

- ☐ **S11c3b4** Review which life jackets suit stand-up paddleboarding and why one must always be worn, then show how to choose and fit one

- ☐ **S11c3b5** Describe the right type of leash to wear in different waters

- ☐ **S11c3b6** Name and point out the main parts of a stand-up paddleboard and of its paddle

- ☐ **S11c3b7** Discuss the types of stand-up paddleboards and how to size and hold the paddle correctly

- ☐ **S11c3b8** On a properly outfitted board, show how to carry it safely, paddle away from a dock or shore on your knees, stand and balance in the neutral position, fall off correctly, climb back on, do the forward, back, forward sweep, reverse sweep, and draw strokes, and do a self-rescue lying on your stomach and paddling with your hands

- ☐ **S11c3b9** Under your instructor's supervision, paddle a course with a 25-yard straight line ending in a stop within one board length, a figure eight, and moving sideways 10 feet right and 10 feet left

S11c3c Boardsailing award

- ☐ **S11c3c1** Before starting the other requirements for this award, pass the Scouting America swimmer classification test

- ☐ **S11c3c2** Review how each point of Safety Afloat applies to boardsailing

- ☐ **S11c3c3** Explain precautions for dying wind, high wind, offshore wind, currents, waves, and lightning

- ☐ **S11c3c4** Discuss how to prevent, spot, and treat hypothermia, sunburn, dehydration, and heat exhaustion while boardsailing

- ☐ **S11c3c5** Rig and prepare your sailboard properly; identify the luff, leech, foot, tack, clew, uphaul, outhaul, downhaul, cleat, skeg, centerboard, universal, and wishbone boom; explain luffing; and explain how to steer by shifting the center of effort

- ☐ **S11c3c6** Show you can uphaul the sail, turn to the neutral position relative to the wind with the sail luffing, and steer the board's position with your feet

- ☐ **S11c3c7** Under your instructor's supervision, sail a course that includes beating, reaching, and running, and change direction by tacking into the wind

S11c3d Whitewater rafting award

- ☐ **S11c3d1** Before starting the other requirements for this award, pass the Scouting America swimmer test

- ☐ **S11c3d2** Name a whitewater raft's parts; describe paddle rafts versus oar rafts; explain why rafts have perimeter lines; show how to choose a paddle of the right size and how to pick and fit a life jacket and a helmet; and discuss using throw ropes to rescue swimmers and river hazards like foot entrapment, hydraulics, strainers, rocks, broaching, and standing waves

- ☐ **S11c3d3** Explain why throw ropes, helmets, and life jackets matter in whitewater rafting, and discuss the right clothing and footwear for a rafting trip

- ☐ **S11c3d4** With proper supervision and conditions: lift, carry, launch, and land a raft with help on calm or slow water; sit as a paddler with your feet placed correctly; swim a Class I rapid in a life jacket, helmet, and clothing suited to the water temperature, using defensive and aggressive swimming positions when possible; and get back into the raft, with help if needed

- ☐ **S11c3d5** On calm or slow water, with at least one other paddler and following a qualified paddle captain's commands, show the forward and back strokes

- ☐ **S11c3d6** On moving water up to Class I, with three or more other paddlers and a qualified paddle raft captain calling commands, turn left, turn right, paddle forward straight for 50 feet, and back-paddle fairly straight for 15 feet

- ☐ **S11c3d7** On moving water up to Class I, with three or more other paddlers and a qualified paddle raft captain calling commands, do a front or back ferry, a shallow or wide eddy turn, and a shallow or wide peel-out

- ☐ **S11c3d8** Go on a whitewater rafting trip of at least one hour on water up to Class III, with two or more rafts and a qualified paddle raft captain in each

S12 Winter sports

- ☐ **S12a** Know the winter sports injuries in S12a1–S12a5 and how to prevent and treat them
- ☐ **S12a1** Hypothermia

- ☐ **S12a2** Concussion

- ☐ **S12a3** Dislocated shoulder

- ☐ **S12a4** Spinal injuries

- ☐ **S12a5** Knee injuries and ankle sprains

- ☐ **S12b** Know and explain safety for the winter sport you pick (snowboarding, alpine or Nordic skiing, snowmobiling, or ice skating), such as the Skier's Responsibility Code in the Classroom Guide for Skier Education (National Ski Areas Association, from the National Ski Patrol)

- ☐ **S12c** Design and follow a 30-day fitness and stretching program to get ready for your sport, exercising and stretching 30 minutes or more three times a week for 30 days, and record your progress

S12d Your winter sport: Choose 1 of 4

S12d1 Option A: alpine skiing

- ☐ **S12d1a** Ski in at least six recreational sessions adding up to 40 hours during the winter

- ☐ **S12d1b** On one ski trip, show an adult counselor approved by your Advisor (or someone they name) that you are skilled at the sport on varied terrain, including moguls

- ☐ **S12d1c** Teach and help a group of beginning skiers, covering basic turns and stops

- ☐ **S12d1d** Learn basic care and upkeep for your equipment, and explain to someone new to the sport one maintenance step that should always be done

S12d1e People-based experiences

- ☐ **S12d1e1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S12d1e2** Look into the short history of this sport or activity and who takes part in it, then make a timeline of key people and events that celebrates how different groups have shaped it

- ☐ **S12d1f** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

S12d2 Option B: Nordic skiing

- ☐ **S12d2a** Ski in at least six recreational sessions adding up to 40 hours during the winter

- ☐ **S12d2b** On one ski trip, show an adult ski counselor your Advisor approves that you are skilled at the sport on all kinds of terrain and can navigate with a map and compass while on skis

- ☐ **S12d2c** Teach and help a group of beginning Nordic skiers

- ☐ **S12d2d** Learn basic care and upkeep for your equipment, and explain to someone new to the sport one maintenance step that should always be done

S12d2e People-based experiences

- ☐ **S12d2e1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S12d2e2** Look into the short history of this sport or activity and who takes part in it, then make a timeline of key people and events that celebrates how different groups have shaped it

- ☐ **S12d2f** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

S12d3 Option C: snowboarding

- ☐ **S12d3a** Snowboard in at least six recreational sessions adding up to 40 hours during the winter

- ☐ **S12d3b** On one trip, show the adult snowboarding counselor that you are skilled at the sport on all kinds of terrain, doing maneuvers approved by your Advisor (or someone they name)

- ☐ **S12d3c** Teach and help a group of beginning snowboarders

- ☐ **S12d3d** Learn basic care and upkeep for your equipment, and explain to someone new to the sport one maintenance step that should always be done

S12d3e People-based experiences

- ☐ **S12d3e1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S12d3e2** Look into the short history of this sport or activity and who takes part in it, then make a timeline of key people and events that celebrates how different groups have shaped it

- ☐ **S12d3f** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

S12d4 Option D: ice skating

- ☐ **S12d4a** Skate in recreational sessions adding up to 25 hours

- ☐ **S12d4b** Discuss the sport's maintenance needs with your counselor, covering S12d4b1 and S12d4b2

- ☐ **S12d4b1** Blade care

- ☐ **S12d4b2** Ice rink care

- ☐ **S12d4c** On one skating trip, show the adult skating counselor that you are skilled at the sport, as approved by your Advisor (or someone they name)

- ☐ **S12d4d** Teach and help a group of beginning skaters

S12d4e People-based experiences

- ☐ **S12d4e1** Pick a requirement from this elective that would be hard for someone with a disability, work out and explain how they could still achieve its purpose, and reflect on ways to raise awareness of disabled people in this activity

- ☐ **S12d4e2** Look into the short history of this sport or activity and who takes part in it, then make a timeline of key people and events that celebrates how different groups have shaped it

- ☐ **S12d4f** Talk with your Advisor (or someone they name) about this area: what you learned, what was hard and how it helped you grow, and whether any careers in the field interest you, and why or why not

- ☐ **S12e** Talk with your Advisor (or someone they name) about how Leave No Trace's seven principles fit winter sports and winter camping