



Camping

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2012 • This workbook was updated in March 2012.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: Workbooks@USScouts.org

1. Do the following: _____

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

b. 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.

Hypothermia; _____

Frostbite: _____

Heat reactions: _____

Dehydration: _____

Altitude sickness: _____

Insect stings: _____

Tick bites; _____

Snakebite: _____

Blisters: _____

Hyperventilation: _____

2. Learn the Leave No Trace principles and the Outdoor Code and explain what they mean. _____

Leave No Trace _____

Outdoor Code _____

Write a personal plan for implementing these principles on your next outing. _____

3. Make a written plan for an overnight trek and show how to get to your camping spot using a topographical map and compass OR a topographical map and a GPS receiver.

Plan: _____

Show how to get to your camping spot

6. Do the following:

- a. Describe the features of four types of tents, when and where they could be used, and how to care for tents.

Type _____

Features _____

When to use _____

Where to use _____

Type _____

Features _____

When to use _____

Where to use _____

Type _____

Features _____

When to use _____

Where to use _____

Type _____

Features _____

When to use _____

Where to use _____

How to care for tents. _____

Working with another Scout, pitch a tent.

- b. Discuss the importance of camp sanitation and tell why water treatment is essential. _____

Then demonstrate two ways to treat water.

- c. Describe the factors to be considered in deciding where to pitch your tent. _____

- d. Tell the difference between internal- and external-frame packs. _____
- _____
- _____
- _____
- _____

Discuss the advantages and disadvantages of each.

| Internal Frame Pack | | External Frame Pack | |
|---------------------|---------------|---------------------|---------------|
| Advantages | Disadvantages | Advantages | Disadvantages |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- e. Discuss the types of sleeping bags and what kind would be suitable for different conditions.

| Type of Sleeping Bag | For what conditions is this sleeping bag appropriate? |
|----------------------|---|
| | |
| | |
| | |
| | |
| | |

Explain the proper care of your sleeping bag and how to keep it dry. _____

Make a comfortable ground bed. _____

7. Prepare for an overnight campout with your patrol by doing the following:

- a. Make a checklist of personal and patrol gear that will be needed.

Personal Gear Checklist

- | | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Patrol Gear Checklist

| | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> |

b. Pack your own gear and your share of the patrol gear and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size and neatness.

8. Do the following:

a. Explain the safety procedures for:

1. Using a propane or butane / propane stove _____

2. Using a liquid fuel stove _____

3. Proper storage of extra fuel _____

b. Discuss the advantages and disadvantages of different types of lightweight cooking stoves.

Type _____ Type _____

Advantages _____ Advantages _____

Disadvantages _____ Disadvantages _____

Type _____ Type _____

Advantages _____ Advantages _____

Disadvantages _____ Disadvantages _____

c. Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. _____

Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers.

| | |
|--------------------------------|--------------------------------|
| Breakfast 1: Food List: _____ | Breakfast 2: Food List: _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

| | |
|---------------|---------------|
| Recipes _____ | Recipes _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| Lunch 1 Food List: | Lunch 2 Food List: | Lunch 3 Food List: |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

| | | |
|---------------|---------------|---------------|
| Recipes _____ | Recipes _____ | Recipes _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Supper 1: Food List: _____ Supper 2: Food List: _____

| | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Recipes _____ Recipes _____

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Discuss how to protect your food against bad weather, animals, and contamination. _____

- d. Cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.
- 9. Show experience in camping by doing the following:
 - a. Camp a total of at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Sleep each night under the sky or in a tent you have pitched. If the camp provides a tent that has already been pitched, you need not pitch your own tent.

- b. On any of these camping experiences, you must do TWO of the following, only with proper preparation and qualified supervision:
 - 1. Hike up a mountain, gaining at least 1,000 vertical feet.
 - 2. Backpack, snowshoe, or cross-country ski for at least four miles.
 - 3. Take a bike trip of at least 15 miles or at least four hours.
 - 4. Plan and carry out a float trip of at least four hours.
 - 5. Plan and carry out an overnight snow camping experience.
 - 6. Rappel down a rappel route of 30 feet or more.
 - c. Perform a conservation project approved by the landowner or land managing agency.
10. Discuss how the things you did to earn this badge have taught you personal health and safety, survival, public health, conservation, and good citizenship.

Personal health and safety _____

Survival, _____

Public health, _____

Conservation, _____

Good citizenship. _____

In your discussion, tell how Scout spirit and the Scout Oath and Law apply to camping and outdoor ethics. _____

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Camping#Requirement_resources

Wilderness Use Policy of the Boy Scouts of America

All privately or publicly owned backcountry land and designated wildernesses are included in the term “wilderness areas” in this policy. The Outdoor Code of the Boy Scouts of America and the principles of Leave No Trace apply to outdoor behavior generally, but for treks into wilderness areas, minimum-impact camping methods must be used. Within the outdoor program of the Boy Scouts of America, there are many different camping-skill levels. Camping practices that are appropriate for day outings, long-term Scout camp, or short-term unit camping might not apply to wilderness areas. Wherever they go, Scouts need to adopt attitudes and patterns of behavior that respect the rights of others, including future generations, to enjoy the outdoors.

- In wilderness areas, it is crucial to minimize human impact, particularly on fragile ecosystems such as mountains, lakes and streams, deserts, and seashores. Because our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions to avoid damaging the environment.
- The Boy Scouts of America emphasizes these practices for all troops, teams, and crews planning to use wilderness areas:
- Contact the landowner or land-managing agency (USDA Forest Service, National Park Service, Bureau of Land Management, U.S. Fish and Wildlife Service, U.S. Army Corps of Engineers, state and private agencies, etc.) well before an outing to learn the regulations for that area, including group size limits, to obtain required permits and current maps, and to discuss ways Scouts can fulfill the expectations of property owners or land managers.
- Obtain a tour permit (available through local council service centers), meet all of its conditions, and carry it during the trip.
- Review the appropriate BSA safety literature relating to planned activities. (See Safe Swim Defense, Safety Afloat, Climb On Safely, and Trek Safely.) Also see the Guide to Safe Scouting on the BSA Web site at <http://www.scouting.org/pubs/gss/toc.html> for more information on current BSA policies and procedures for ensuring safe activities, as well as the Fieldbook Web site at <http://www.bsafieldbook.org>.
- Match the ruggedness of high-adventure experiences to the skills, physical ability, and maturity of those taking part. Save rugged treks for older unit members who are more proficient and experienced in outdoor skills.
- Conduct pretrip training for your group that stresses proper wilderness behavior, rules, and skills for all of the conditions that may be encountered, including lightning, missing person, wildfire, high winds, flooding, and emergency medical situations.
- Participate in training in how to apply the principles of Leave No Trace, and be proficient and experienced in the leadership and skills required for treks into wilderness areas.
- Adhere to the principles of Leave No Trace.

The Principles of Leave No Trace

1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly (Pack It In, Pack It Out)
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of Other Visitors

Outdoor Code

As an American, I will do my best to—

Be clean in my outdoor manners. I will treat the outdoors as a heritage. I will take care of it

for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

Be careful with fire. I will prevent wildfire. I will build my fires only when and where they are appropriate. When I have finished using a fire, I will make sure it is cold out. I will leave a clean fire ring, or remove all evidence of my fire.

Be considerate in the outdoors. I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoor activities.

Be conservation-minded. I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife and energy. I will urge others to do the same.

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies**
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[7.0.3.2] — Group Instruction**
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.