

Chapter 1 : Boy Scout Handbook

GREATER ST. LOUIS AREA COUNCIL-BSA Scoutmaster Checklist PRIOR TO CAMP Provide parents of Scouts with Parents Information Sheet and map of the camp.

The large word "Scout" on the cover is done in an unattractive font irregularly splotted with dozens of little colored dots. Similar dots are all over the covers and on many pages of the Handbook; the dots are distracting and make those pages look busier than they already are. It updates and continues the trends in his previous two Handbooks. The first printing comes cellophane-wrapped, and includes a very colorful page history of the Boy Scout Handbook below left. In addition, pages 4 and 5 of the Handbook have a briefer history of the Handbook. BSA also states that the 12th Edition "is a tribute to years of the Boy Scout Handbook", filling it with quotes and artwork from previous Handbook editions. The book is colorful, and filled with action pictures. It projects to readers that Scouting is an adventure, making the book a resource for adventure rather than just an advancement manual. It puts the ideals right up front, starting with a full chapter on Leadership. This is the first Handbook to have its own website www. You can also download the Handbook as an iPhone app. This is the first Handbook to discuss geocaching and the food pyramid, and it adds an unusual new knot—how to tie a necktie. The Handbook reduces the number of main sections with color-coded pages to three: Scoutcraft 5 chapters, Woodcraft 2 chapters, and Campcraft 5 chapters. This harks back to the first three chapters of the 1st Edition a deliberate choice by author Birkby. Leave No Trace fills an entire chapter, and is more strongly emphasized in advancement and leadership including a new Scout leadership office called Leave No Trace Trainer. The Handbook also adds a second new leadership office, troop webmaster. The book states that "one nation under God" in the pledge of allegiance should be said without a pause. Indeed, this Handbook states on page 33 that the full uniform is primarily for indoor wear! A number of errata would seem to indicate a little too much rushing to get this book published. For example, the first line of the history on page 4 gives as the year of the Brownsea Island camp it was actually Since the siege of Mafeking was in , it looks like a line or two perhaps got omitted. On the inside back cover, the Patrol Leader badge is missing a bar should have two bars, not one. And although BSA modified their uniforms a year before this Handbook was released, the sewing template on the inside back cover shows the old-style uniform badges on the left sleeve are in different positions on the new uniform [although BSA has more recently returned to the previous shirt style, removing the little pocket on the left sleeve]. Perhaps BSA should copy the inside back cover from the first printing of the Spanish-language version of the handbook—which shows the new uniform style and the correct Patrol Leader badge with two bars. The BSA also has released a Spanish translation of the complete handbook. The six-year run of this handbook makes it the shortest tenure of any handbook edition except the first, and the 1.

Chapter 2 : Collectible Boy Scout Books & Manuals for sale | eBay

'Troop Leader Guidebook,' the Scouter's instruction manual, now available July 23, Bryan Wendell Boy Scouts (Scouts BSA), Scouting Tips 65 You wouldn't lead a hike without consulting.

He may earn these awards until his 18th birthday. An Eagle Scout board of review may occur, without special approval, within three months after the 18th birthday. Local councils must preapprove those held three to six months afterward. To initiate approval, the candidate, his parent or guardian, the unit leader, or a unit committee member attaches to the application a statement explaining the delay. If you have a permanent physical or mental disability, or a disability expected to last more than two years, or beyond age 18, you may become an Eagle Scout by qualifying for as many required merit badges as you can and qualifying for alternative merit badges for the rest. If you seek to become an Eagle Scout under this procedure, you must submit a special application to your local council service center. Your application must be approved by your council advancement committee before you can work on alternative merit badges. A Scout or Venturer with a disability may work toward rank advancement after he is 18 years of age if he meets the guidelines outlined in the Guide to Advancement. The forms can be filled in on-line and saved locally. These can be used by Scouts in lieu of the printed forms. The following requirements apply to boys registered in the Venturing Program including Sea Scouts. He must meet the requirements as prescribed in the official Boy Scout Handbook and the current Boy Scout Requirements book. The Scoutmaster conference will be conducted by the Advisor or Skipper. A board of review will be conducted by the crew or ship committee. Scouting Service Project, Inc. No material found here may be used or reproduced for electronic redistribution or for commercial or other non-Scouting purposes without the express permission of the U. USSSP or other copyright holders. Opinions expressed on these web pages are those of the web authors. You can support this website with in two ways: Visit Our Trading Post at www.

Chapter 3 : Eagle Rank Requirements in

Catch a preview of the BSA Handbook. Boy Scouts of America.

The requirements are as follows: Select 10 different minerals. For each one, name a product for which the mineral is used. Explain the role mining has in production and processing things that are grown. From the list of minerals you chose for 1a, determine the countries where those minerals can be found, and discuss what you learned with your counselor. Obtain a map of your state or region showing major cities, highways, rivers, and railroads. Mark the locations of five different mining enterprises. Find out what resource is processed at each location, and identify the mine as a surface or underground operation. Discuss with your counselor how the resources mined at these locations are used. Discuss with your counselor the potential hazards a miner may encounter at an active mine and the protective measures used by miners. In your discussion, explain how: Monitoring equipment warns miners of imminent danger, and how robots are used in mine rescues. Discuss with your counselor the dangers someone might encounter at an abandoned mine. Include information about the "Stay outâ€”Stay Alive" program. Do one of the following: Determine the similarities and differences between them regarding resource exploration, mine planning and permitting, types of equipment used, and the minerals produced. Discuss with your counselor what you learned from your Internet-based mine tours. Give three examples of how mineral resources have influenced history. Take photographs if allowed, and request brochures from your visit. Share photos, brochures, and what you have learned with your counselor. Discuss with your counselor two methods used to reduce rock in size, one of which uses a chemical process to extract a mineral. Explain the difference between smelting and refining. Learn about the history of a local mine, including what is or was mined there, how the deposit was found, the mining techniques and processes used, and how the mined resource is or was used. Find out from a historian, community leader, or business person how mining has affected your community. Note any social, cultural, or economic consequences of mining in your area. Share what you have learned with your counselor. Choose a modern mining site. Find out what is being done to help control environmental impacts. Share what you have learned about mining and sustainability. Discuss with your counselor what values society has about returning the land to the benefit of wildlife and people after mining has ended. Explore the anticipated benefits of interplanetary mining. Learn how NASA and private investors may search for, extract, and process minerals in outer space, and the primary reasons for mining the moon, other planets, or near-Earth asteroids. Find out how exploration and mineral processing in space differ from exploration on Earth. Share what you have learned with your counselor, and discuss the difficulties encountered in exploring, collecting, and analyzing surface or near-surface samples in outer space. Identify three minerals found dissolved in seawater or found on the ocean floor, and list three places where the ocean is mined today. Share this information with your counselor, and discuss the chief incentives for mining the oceans for minerals, the reclamation necessary after mining is over, and any special concerns when mining minerals from the ocean. Find out what sustainability problems arise from mining the oceans. Discuss what you learn with your counselor. Learn what metals and minerals are recycled after their original use has ended. List four metals and two nonmetals, and find out how each can be recycled. Find out how recycling affects the sustainability of natural resources and how this idea is related to mining. Report your findings to your counselor. Discuss with your counselor what you have learned. Find out about three career opportunities in the mining 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. Find out why this position is critical to the mining industry, and discuss what you learned with your counselor. Although the requirements were included in the Boy Scout Requirements booklet, Scouts could not earn the badge until the official "Earn Date" which was April 16, This badge replaced the Computers merit badge, which has now been discontinued. However, since it is a NEW badge, with substantially different requirements, Scouts may earn Digital Technology, even if they have already earned Computers. Show your counselor your current, up-to-date Cyber Chip. Give a brief history of the changes in digital technology over time. Describe what kinds of computers or devices you imagine might be available when you are an adult.

Explain to your counselor how text, sound, pictures, and videos are digitized for storage. Describe the difference between lossy and lossless data compression, and give an example where each might be used. Describe two digital devices and how they are made more useful by their programming. Discuss the similarities and differences between computers, mobile devices, and gaming consoles. Explain what a program or software application or "app" is and how it is created. Name four software programs or mobile apps you or your family use, and explain how each one helps you. Describe what malware is, and explain how to protect your digital devices and the information stored on them. Describe how digital devices are connected to the Internet. Print out a copy of the ideas from at least three different websites. Share what you found with your counselor, and explain how you used the search engine to find this information. For each project you complete, copy the files to a backup device and share the finished projects with your counselor. 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: Using a graphics program, design and draw a campsite plan for your troop OR create a flier for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration. 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. 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. Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording. 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 parents AND counselor AND get their approval. Create a Web page 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 Web page with your parents AND counselor AND get their approval. Explain to your counselor each of these protections and why they exist: Explain when it is permissible to accept a free copy of a program from a friend. Discuss with your counselor an article or a news report about a recent legal case involving an intellectual property dispute. Do TWO of the following: Describe why it is important to properly dispose of digital technology. List at least three dangerous chemicals that could be used to create digital devices or used inside a digital device. Explain to your counselor what is required to become a certified recycler of digital technology hardware or devices. Do an Internet search for an organization that collects discarded digital technology hardware or devices for repurposing or recycling. Find out what happens to that waste. Share with your counselor what you found. Visit a recycling center that disposes of digital technology hardware or devices. Share what you learned with your counselor. 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. Do ONE of the following: Investigate three career opportunities that involve digital technology. Visit a business or an industrial facility that uses digital technology. Describe four ways digital technology is being used there. This is a NEW merit badge.

Chapter 4 : Boy Scout Advancement Changes - Effective January 1,

Scout or higher, NYLT Trained, and interviewed by the Camp Director or Program Director prior to acceptance. It is the responsibility of the SPL to help with the success of each scout within his provisional troop, as well as the.

Recovery Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these. Using a chart, graph, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2a prevention, protection, mitigation, response, and recovery for 10 emergency situations from the list below. You must use the first five situations listed below in boldface, plus any other five of your choice. Discuss your findings with your counselor. Home kitchen fire 2. Explosion in the home 4. Food-borne disease food poisoning 6. Fire or explosion in a public place 7. Vehicle stalled in the desert 8. Vehicle trapped in a blizzard 9. Earthquake or tsunami Boating or water accident Gas leak in a home or a building Tornado or hurricane Major flooding or a flash flood Toxic chemical spills and releases Nuclear power plant emergency Avalanche snowslide or rockslide Violence in a public place c. Meet with and teach your family how to get or build a kit , make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan. Show how you could safely save a person from the following: Touching a live household electric wire. A structure filled with carbon monoxide c. Drowning, using nonswimming rescues including accidents on ice. Identify the local government or community agencies that normally handle and prepare for emergency services similar to those of the NIMS or ICS. Explain to your counselor ONE of the following: How a group of Scouts could volunteer to help in the event of these types of emergencies c. Discuss this information with your counselor, utilizing the information you learned from requirement 2b. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency. Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work. Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services: Crowd and traffic control 2. Messenger service and communication. Collection and distribution services. Group feeding, shelter, and sanitation. Prepare a personal emergency service pack for a mobilization call. Prepare a family kit suitcase or waterproof box for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents. Do ONE of the following: Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected. Review or develop a plan of escape for your family in case of fire in your home. Develop an accident prevention program for five family activities outside the home such as taking a picnic or seeing a movie that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose. The official source for the information shown in this article or section is: The text of these requirements may be locked. In that case, they can only be edited by an administrator.

Chapter 5 : New Online BSA Handbook Available!

The Guide to Advancement - and the current edition of Boy Scout Requirements are the official Boy Scouts of America sources on Boy Scout advancement procedures.

Chapter 6 : Scouts Guide to the Zombie Apocalypse () - IMDb

ISBN Â© Boy Scouts of America Printing ACKNOWLEDGMENTS The Boy Scouts of America greatly appreciates the National Shooting.

Chapter 7 : Emergency Preparedness - MeritBadgeDotOrg

The scouts were given an erroneous address and they must find the real address before the zombie get to the rave first. What they go through to get the address is a laugh riot of grotesque zombie horror that is funny and goofy and perfectly timed.

Chapter 8 : 13th Edition Boy Scout Handbook | Signs Up!

with the Guide to Safe Scouting and applicable program literature or manuals, and be aware of state or local government regulations that supersede Boy Scouts of America practices, policies, and guidelines.

Chapter 9 : History of the Boy Scout Handbook (BSA)

Guide to Safe Scouting All participants in official Scouting activities should become familiar with the Guide to Safe Scouting, applicable program literature or manuals, and be aware of state or local government regulations that supersede Boy Scouts of America practices, policies, and guidelines.