

Winter Camp

Event Guide



California Inland Empire Council, BSA

Welcome/Arrival

Welcome

The 2024 Winter camp committee has been working hard to create a unique event for the Scouts of the California Inland Empire Council. We are excited to have you join us at this event. Information in this guide will help Staff, Scouts, and Scouters have a successful experience at this event. 2024 Winter camp will host hundreds of Scouts and Adults for a fun-filled weekend. Scouts will come from all over Southern California to participate in this Scouting Experience. Please share this event guide with all the families in your unit that plan to attend. To help with any additional questions, please be on the lookout for an invitation to attend an online meeting prior to your session at Winter Camp. These meetings will be held in mid-January and early February.

General Information

Location: Camp Emerson 53155 Idyllbrook Dr, Idyllwild-Pine Cove, CA 92549

- **Friday Arrival 5:30 PM -8:30 PM No Late Check ins without prior approval**
- **The Program Starts at 8:15 AM Saturday**
- **Sunday Check out by 10:00 AM**

Campers should be packed up and ready to leave after breakfast on Sunday morning.

Arrival and Parking

You will enter the Lower Parking lot entrance and back into a parking spot, drivers should always keep their keys on them for fire safety! Please send one leader to check in at the headquarters with your paperwork. Vehicles are not allowed in the camp! Please note there are a limited number of wagons available to help transport heavier items to campsites. Please return the wagons when finished with them.

At check-in, you will receive:

- Schedule of events
- Cabin or Campsite assignment
- Clean up Duty assignment

Checklist for Check-In

Please bring medical A & B form for each participant attending the event. Also please bring 2 copies of your unit roster listing the people attending the event. All Cub Scouts, Scouts BSA who wish to shoot will also need a CIEC Shooting Sports Authorization Form. These forms can be found in the appendix.

- Unit Roster (2 Copies)
- Health & Medical Record Parts A-B-each participant (youth and adults)
- Shooting Sports Authorization- Youth Only

YPT / Expectations

- UNDER NO CIRCUMSTANCES is there to be a child alone with ANYONE.
- ALWAYS have 2 deep leadership. No one-on-one contact.
- All Scouts and Leaders are expected to follow the Scout Oath and Law.

Restrooms

As a reminder, at all Scouting events there are 4 restrooms:

- Adult Males
- Adult Females
- Youth Males
- Youth Females

Scouts and Adults will use either their assigned restrooms or the single use port-a-potties or the single use restrooms at Wagon Wheel, near Headquarters. The restrooms in the Simmons Flats area near the campsites are for youth males and youth females. The restrooms in the dining hall area are for adult males and adult females.

Camping Information

Cabins

Cub Scout family Campers will stay in our camp cabins. Scouts BSA campers may register to camp in either cabins or tents. Tent Campers must provide their own tents. In order to maximize our limited cabin space, cabins will be assigned prior to arrival. Every attempt will be made to try and keep families, and units together in the same cabin; however you may be asked to share cabins with others. Scouts BSA youth will be assigned to cabins with other Scouts BSA of the same gender. Our cabins have 4 bunk beds and sleep 8 people. Each bed comes with a mattress pad. Campers will need to bring their own bedding, pillows, or sleeping bag. Each cabin comes with a power outlet and a wall heater.

Tent Camping

Tent Camping is available as an option for Scouts BSA Scouts and Leaders.

- **Tents** - Self-standing winter tents are recommended. Small stakes are permitted, nothing longer than 1 foot. Safety caps on stakes and flagging on guidelines are strongly encouraged. Tents must be close together. You will be placed in a campsite based on your Unit's size at this campout.
- **Water** - Water in camp sites has been turned off as we winterize our camp. Designated water supply areas are very limited and may be a distance from the campsite. You may bring large containers to carry water. We do have wagons available to transport water containers, please bring them back when you are finished.
- **Fires** - Open flames, charcoal, and campfires will **NOT** be allowed. Propane stoves, lanterns and firepits are approved for use.
- **Trash** - All units are expected to keep their campsites clean. Please bring trash bags to put trash in.
- **Electricity** - Please note that there is no on-site electricity available for tent Campers. We cannot accommodate any electrical lighting or medical devices. If you require a medical device that uses electricity you will need to provide a battery-type power source for that device.

Meals

Breakfast, Lunch and Dinner on Saturday, and Breakfast on Sunday will be provided. When registering, please note any food allergies or needs on the indicated space. If you find out about an allergy or food need *after* registration, please contact the council office.

Items Not Allowed

SMOKING, INCLUDING VAPING, OR TOBACCO PRODUCTS OF ANY KIND WILL NOT BE PERMITTED AT THIS EVENT. ALCOHOL OR MARIJUANA ARE NOT ALLOWED ON THE PREMISES AT ANY TIME. Please do not bring pets, electronic games, weapons, tobacco, firearms or ammunition, alcohol, drugs, radios, unregistered participants, valuable items, laser pointers, or electronic music devices. Having any of these items with you could cause for immediate removal from camp.

Event / Program Information

Program

Scouts BSA Winter Camp

This program is built for Scouts BSA to test their winter knowledge in a competition setting. Scouts will compete in a variety of skills challenges that may include, but are not limited to:

- Signs, Signals, and Codes Merit Badge
- Salesmanship Merit Badge
- Fire & Ice Fire Building
- Flap Jack Flip
- Tomahawk Throwing
- Snow play
- Broom Ball

Cub Scout Winter Camp

Polar Camp is built for Cub Scouts to learn Winter Skills, have fun and learn to love the snow. Cub Scouts will have time to enjoy several activities that may include, but are not limited to:

- Snow Sledding
- Broom Ball
- Winter Crafts
- Hot Chocolate/Smore making
- Wrist Rocket Shooting
- Winter Animal Adaptations

Program elements are still being finalized and are subject to change. Final programs will be determined at the event start and are based on weather conditions.

The Camp Trading Post will be open with a variety of Scouting and Camp Emerson branded items for sale.

Checkout

Please be prepared to leave after breakfast on Sunday. Check out is no later than 10 am. When ready to check-out, please go to the Headquarters area to retrieve your Medical AB forms for future use, as well as your Winter Camp Patches.

If you are leaving early, please go to the Headquarters area to retrieve your Medical AB forms for future use, as well as your Winter Camp Patches. You may have to wait for a camp director to get them for you

Questions

Contact the Council Office at 909-793-2463, or campemerson@scouting.org for any questions. We will be happy to assist you.

Winter Camp recommended packing list

Winter Camping Essentials:

- Winter tent (if tent camping)
- Shovel for clearing snow (if tent camping)
- Cold weather sleeping bag
- Blanket / Pillow
- Insulated sleeping pad
- Headlamp
- Pocketknife
- Water bottle
- Toiletry bag
- Chapstick
- First-aid kit
- Scouts BSA Handbook

Winter Camping Clothing:

- Heavyweight down or synthetic jacket
- Snow pants
- Waterproof Gloves or Mittens
- Waterproof hiking boots
- Baselayers
- Beanie
- Warm socks
- Sunglasses or goggles

Unit Roster	<input type="checkbox"/> Cub Scout Pack <input type="checkbox"/> Scouts BSA Male <input type="checkbox"/> Scouts BSA Female <input type="checkbox"/> Crew/Ship	UNIT # District <input type="checkbox"/> High Desert <input type="checkbox"/> MT Rubidoux <input type="checkbox"/> Old Baldy <input type="checkbox"/> Sunrise <input type="checkbox"/> Temescal <input type="checkbox"/> Tahquitz <input type="checkbox"/> Grey Arrow <input type="checkbox"/> Other Council _____
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Unit Leader (Onsite)	Name	Cell #
Unit Leader (Onsite)	Name	Cell #

Do they have a guide to safe scouting?
 YES NO

Organized Check in Score (1-100)

SCOUTS		Please DO NOT WRITE IN SHADED AREAS	
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	1 <input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	2 <input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form
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First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	5 <input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form
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First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	7 <input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	8 <input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form

SCOUTS

Please DO NOT WRITE IN SHADED AREAS

First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	9
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	10
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	11
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	12
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	13
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	14
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	15
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	16
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	17
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	18
First Name	Last Name	<input type="checkbox"/> Cub Lion <input type="checkbox"/> Cub Tiger, <input type="checkbox"/> Cub Wolf, <input type="checkbox"/> Cub Bear, <input type="checkbox"/> Cub WEB, <input type="checkbox"/> Cub AOL <input type="checkbox"/> Scouts BSA F <input type="checkbox"/> Scouts BSA M <input type="checkbox"/> Crew /Ship	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MED AB <input type="checkbox"/> Climbing Form <input type="checkbox"/> Shooting Sport Form	19

ADULTS

UNIT #

First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	1	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	2	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	3	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	4	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	5	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	6	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	7	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	8	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	9	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	10	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	11	<input type="checkbox"/> MED AB
First Name	Last Name	<input type="checkbox"/> Registered Adult Leader <input type="checkbox"/> Adult	Camping <input type="checkbox"/> Yes <input type="checkbox"/> No	12	<input type="checkbox"/> MED AB

SHOOTING SPORTS AUTHORIZATION

Supplements BSA Annual Health and Medical Record "Part A: Informed Consent, Release Agreement, and Authorization" (BSA Doc # 680-001*) and Activity Consent Form (BSA Doc # 680-673**)

The California Inland Empire Council adheres to Scouts BSA’s longstanding policy of teaching its youth and adult members the safe, responsible, intelligent handling, care, and use of firearms, air rifles, BB guns, and archery equipment in planned, carefully managed, and supervised programs. Planned shooting sports activities are conducted under the supervision of currently certified BSA National Shooting Sports Directors or National Rifle Association Firearms Instructors, or USAA Archery Instructors. California law requires express parental permission for participation by minors in certain shooting sports activities and programs.

Minor Participant’s Name: _____ Age: _____

As the parent or guardian of the minor participant listed above, I hereby give my express consent and permission to the California Inland Empire Council BSA and its Shooting Sports Staff for the participant to engage in the following lawful, recreational shooting sports, including instruction in the safe handling of the devices listed below and related activities. In the case of activities involving firearms, I hereby additionally consent to the participant being furnished and possessing live ammunition for use during such activities. These permissions are intended to comply with any applicable provisions for parental consent found in California Penal Code §§ 19915, 27505, 29615, and 29655, or similar provisions.

(Please mark each applicable category of permission granted, and Initial each entry)

Cub Scouts/Webelos

- Air Rifles (pellet gun) (Webelos, AOL Scouts) Initial _____
- Archery, bow and arrow Initial _____
- BB Devices (BB gun) Initial _____
- Wrist Rockets Initial _____

Scouts BSA/Venturing/Explorer/Sea Scout:

- Air Rifles (pellet gun) Initial _____
- Archery, bow and arrow Initial _____
- BB Devices (BB gun) Initial _____
- BSA Airsoft Initial _____
- Paint Ball Initial _____
- Knife throwing Initial _____
- Long Guns (Rifle, Shotgun) Initial _____
- Muzzle Loading Rifle (Black Powder) Initial _____
- Tomahawk Throwing Initial _____
- Wrist Rockets Initial _____

* Informed Consent, Release Agreement, and Authorization: I understand that participation in Scouting activities involves the risk of personal injury, including death, due to the physical, mental, and emotional challenges in the activities offered. Information about those activities may be obtained from the venue, activity coordinators, or your local council. I also understand that participation in these activities is entirely voluntary and requires participants to follow instructions and abide by all applicable rules and the standards of conduct. I have carefully considered the risk involved and hereby give my informed consent for my child to participate in all activities offered in the program. I further authorize the sharing of the information on this form with any BSA volunteers or professionals who need to know of medical conditions that may require special consideration in conducting Scouting activities.

** I understand that participation in Scouting activities involves a certain degree of risk and can be physically, mentally, and emotionally demanding. I have carefully considered the risk involved and have given consent for myself or my child to participate in this activity. I also understand that participation in this activity is entirely voluntary and requires participants to abide by applicable rules and standards of conduct. I release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all claims or liability arising out of this participation.

Parent or Guardian Name (print): _____

Signature: _____

Date: _____

Part A: Informed Consent, Release Agreement, and Authorization

Full name: _____

Date of birth: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Informed Consent, Release Agreement, and Authorization

I understand that participation in Scouting activities involves the risk of personal injury, including death, due to the physical, mental, and emotional challenges in the activities offered. Information about those activities may be obtained from the venue, activity coordinators, or your local council. I also understand that participation in these activities is entirely voluntary and requires participants to follow instructions and abide by all applicable rules and the standards of conduct.

In case of an emergency involving me or my child, I understand that efforts will be made to contact the individual listed as the emergency contact person by the medical provider and/or adult leader. In the event that this person cannot be reached, permission is hereby given to the medical provider selected by the adult leader in charge to secure proper treatment, including hospitalization, anesthesia, surgery, or injections of medication for me or my child. Medical providers are authorized to disclose protected health information to the adult in charge, camp medical staff, camp management, and/or any physician or health-care provider involved in providing medical care to the participant. Protected Health Information/Confidential Health Information (PHI/CHI) under the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. §§160.103, 164.501, etc. seq., as amended from time to time, includes examination findings, test results, and treatment provided for purposes of medical evaluation of the participant, follow-up and communication with the participant's parents or guardian, and/or determination of the participant's ability to continue in the program activities.

(If applicable) I have carefully considered the risk involved and hereby give my informed consent for my child to participate in all activities offered in the program. I further authorize the sharing of the information on this form with any BSA volunteers or professionals who need to know of medical conditions that may require special consideration in conducting Scouting activities.

With appreciation of the dangers and risks associated with programs and activities, on my own behalf and/or on behalf of my child, I hereby fully and completely release and waive any and all claims for personal injury, death, or loss that may arise against the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with any program or activity.

I also hereby assign and grant to the local council and the Boy Scouts of America, as well as their authorized representatives, the right and permission to use and publish the photographs/film/videotapes/electronic representations and/or sound recordings made of me or my child at all Scouting activities, and I hereby release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all liability from such use and publication. I further authorize the reproduction, sale, copyright, exhibit, broadcast, electronic storage, and/or distribution of said photographs/film/videotapes/electronic representations and/or sound recordings without limitation at the discretion of the BSA, and I specifically waive any right to any compensation I may have for any of the foregoing.

Every person who furnishes any BB device to any minor, without the express or implied permission of the parent or legal guardian of the minor, is guilty of a misdemeanor. (California Penal Code Section 19915[a]) My signature below on this form indicates my permission.

I give permission for my child to use a BB device. (Note: Not all events will include BB devices.)

Checking this box indicates you DO NOT want your child to use a BB device.



NOTE: Due to the nature of programs and activities, the Boy Scouts of America and local councils cannot continually monitor compliance of program participants or any limitations imposed upon them by parents or medical providers. However, so that leaders can be as familiar as possible with any limitations, list any restrictions imposed on a child participant in connection with programs or activities below.

List participant restrictions, if any:

None

I understand that, if any information I/we have provided is found to be inaccurate, it may limit and/or eliminate the opportunity for participation in any event or activity. If I am participating at Philmont Scout Ranch, Philmont Training Center, Northern Tier, Sea Base, or the Summit Bechtel Reserve, **I have also read and understand the supplemental risk advisories, including height and weight requirements and restrictions, and understand that the participant will not be allowed to participate in applicable high-adventure programs if those requirements are not met.** The participant has permission to engage in all high-adventure activities described, except as specifically noted by me or the health-care provider. If the participant is under the age of 18, a parent or guardian's signature is required.

Participant's signature: _____ Date: _____

Parent/guardian signature for youth: _____ Date: _____

(If participant is under the age of 18)

Complete this section for youth participants only:

Adults Authorized to Take Youth to and From Events:

You must designate at least one adult. Please include a phone number.

Name: _____

Name: _____

Phone: _____

Phone: _____

Adults **NOT** Authorized to Take Youth to and From Events:

Name: _____

Name: _____

Phone: _____

Phone: _____



Part B1: General Information/Health History

Full name: _____

Date of birth: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Age: _____ Gender: _____ Height (inches): _____ Weight (lbs.): _____

Address: _____

City: _____ State: _____ ZIP code: _____ Phone: _____

Unit leader: _____ Unit leader's mobile #: _____

Council Name/No.: _____ Unit No.: _____

Health/Accident Insurance Company: _____ Policy No.: _____



Please attach a photocopy of both sides of the insurance card. If you do not have medical insurance, enter "none" above.

In case of emergency, notify the person below:

Name: _____ Relationship: _____

Address: _____ Home phone: _____ Other phone: _____

Alternate contact name: _____ Alternate's phone: _____

Health History

Do you currently have or have you ever been treated for any of the following?

Yes	No	Condition	Explain
		Diabetes	Last HbA1c percentage and date: _____ Insulin pump: Yes <input type="checkbox"/> No <input type="checkbox"/>
		Hypertension (high blood pressure)	
		Adult or congenital heart disease/heart attack/chest pain (anginal)/heart murmur/coronary artery disease. Any heart surgery or procedure. Explain all "yes" answers.	
		Family history of heart disease or any sudden heart-related death of a family member before age 50.	
		Stroke/TIA	
		Asthma/reactive airway disease	Last attack date: _____
		Lung/respiratory disease	
		COPD	
		Ear/eyes/nose/sinus problems	
		Muscular/skeletal condition/muscle or bone issues	
		Head injury/concussion/TBI	
		Altitude sickness	
		Psychiatric/psychological or emotional difficulties	
		Neurological/behavioral disorders	
		Blood disorders/sickle cell disease	
		Fainting spells and dizziness	
		Kidney disease	
		Seizures or epilepsy	Last seizure date: _____
		Abdominal/stomach/digestive problems	
		Thyroid disease	
		Skin issues	
		Obstructive sleep apnea/sleep disorders	CPAP: Yes <input type="checkbox"/> No <input type="checkbox"/>
		List all surgeries and hospitalizations	Last surgery date: _____
		List any other medical conditions not covered above	



Part B2: General Information/Health History

Full name: _____

Date of birth: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Allergies/Medications

DO YOU USE AN EPINEPHRINE AUTOINJECTOR? Exp. date (if yes) _____ YES NO

DO YOU USE AN ASTHMA RESCUE INHALER? Exp. date (if yes) _____ YES NO

Are you allergic to or do you have any adverse reaction to any of the following?

Yes	No	Allergies or Reactions	Explain	Yes	No	Allergies or Reactions	Explain
		Medication				Plants	
		Food				Insect bites/stings	

List all medications currently used, including any over-the-counter medications.

Check here if no medications are routinely taken. If additional space is needed, please list on a separate sheet and attach.

Medication	Dose	Frequency	Reason

YES NO Non-prescription medication administration is authorized with these exceptions: _____

Administration of the above medications is approved for youth by:

_____/_____
 Parent/guardian signature MD/DO, NP, or PA signature (if your state requires signature)

Bring enough medications in sufficient quantities and in the original containers. Make sure that they are NOT expired, including inhalers and EpiPens. You SHOULD NOT STOP taking any maintenance medication unless instructed to do so by your doctor.

Immunization

The following immunizations are recommended. Tetanus immunization is required and must have been received within the last 10 years. If you had the disease, check the disease column and list the date. If immunized, check yes and provide the year received.

Yes	No	Had Disease	Immunization	Date(s)
			Tetanus	
			Pertussis	
			Diphtheria	
			Measles/mumps/rubella	
			Polio	
			Chicken Pox	
			Hepatitis A	
			Hepatitis B	
			Meningitis	
			Influenza	
			Other (i.e., HIB)	
			Exemption to immunizations (form required)	

Please list any additional information about your medical history:

DO NOT WRITE IN THIS BOX.
 Review for camp or special activity.

Reviewed by: _____

Date: _____

Further approval required: Yes No

Reason: _____

Approved by: _____

Date: _____



SALESMANSHIP MERIT BADGE

- 1(a) Explain the responsibilities of a salesperson and how a salesperson serves customers and helps stimulate the economy.
- 1(b) Explain the differences between a business-to-business salesperson and a consumer salesperson.
 1. Explain why it is important for a salesperson to do the following:
 - 2(a) Research the market to be sure the product or service meets the needs of customers.
 - 2(b) Learn all about the product or service to be sold.
 - 2(c) If possible, visit the location where the product is built and learn how it is constructed. If a service is being sold, learn about the benefits of the service to the customer.
 - 2(d) Follow up with customers after their purchase to confirm their satisfaction and discuss their concerns about the product or service. **See attachment for information for requirements 1a,1b, 2a,2b 2c,2d**
 2. Write and present a sales plan for a product or service and a sales territory assigned by your counselor. **Sales teams will select a product or service and have 10 to 15 minutes to work on their sales plan and presentation.**
 3. Make a sales presentation of a product or service assigned by your counselor. **Sales teams make presentations to the Counselor on their selected product or service.**
 4. Do ONE of the following and keep a record (cost sheet). Use the sales techniques you have learned, and share your experience with your counselor: **Requirement 5 will not be completed at camp.**
- 6.(a) Interview a salesperson and learn the following: **A salesperson will be available to interview.**
 - (1) What made the person choose sales as a profession?
 - (2) What are the most important things to remember when talking to customers?
 - (3) How is the product or service sold?
 - (4) Include your own questions.
7. Investigate and report on career opportunities in sales, then do the following:
 - (a) Prepare a written statement of your qualifications and experience. Include relevant classes you have taken in school and merit badges you have earned.
 - (b) Discuss with your counselor what education, experience, or training you should obtain so you are prepared to serve in a sales position.

Sample Careers

Retail Sales Associate: This entry-level position is great for learning customer service skills and basic sales techniques.

Sales Representative: These professionals sell products or services directly, often visiting clients and potential customers.

Sales Manager: This role involves overseeing a team of salespeople, setting sales goals, training and motivating the team, and strategizing for business growth.

Account Executive: These individuals manage relationships with specific customers or clients, ensuring their needs are met and that they remain satisfied with the company's products or services.

Business Development Manager: This position focuses on creating opportunities for business growth, often through strategic partnerships or new market exploration.

Sales Engineer: This role, particularly relevant in tech industries, combines technical knowledge with sales skills to sell complex technical products or services.

Scouts should select a career that is interesting to them and then prepare a written statement of qualifications and experience for the position list merit badges or classes they may have taken or would take. Scouts can select other careers not on the list.

1a. A salesperson plays a vital role in an economy, and their responsibilities stretch across various aspects. Their duties can be broadly categorized into serving customers, stimulating the economy, and personal responsibilities.

Serving Customers

Responsibility	Explanation
Customer Needs Analysis	Salespeople work to understand customers' needs, preferences, and problems to tailor product/service suggestions.
Product Presentation	They present products/services effectively, explaining benefits and how these meet the customer's needs.
Customer Service	They ensure customer satisfaction throughout the sales process and post-sale, handling queries, complaints, and providing support.
Building Relationships	Salespeople build long-term relationships with customers, encouraging repeat business and customer loyalty.

Stimulating the Economy

Responsibility	Explanation
Market Expansion	Salespeople introduce new products/services to the market, aiding in their adoption and market growth.
Revenue Generation	Through sales, they generate revenue for businesses, contributing to economic health and company growth.
Job Creation	As businesses grow through sales, they often need to hire more staff, stimulating job creation.
Promoting Competition	By striving to sell effectively, salespeople promote competition, driving innovation and better products/services.

Personal Responsibilities

Responsibility	Explanation
Continual Learning	Salespeople must stay updated on product knowledge, market trends, and sales techniques.
Ethical Selling	They have a responsibility to sell honestly, not misleading customers or promoting harmful products/services.
Meeting Targets	Salespeople often have targets to meet, which drives their effort and ambition.

By fulfilling these responsibilities, a salesperson not only contributes to their organization but also helps stimulate economic activity, providing value for both the customer and the broader economy.

1b.Business-to-Business (B2B) and Business-to-Consumer (B2C) salespersons operate in distinct environments and use different approaches. Here's a comparative table to better understand the differences:

Criteria	Business-to-Business (B2B) Salesperson	Business-to-Consumer (B2C) Salesperson
Client Type	Sells to other businesses.	Sells directly to individual consumers.
Sales Cycle	Longer sales cycles due to complexity of products/services and higher stakes in decision-making.	Shorter sales cycles as consumers often make quicker decisions.
Relationships	Builds long-term relationships with business clients, often involving multiple stakeholders.	Builds shorter-term relationships focusing on individual buyers. Some sectors, like luxury goods or real estate, may foster longer relationships.
Product/Service Knowledge	Requires deep technical knowledge due to the complexity of products/services offered.	Requires less technical knowledge; more emphasis on product usage and benefits to consumers.
Decision-Making Factors	Decisions are usually rational, based on cost-effectiveness, return on investment, and business needs.	Decisions can be emotional or impulsive, based on desires, preferences, and personal needs.
Communication	Formal and professional communication style, often involving presentations and proposals.	More casual and direct communication, focusing on persuasion and relatability.
Purchasing Power	High purchasing power, with bulk orders being common.	Lower purchasing power with individual or small-quantity purchases being the norm.

2a. Research the Market: Market research helps identify customer needs and preferences. It allows a salesperson to understand how their product or service can best fit into the market and satisfy customer demand. Without this insight, a salesperson risks offering something that isn't relevant or useful to potential customers.

Why It's Important	Benefits
Understanding customer needs	Can tailor product presentation to emphasize how it meets these needs
Identifying market trends	Can adapt sales strategy to align with current market direction
Recognizing competitive landscape	Can differentiate their product/service from competitors

2b. Learn All About the Product: Knowledge about the product or service is crucial in persuading a customer to make a purchase. Customers trust salespeople who can answer their questions comprehensively and confidently.

Why It's Important	Benefits
Inspiring customer confidence	Customers are more likely to trust and buy from knowledgeable salespeople
Effectively handling queries	Can answer customer questions accurately and convincingly
Highlighting unique selling points	Can effectively emphasize what makes the product/service stand out

2c. Visit the Location Where the Product Is Built/Learn About Service Benefits: This allows a salesperson to gain in-depth understanding and credibility. For physical products, they learn about the product's quality, craftsmanship, and potential issues. For services, understanding benefits is critical for persuasive selling.

Why It's Important	Benefits
Increasing product knowledge	Can provide detailed information about how the product is made or service delivered
Understanding product/service quality	Can confidently discuss the quality and benefits of the product/service
Gaining unique selling insights	Can share interesting or persuasive insights gleaned from firsthand observation

2d. Follow Up with Customers: This shows customers that the salesperson cares about their satisfaction, not just making the sale. It also provides an opportunity to address any issues and build a long-term relationship.

Why It's Important	Benefits
Building customer relationships	Customers who feel cared for are more likely to become repeat customers
Receiving feedback	Can gain insights to improve future sales strategies and product/service development
Resolving issues	Can quickly address any problems, increasing customer satisfaction and loyalty

Signs Signals and Codes Merit Badge

1. Discuss with your counselor the importance of signs, signals, and codes, and why people need these different methods of communication. Briefly discuss the history and development of signs, signals, and codes.
2. Explain the importance of signaling in emergency communications. Discuss with your counselor the types of emergency or distress signals one might use to attract airborne search-and-rescue personnel if lost outdoors or trying to summon assistance during a disaster. Illustrate these signaling examples using photos or drawings.
3. Do the following:
 - a. Describe what Morse code is and the various means by which it can be sent. Spell your first name using Morse code. Send or receive a message of six to 10 words using Morse code.
 - b. Describe what American Sign Language (ASL) is and how it is used today. Spell your first name using American Sign Language. Send or receive a message of six to 10 words using ASL.
4. Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used. Explain the difference between semaphore flags and nautical flags. Then do the following:
 - a. Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.
 - b. Using illustrations or photographs, identify 10 examples of nautical flags and discuss their importance.
5. Explain the braille reading technique and how it helps individuals with sight impairment to communicate. Then do the following:
 - a. Either by sight or by touch, identify the letters of the braille alphabet that spell your name. By sight or touch, decode a braille message at least six words long.
 - b. Create a message in braille at least six words long, and share this with your counselor.

****To satisfy the braille writing requirement 5b for this merit badge, you do not need to emboss braille dots in thick paper. Rather, you may use a pencil or pen to draw the dots on ordinary paper, copying the characters of the braille alphabet to spell out your message letter by letter.****
6. Do the following:
 - a. Describe to your counselor six sound-only signals that are in use today. Discuss the pros and cons of using sound signals versus other types of signals.
 - b. Demonstrate to your counselor six different silent Scout signals. Use these Scout signals to direct the movements and actions of your patrol or troop.
7. On a Scout outing, lay out a trail for your patrol or troop to follow. Cover at least one mile in distance and use at least six different trail signs and markers. After the Scouts have completed the trail, follow no-trace principles by replacing or returning trail markers to their original locations.
8. For THREE of the following activities, demonstrate five signals each. Tell what the signals mean and why they are used:
 - a. Sports official's hand signs/signals
 - b. Heavy-equipment operator's hand signals
 - c. Cyclist's hand signals

1.The main purpose of signs and signals is to communicate, convey information, and to assist based on the information provided.

Signs are any kind of visual graphics created to display information to people. Signs, started around the time of the Greek, Roman and Egyptian cities, dating from about 3000 B.C. and beyond. Most of these signs were made of stone or terra cotta with the use of imagery more than text since many were illiterate.

Examples:

Road signs; Stop, Speed Limit, Yield, Route

Warning Signs; High Voltage, Wet Floor, Flammable, Poison,

Information; Restrooms, Telephone, Hospital

A signal is something someone does to pass on information. Early signals evolved from hand gestures. Modern signals can be anything from a hand gesture to spoken words.

Examples: Sports Official signals, Heavy Equipment signals, Motorist Signals

A code is a system of symbols, letters, words, or signals that are used instead of ordinary words and numbers to send messages or store information. Ciphers are forms of secret communication. A code replaces words, phrases, or sentences with groups of letters or numbers, while a cipher rearranges letters or uses substitutes to disguise the message. The technology of such secret communication is called cryptology. Codes and secret writing have been used for about as long as writing has existed. Cryptology has long been employed by governments, military, businesses, and organizations to protect their messages. Today, encryption is used to protect the storage of data and transactions between computers.

Examples; Barcode, QR Code, Morse Code, Binary, Pin #, Passwords

2. Signaling is vital in emergency communications as it helps individuals convey their need for help when traditional communication methods may not be available.

Especially in outdoor survival situations or during disasters, when phone lines might be down or cellular networks inaccessible, being able to signal for help could mean the difference between life and death.

Airborne search-and-rescue personnel are trained to recognize certain emergency or distress signals. Here are a few examples:

1. **SOS signal:** This is a universal distress signal. In Morse code, it is represented as "... — ..." and can be signaled using sound, light, or by creating visible markings on the ground.
2. **Signal Fires:** Signal fires can be effective, especially at night or in areas with low visibility. Fires should be large and produce significant smoke. Using green foliage can help generate smoke.
3. **Ground-to-Air Signals:** Constructed using rocks, logs, or other materials that contrast with the ground, these signals should be large (at least 8 feet in length) to be visible from the air. Standard symbols include 'V' for requiring assistance and 'X' for being unable to proceed.
4. **Signal Mirror:** A mirror or any reflective surface can be used to attract attention when the sun is out. The reflection can be seen for miles by airborne rescuers.
5. **Flares and Strobe Lights:** Flares, both hand-held and aerial, are highly visible from the air, especially at night. Similarly, strobe lights can attract attention.
6. **Whistles and Horns:** Sound signals like whistles or air horns can be used to attract attention, especially if you hear an aircraft nearby.
7. **Signal Panels and Flags:** Brightly colored cloth or panels can be laid out in an open area or waved to attract attention.

3a. Morse code is a code that uses a series of dots and dashes to represent the different letters of the alphabet and numbers. The various letters, numbers and other characters are made up by combining these two elements in different combinations.

International Morse Code

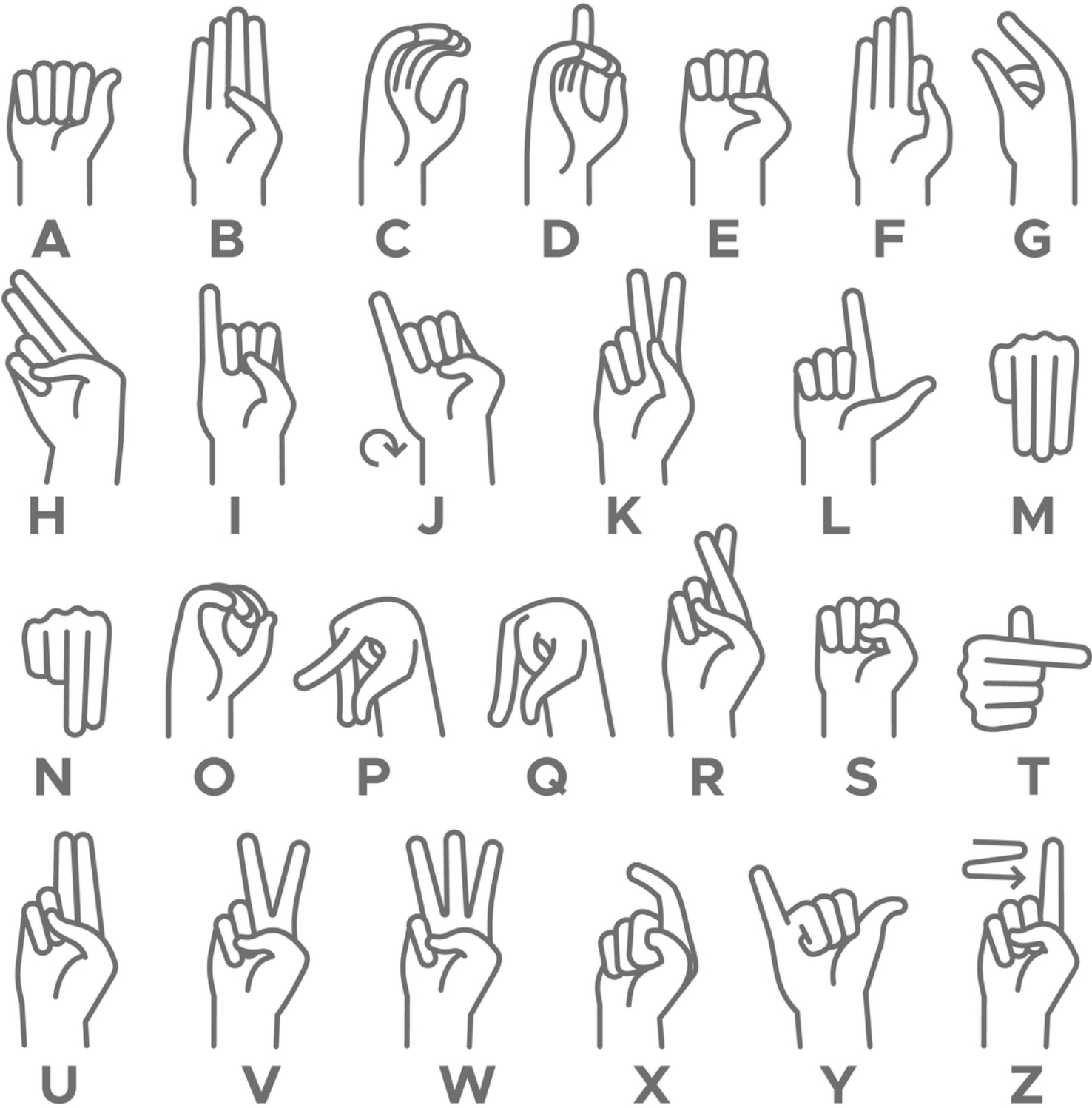
1. The length of a dot is one unit.
2. A dash is three units.
3. The space between parts of the same letter is one unit.
4. The space between letters is three units.
5. The space between words is seven units.

A ● ■
B ■ ● ● ●
C ■ ● ■ ●
D ■ ● ●
E ●
F ● ● ■ ●
G ■ ■ ●
H ● ● ● ●
I ● ●
J ● ■ ■ ■
K ■ ● ■
L ● ■ ● ●
M ■ ■
N ■ ●
O ■ ■ ■
P ● ■ ■ ●
Q ■ ■ ● ■
R ● ■ ●
S ● ● ●
T ■

U ● ● ■
V ● ● ● ■
W ● ■ ■
X ■ ● ● ■
Y ■ ● ■ ■
Z ■ ■ ● ●

1 ● ■ ■ ■ ■
2 ● ● ■ ■ ■
3 ● ● ● ■ ■
4 ● ● ● ● ■
5 ● ● ● ● ●
6 ■ ● ● ● ●
7 ■ ■ ● ● ●
8 ■ ■ ■ ● ●
9 ■ ■ ■ ■ ●
0 ■ ■ ■ ■ ■

3b. American Sign Language (ASL) is a visual language. With signing, the brain processes linguistic information through the eyes. The shape, placement, and movement of the hands, as well as facial expressions and body movements, all play important parts in conveying information. Each country has its own sign language, and regions have dialects, much like the many languages spoken all over the world. Like any spoken language, ASL is a language with its own unique rules of grammar and syntax. Like all languages, ASL is a living language that grows and changes over time. ASL is used predominantly in the United States and in many parts of Canada.



HELLO



GOODBYE



NICE TO MEET YOU



YES



NO



PLEASE



THANKS



WHO



WHAT



WHEN



WHERE



WHY



WHICH

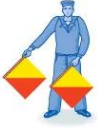




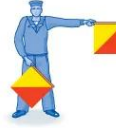



























HOW

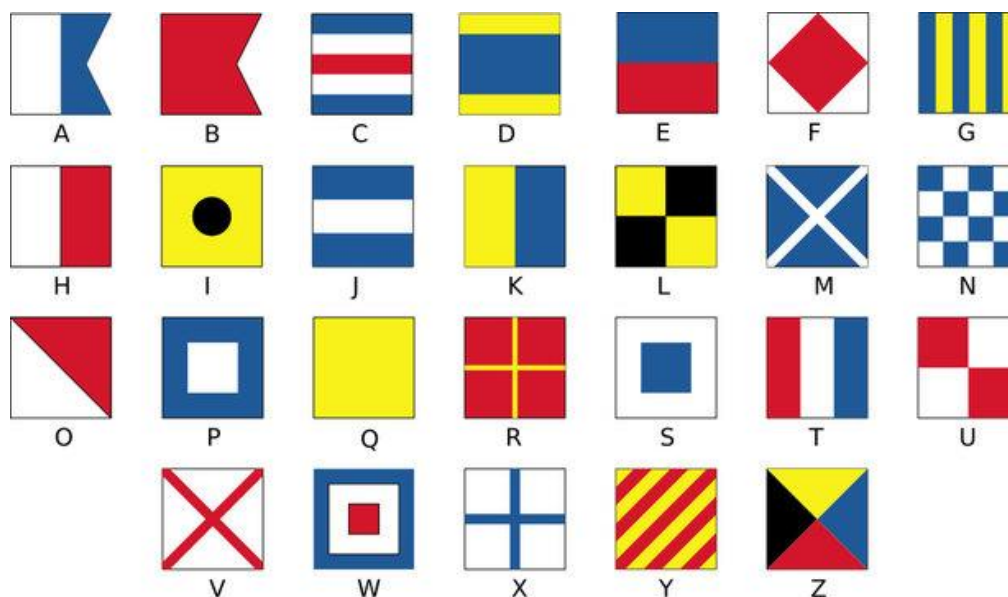


4a. Semaphore is a system of conveying information at a distance by using visually distinct positions or movements. It involves the use of two handheld flags, typically square and divided diagonally into a colored (often red or yellow) and a white section. Each letter of the alphabet or numeral is represented by a specific position of the flags.

Semaphore flag signals

 A	 B	 C	 D	 E	 F	 G	 H
 I	 J	 K	 L	 M	 N	 O	 P
 Q	 R	 S	 T	 U	 V	 W	 X
 Y	 Z	 error	 end of word	 answering sign	 attention	 numbers follow	

4b. Nautical flags, also known as the International Code of Signals (ICS), are a set of flags used to communicate visually between ships. Each flag represents a letter of the alphabet and has a specific meaning when flown individually.



Here are examples of ten nautical flags:

1. **Flag A (Alfa)**: Diver down; keep clear at a slow speed.
2. **Flag B (Bravo)**: I am taking on or discharging explosives.
3. **Flag C (Charlie)**: "Yes" or "Affirmative".
4. **Flag D (Delta)**: Keep clear; maneuverability is limited.
5. **Flag E (Echo)**: Altering course to starboard.
6. **Flag F (Foxtrot)**: I am disabled; communicate with me.
7. **Flag G (Golf)**: I require a pilot.
8. **Flag H (Hotel)**: I have a pilot on board.
9. **Flag I (India)**: I am altering my course to port.
10. **Flag J (Juliet)**: I am on fire and have dangerous cargo; keep clear.

5. Braille is a system of raised dots that can be read with the fingers by people who are visually impaired. Braille symbols are formed within units of space containing six dots known as braille cells. Sixty-four combinations are possible using one or more of these six dots. A single cell can be used to represent an alphabet letter, number, punctuation mark, or even a whole word.

A	B	C	D	E	F	G	H	I	J

K	L	M	N	O	P	Q	R	S	T

U	V	W	X	Y	Z	1	2	3	4

5	6	7	8	9	0	'	,	#	space

but	can	do	every	from	go

have	just	knowledge	like	more	not

people	quite	rather	so	that	us

very	will	it	you	as

6a. Sound-only signals are an important part of communication systems, especially in situations where visual signals may not be effective due to distance, visibility, or the receiver's attention not being directed toward the signal source. Here are six sound-only signals:

Siren: Used by emergency vehicles like police, ambulance, and fire trucks to alert motorists and pedestrians.

Whistle: Used in sports to indicate start, stop, or infractions. It's also used in survival situations for signaling distress.

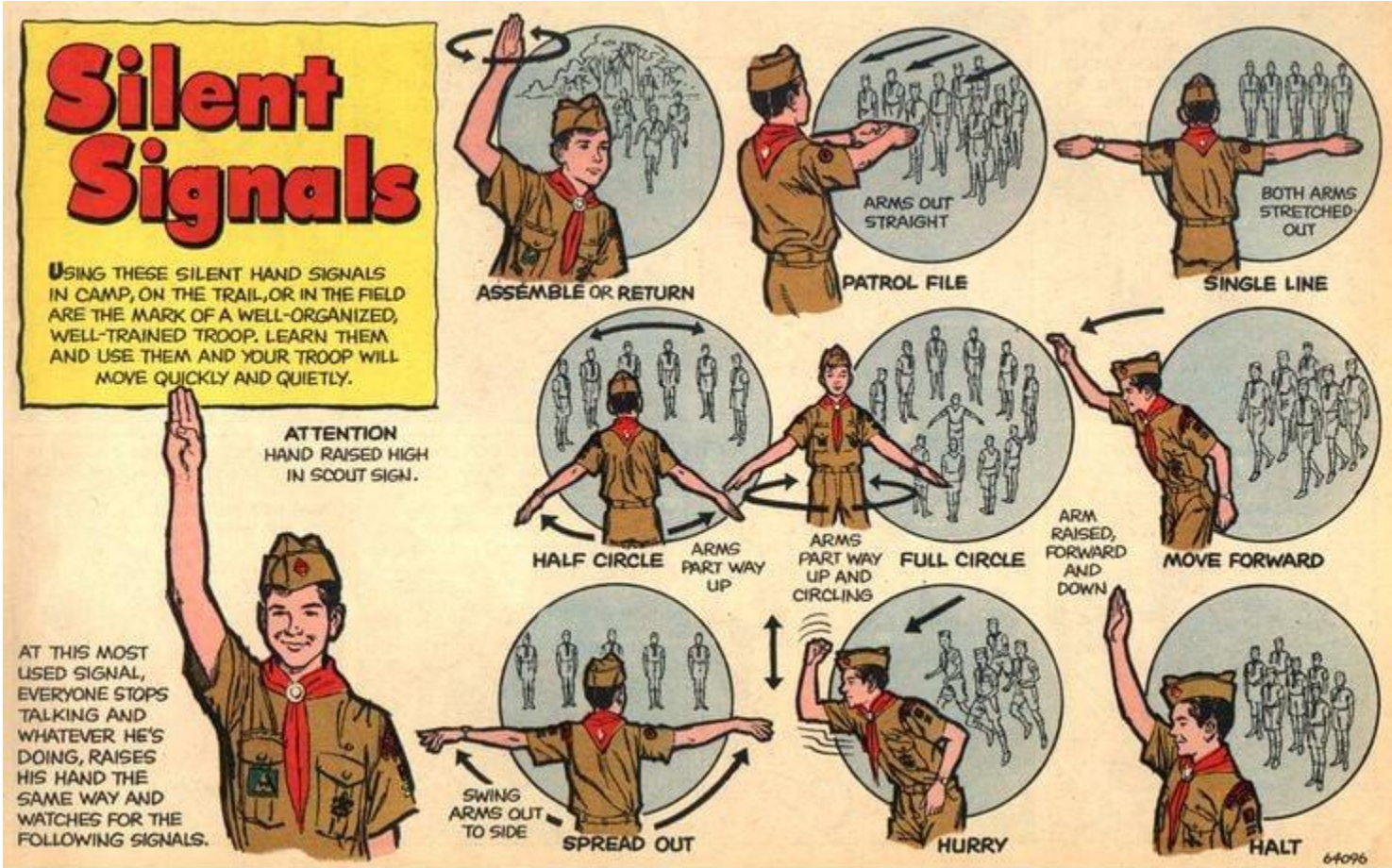
Bell: Used in schools to indicate the start or end of classes. Ships and trains also use bells for signaling.

Horn: Used by vehicles to alert others of their presence, particularly in situations of limited visibility.

Chime: Used in public transport like airports and train stations to gain attention before an announcement.

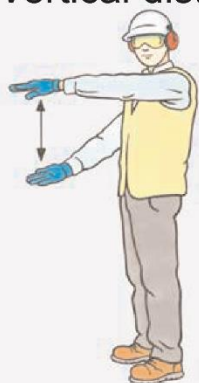
Alarm: Used to indicate emergency situations like fire, intruders, or chemical leaks.

6b.



8.

Vertical distance



Move right



Move left



Travel backwards



Travel forwards



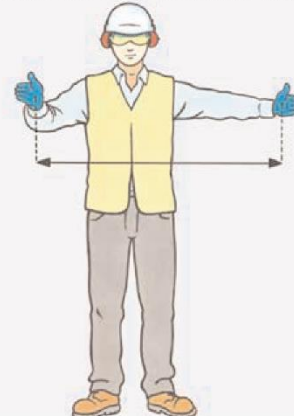
Travel, both tracks



Travel, one track



Horizontal distance





◀ Left Turn



Right Turn ▶



● Stop



◆ Slow Down



▼ Give Way



! Road Hazard/Pothole



DELAY OF GAME



PASS INTERFERENCE



INELIGIBLE RECEIVER



ILLEGAL USE OF HANDS



PERSONAL FOUL



FALSE START



OFFSIDE



FACEMASK



FIRST DOWN



HOLDING



TIME OUT



TOUCHDOWN BRONCOS!

Baseball Signals



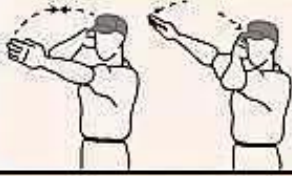
Do Not Pitch



Play Ball



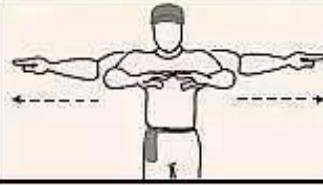
Time-Out, Foul Ball or
Dead Ball



Foul Tip



Fair Ball



Safe



Strike or Out



Infield Fly



Count



Time Play