



Trailman _____

BADGE WORK

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AQUATICS TRAIL BADGE WORKSHEET

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| 1. Participate in a Safe Aquatics Method orientation and fulfill the following requirements pursuant to the Safe Aquatics Method. | | |
| 2. Complete the Swimming Competency Test at the Swimmer level. | | |
| 3. Demonstrate how to properly put on a personal flotation device (PFD), and while wearing the PFD do the following: | | |
| a. Jump feet first into deep water and swim 25 yards. | | |
| b. Demonstrate the heat escape lessening posture (HELP) cold-water survival technique. | | |
| c. With a group, demonstrate the Huddle cold-water survival technique. | | |
| 4. Demonstrate the following reach and throw rescues: | | |
| a. Several reach assists including arm, leg, and towel reaches without entering the water and pole or shepherd's crook. | | |
| b. Throwing a rescue tube or ring buoy to someone at least 25 feet out in the water. | | |
| 5. After ensuring the safety of the swimming area, in deep water, do the following: | | |
| a. Tread water for 3 minutes | | |
| b. Survival float on your stomach for 3 minutes | | |
| c. Float on your back for 2 minutes | | |
| d. Demonstrate a feet-first surface dive. | | |
| e. Demonstrate a head-first surface dive and recover a diving ring or some other object from the pool bottom. | | |
| 6. EXPERT LEVEL: While wearing shoes, long pants, and a long-sleeve shirt over your swimsuit, jump into deep water. | | |
| a. While treading water, remove the shoes and pants. | | |
| b. Inflate your shirt and float long enough to prepare your pants. | | |
| c. Inflate your pants and use them to float for one minute. | | |
| 7. EXPERT LEVEL: Demonstrate that you can continuously swim 200 yards without stopping to rest. While doing so: | | |
| • Observe and attempt at least three of the following five strokes: sidestroke, front crawl, backstroke, elementary backstroke, and breaststroke. | | |



CAMPING TRAIL BADGE WORKSHEET

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| 1. Explain how to be a good steward and to observe the low impact camping method. | | |
| 2. With your troop, unit, patrol or another group of youth, complete the following activities: | | |
| a. At a camping area, explain where the best place to pitch a tent would be and why | | |
| b. With a buddy or by yourself, correctly pitch a tent. | | |
| c. Take the tent down, correctly fold it, and pack it away. | | |
| d. Explain the proper care for tents. | | |
| e. Correctly pitch a dining fly, tarp or other type of covering. | | |
| 3. Camping equipment | | |
| a. Make a list of personal equipment you should pack on a weekend camping trip for hot, cold, and rainy weather. | | |
| b. Demonstrate on a camping trip that you have packed all your equipment from your list. | | |
| 4. Wilderness sanitation | | |
| a. Demonstrate how to dig and cover a proper cat hole for backwoods human excrement disposal using a small or backpacking shovel. | | |
| b. Explain proper disposal methods for toilet paper for your local wilderness area(s). | | |
| 5. Spend at several nights camping in a tent or under the stars and participate in assigned cooking, cleanup, and other camping related activities. <i>(This portion should be attainable within the troop calendar of a given year– Trail Guides and troop leadership may use discretion)</i> | | |



FIRE RANGER TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| 1. Explain how being a good steward and observing the low impact camping method applies to fires. | | |
| 2. Fire Safety | | |
| a. Explain the use of buckets, rakes, and shovels in containing a campfire in a certain location. | | |
| b. Describe safe places to have a campfire, how to learn local regulations, and how to set up a fire circle. | | |
| c. Describe safe vs. unsafe clothing near campfires and open flames. | | |
| d. Describe safe vs. unsafe behavior around a campfire. | | |
| e. Demonstrate how to put out fire on your clothing, hair, or body. | | |
| f. Demonstrate safe striking of stick and book matches and safe use of a lighter. | | |
| 3. Fire materials | | |
| a. Explain the use and purpose of tinder, kindling, and fuel firewood. | | |
| b. Explain why wet, green, and ant/vine-covered wood are unsafe and not good for fires. | | |
| c. Describe several types of fire-starters that can be made or purchased. | | |
| 4. Fire building | | |
| a. Demonstrate building at least three different fire-lays and explain when you would use each one. | | |
| b. Light one of the fire lays, tend it, and keep it burning until you are done with it. | | |
| c. When finished with the fire, demonstrate the proper way to extinguish it to dead-out. | | |



Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) Use, and Choking First Aid: Do either requirement 1 or 2.

FIRST AID TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| 1. Certification | | |
| a. Complete a CPR-AED instruction class taught by the American Heart Association or American Red Cross that teaches these three skill sets: <ul style="list-style-type: none"> 1. Adult CPR, AED, and choking 2. Child CPR, AED, and choking 3. Infant CPR and choking | | |
| b. Find out if your meeting location has an AED and where it is located. | | |
| 2. Self-study | | |
| a. Explain hands-only CPR. | | |
| b. Stopped breathing. | | |
| c. Explain the use of an AED. | | |
| d. Find out if your meeting location has an AED and where it is located. | | |
| e. Describe and show how to tell if someone is choking and when intervention is required. | | |
| f. Describe and show the positions for treating choking in an adult, pregnant woman, child, and infant. | | |
| Basic First Aid: Do either requirement 3 or requirements 4 through 10 | | |
| 3. Complete a Basic First Aid (BFA) class taught by the American Heart Association or American Red Cross | | |
| 4. Demonstrate the following first aid emergency action plan basics | | |
| a. Checking the scene | | |
| b. Calling for Help (911 or Poison Control) | | |
| c. Approaching Safely | | |
| d. Providing Urgent Treatment | | |
| e. Triage | | |
| f. Deciding the next steps | | |
| 5. Demonstrate the following rescuer safety precautions: | | |



FIRST AID TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| a. Wearing of eye protection, breathing masks, and vinyl gloves | | |
| b. Proper glove removal | | |
| c. Proper hand washing | | |
| 6. Explain the symptoms and first aid for the following Sudden Illness Emergencies: | | |
| a. Heart Attack | | |
| b. Fainting | | |
| c. Low blood sugar | | |
| d. Stroke | | |
| e. Seizure | | |
| f. Shock | | |
| g. Poisoning | | |
| 7. Explain and demonstrate the first aid response for the following: | | |
| a. Severe bleeding on a leg and arm | | |
| b. Nosebleed | | |
| c. Head, neck, and spine injuries | | |
| d. Broken bones, including splinting | | |
| 8. Explain the First Aid response for the following injuries: | | |
| a. Severe bleeding you cannot stop with direct pressure | | |
| b. Bleeding from mouth | | |
| c. Tooth injuries | | |
| d. Eye injuries | | |
| e. Penetrating and puncturing objects | | |
| f. Internal Bleeding | | |
| g. Burns (first, second, and third degree) | | |
| h. Electric shock injuries | | |
| 9. Explain the first aid for the following bites and stings: | | |



FIRST AID TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| a. Animal and human bites | | |
| b. Snakebites | | |
| c. Insect, bee, and spider bites and stings | | |
| d. Poisonous spider and scorpion bites and stings | | |
| e. Ticks | | |
| 10. Explain the first aid for the following temperature related emergencies. | | |
| a. Heat cramps | | |
| b. Heat exhaustion | | |
| c. Heatstroke | | |
| d. Frostbite | | |
| e. Hypothermia | | |
| 11. Explain and demonstrate first aid for the common outdoor injuries listed below: | | |
| a. Cuts and scrapes | | |
| b. Splinters | | |
| c. Blisters | | |
| d. Something in your eye | | |
| e. Sunburn | | |
| f. Poisonous plants | | |
| g. Dehydration | | |
| 12. Explain how the following methods help prevent common outdoor injuries and emergencies: | | |
| a. Work gloves, mole skin, adhesive tape (splinters and blisters) | | |
| b. Sunscreen, sunglasses, broad brimmed hats (sun protection) | | |
| c. Long pants and long-sleeved shirts (sun protection, poisonous plants) | | |
| d. Insect repellent | | |
| e. Plenty of water and a water filter | | |
| f. Synthetic insulating layers and nylon/Gore-Tex outer wear | | |



FIRST AID TRAIL BADGE WORKSHEET

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| g. Sturdy well-fitting hiking boots/shoes (prevent blisters/sprains) | | |
| 13. Explain why sun protection is especially important while on the water, in the snow, or at high altitude | | |
| 14. Make first aid kits yourself | | |
| a. Make a personal first aid kit for hiking and other wilderness trips | | |
| b. Make a home first aid kit for your family | | |
| 15. Explain how to get medical assistance while on a wilderness camping trip, a river trip, and on open water. | | |
| 16. Demonstrate splinting, slings, and bandaging for the following injuries to permit transport of victims: | | |
| a. Twisted ankle (sprain or strain) | | |
| b. Broken ankle | | |
| c. Broken lower arm | | |
| d. Broken upper arm | | |
| e. Broken collarbone | | |
| f. Broken lower leg | | |
| g. Broken upper leg | | |
| 17. Demonstrate the following methods of transporting victims: | | |
| a. Walking assists: one and two rescuers | | |
| b. Drags: Blanket, shoulder, and ankle (conduct these with great care) | | |
| c. Two Rescuer Carries: Two-hand seat, four-hand seats, and chair carry. | | |
| d. Human stretcher carry for 3-6 Trailmen | | |
| e. Improvised Stretchers: Blanket and shirt/coat (2) | | |
| 18. Demonstrate the emergency procedures for the following clothing fire emergencies: | | |
| a. Stop, Drop, and Roll response to your clothes catching fire | | |
| b. Response to another person who panics and runs. | | |



OUR FLAG TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| Do all of requirements 1 through 6: | | |
| 1. Basic Flag Ceremonies: | | |
| a. Demonstrate proper folding of the American flag. | | |
| b. Demonstrate the proper placement of hands (and hats) while reciting the Pledge. | | |
| c. Understanding (and demonstration if possible) displaying the colors for an outdoor flag ceremony. | | |
| d. Understanding (and demonstration if possible) raising and lowering the American flag for an outdoor flag ceremony. | | |
| e. Participate in a flag ceremony for your Troop meeting, award ceremony, or other indoor ceremony. | | |
| 2. Know the Flag Code and its history. Diagram the proper way to display the American flag in the following circumstances: | | |
| a. When carried in a procession with another flag or flags. | | |
| b. When displayed with another flag against a wall with crossed staffs. | | |
| c. When a number of flags on staffs are displayed with the American flag. | | |
| d. When state flags or other pennants are flown from the same halyard with the American flag. | | |
| e. When flags of two or more nations are displayed. | | |
| f. When a flag is displayed on a staff projecting horizontally from a windowsill or building. | | |
| g. When the flag is not on a staff and is displayed flat against a wall horizontally and vertically. | | |
| h. When used on a speaker's platform. | | |
| i. When flown at half-staff. | | |
| j. When used to cover a casket. | | |
| 3. Make a diagram of the American flag, labeling all its parts. Include and be able to define the hoist, peak, fly, staff, halyard and union (see attached worksheet). | | |
| 4. Learn the history of the Pledge of Allegiance. | | |



OUR FLAG TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| 5. Learn the date, the conflict, the American flag’s design, its physical condition, and the situation that prompted Francis Scott Key to write the Star Spangled Banner (see attached worksheet). | | |
| 6. Read through the words of the National Anthem written by Francis Scott Key. Explain line by line in your own words what was going on and his views on it. | | |
| Do three requirements from group 7 through 14: | | |
| 7. Participate in the color guard for a flag ceremony for a troop or community event. | | |
| 8. Find a script giving a meaning or symbolism to each of the 13 folds required to properly fold and American flag and use it in a flag ceremony. | | |
| 9. Find or write a special flag ceremony and perform it in front of an audience | | |
| 10. Teach a Woodlands Unit a flag ceremony and help them perform it at a Troop function. | | |
| 11. Find or write a respectful American flag retirement ceremony and perform it before members of the troop. | | |
| 12. Participate in a flag planting service project at a cemetery for their Memorial Day service honoring veterans. | | |
| 13. Learn the history and usage of the 21-gun salute. | | |
| 14. Research the origins of Flag Day and plan a special event celebrating the day for your Troop or community. | | |
| DIAGRAMS AND DRAWINGS | | |
| 2. Know the Flag Code and its history. Diagram the proper way to display the American flag in the following circumstances: | | |



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OUR FLAG TRAIL BADGE WORKSHEET

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Flag Code history:

a. When carried in a procession with another flag or flags.

b. When displayed with another flag against a wall with crossed staffs.



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| <p>c. When a number of flags on staffs are displayed with the American flag.</p> | | |
| <p>d. When state flags or other pennants are flown from the same halyard with the American flag.</p> | | |
| <p>e. When flags of two or more nations are displayed.</p> | | |



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| <p>f. When a flag is displayed on a staff projecting horizontally from a windowsill or building.</p> | | |
| <p>g. When the flag is not on a staff and is displayed flat against a wall horizontally and vertically.</p> | | |
| <p>h. When used on a speaker's platform.</p> | | |



OUR FLAG TRAIL BADGE WORKSHEET

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i. When flown at half-staff.

j. When used to cover a casket.

3. Make a diagram of the American flag, labeling all its parts. Include and be able to define the hoist, peak, fly, staff, halyard and union.

- Hoist
- Peak
- Fly
- Staff
- Halyard
- Union

4. Learn the history of the Pledge of Allegiance.



OUR FLAG TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| 1. 5. Learn the date, the conflict, the American flag's design, its physical condition, and the situation that prompted Francis Scott Key to write the Star Spangled Banner | | |
| Date: | | |
| Conflict: | | |
| American flag's design | | |
| its physical condition | | |
| situation | | |

Sample Scripts for Presentation/Recession of the Colors

Opening:

- 1) "Color Guard, prepare to present the colors" - WAIT until Color Guard is at the back of the room
- 2) "Ladies and Gentlemen, please rise for the presentation of the colors"
- 3) "Troop, Attention"
- 4) "Color Guard, advance - Hand Salute" - WAIT until Color Guard has arrived at the flag stands
- 5) "Color Guard, prepare to post the colors" - WAIT until the Color Guard is ready
- 6) "Ready, post" - WAIT until colors are posted
- 7) "Please join me in the Pledge of Allegiance"
- 8) "I pledge allegiance to the flag of the..."
- 9) "Ready, Two"
- 10) "Color Guard, dismissed"

Closing:

- 1) "Color Guard, prepare to retrieve the colors" - WAIT until Color Guard is at the back of the room
- 2) "Color Guard, advance" - WAIT until the Color Guard has arrived at the flag stands
- 3) "Ladies and Gentlemen, please rise for the recession of the colors"
- 4) "Troop, Attention" - WAIT 1 second
- 5) "Color Guard, retrieve the colors - Hand Salute" - WAIT until the Color Guard has the colors in-hand
- 6) "Color Guard, Forward March" - WAIT until the Color Guard is at the back of the room
- 7) "Ready, Two"
- 8) "Color Guard, dismissed"



The Star Spangled Banner, by Francis Scott Key

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner! Oh long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

**OUTDOOR COOKING TRAIL BADGE WORKSHEET**

| | Date Completed | Verified By |
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| 1. Explain how being a good steward and observing the low impact camping method applies to outdoor cooking. | | |
| 2. Demonstrate the following: | | |
| a. Sanitation practices | | |
| b. Washing dishes | | |
| c. Personal hygiene | | |
| d. Food storage | | |
| e. Protecting your food from animals | | |
| 3. Explain the advantages, disadvantages, and safety for using propane/ butane camp stoves, liquid fuel stoves, lightweight stoves, wood fires, and charcoal. | | |
| 4. Set-up, light, and use a lightweight camp stove. | | |
| 5. Cook a one-pot meal over the fire or camp stove. | | |
| 6. Cook a foil meal on charcoal. | | |
| 7. Plan or help plan a balanced nutritious menu for a weekend camping trip. | | |
| 8. Purchase the food items needed for a weekend camping trip within the budget set by your leader or dad. | | |
| 9. With a buddy or by yourself, prepare, cook, and clean up the planned meals using any of the following means: Campfire, propane stove, liquid fuel stove, charcoal, Dutch oven, sandwich irons, box oven, or solar cooker oven. | | |

**ROPEWORK TRAIL BADGE WORKSHEET**

| | Date Completed | Verified By |
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| 1. Explain how being a good steward and observing the low impact camping method applies to Ropework. | | |
| 2. Whipping and fusing: | | |
| a. Demonstrate whipping the ends of a natural fiber rope. | | |
| b. Demonstrate fusing the ends of a synthetic rope. | | |
| 3. Tie the following knots and describe their usefulness: (<i>Understanding is expected here—not expertise</i>) | | |
| a. square knot | | |
| b. bowline | | |
| c. two half-hitches | | |
| d. taut line hitch | | |
| e. clove hitch | | |
| f. timber hitch | | |
| 4. Lashing | | |
| a. Tie square, diagonal, shear, tripod, round, and floor lashings and describe their function. | | |
| b. Lash the following trestles: X-Trestle, A-Trestle, and H-Trestle. | | |
| c. Make a useful structure for camp using at least three different types of lashings. | | |

**TRAIL SKILLS TRAIL BADGE WORKSHEET**

| | Date Completed | Verified By |
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| 1. Trail ethics: | | |
| a. Explain how being a good steward and observing low impact camping method applies to Trail Skills | | |
| b. Explain the Hiker's Code and how a hiker should be responsible and learn the buddy system. | | |
| 2. Trail safety: | | |
| a. Describe how to identify poisonous plants in your area such as poison oak, poison sumac, stinging nettle. | | |
| b. Describe how to identify venomous snakes in your area such as rattlesnakes, coral snakes, or water moccasins. | | |
| c. Describe natural hazards you might encounter on a hike including river crossings and what to do if faced with them. | | |
| 3. Equipment: | | |
| a. Describe the clothing necessary for hiking, including proper footwear and socks. | | |
| b. Explain the limits on how much weight you should carry and how much water you should take. | | |
| c. Demonstrate proper packing and necessary items for a day pack for a day hike. | | |
| 4. Navigation: | | |
| a. Explain how an orienteering compass works. | | |
| b. Explain what a topographic map is and what the contour lines and map symbols mean. | | |
| c. Show how to hold an orienteering compass and take a reading. | | |
| d. With an orienteering compass, orient a map to North. | | |
| e. With an orienteering compass and a topographical map, show one method of adjusting for magnetic declination. | | |
| f. With an orienteering compass and a topographical map, demonstrate finding your location using bearings to landmarks. | | |
| 5. Measurements: | | |
| a. Measure the average length of your pace. | | |



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| b. Using pacing and the felling method, measure the height of a building, tree, flagpole, or other tall feature. | | |
| c. Demonstrate course direction finding in daylight or moonlight without a compass or GPS receiver. | | |
| 6. Do one of the following options: | | |
| a. Complete an orienteering course during a meeting (recommended at least one mile and 5 stations.) | | |
| b. Complete a compass course of at least one mile and 8 bearings. | | |
| 7. Using a map and compass together, take a multi-mile hike with your patrol or troop. <i>(This portion should be attainable within the troop calendar of a given year– Trail Guides and troop leadership may use discretion)</i> | | |



WOOD TOOLS TRAIL BADGE WORKSHEET

| | Date Completed | Verified By |
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| 1. Explain how being a good steward and observing the low impact camping method applies to Woods Tools. | | |
| 2. Describe the Woods Tools Safety Rules | | |
| 3. Demonstrate how to clean and sharpen a pocketknife. | | |
| 4. Demonstrate how to clean, stow/cover, and change a saw blade for either a folding or bow saw. | | |
| 5. Demonstrate cleaning and sharpening an ax or hatchet. | | |
| 6. Following the Woods Tools Safety Rules, participate in skill instruction as needed and do three of the following requirements using a knife, bow saw, folding saw, hatchet, or ax: | | |
| a. Whittle a cooking stick and cook a food item over a wood or charcoal fire. | | |
| b. Whittle something out of soft wood. | | |
| c. Make a feather stick (Fuzz stick). | | |
| d. Prepare tinder, kindling, and fuel wood for a small fire. | | |
| e. Saw off a piece of a log at least 2-inches in diameter. | | |
| f. Chop through a log at least 2-inches in diameter on a chopping block. | | |
| g. Split a log | | |
| h. Limb a log (stand on the opposite side of the log from where you are limbing). OR Use an ax to cut a V-shaped notch at least 2-inches deep in a large log (bucking). | | |