

# 2022 Requirements

## Shooting Sports

(Scouts will earn this award during the full week)

### • BB Gun Award Level 1

- o 1. Explain what you should do if you find a gun. Recite the four safety reminders.
- o 2. On an approved range in your city or state, explain how to use the safety mechanism, and demonstrate how to properly load, fire, and secure the BB gun.
- o 3. On an approved range, demonstrate to qualified leadership good shooting techniques, including eye dominance, shooting shoulder, breathing, sight alignment, trigger squeeze, and follow-through.
- o 4. On an approved range, show how to put away and properly store BB gun shooting equipment after use.

### • BB Gun Award Level 2

- o S1. Demonstrate one of the positions associated with shooting BB guns.
- o S2. On an approved range, fire five BBs at the "TIGER" target. Score your target; then repeat and do your best to improve your score. (Fire a total of 10 BBs.)
- o S3. Demonstrate proper range commands, and explain how and when to use them.

### • Archery Award Level 1

- o 1. Demonstrate how to follow archery range safety rules and whistle commands.
- o 2. Identify and name a recurve bow and/or compound bow.
- o 3. Explain and demonstrate how to apply and use arm guards, finger tabs, and quivers.
- o 4. On an approved range, demonstrate how to safely and effectively shoot a bow and arrow, including how to establish a correct stance, nock the arrow, hook and grip the bow, raise the bow, draw, anchor, hold, aim, and release/follow through.
- o 5. On an approved range, demonstrate how to safely retrieve arrows after the range is clear and the command to retrieve arrows has been provided.

### • Archery Award Level 2

- o S1. Identify three parts of the arrow and three major parts of the bow you will be shooting.
- o S2. Shoot three arrows at a target on an approved range; then repeat and do your best to improve your score. (Shoot a total of six arrows.)
- o S3. Demonstrate proper range commands, and explain how and when to use them.

## **Aquatics/Waterfront**

### **Tiger Requirements:**

1. With your den, say the SCOUT water safety chant.
2. With your den, talk about why it's important to have a buddy and then play the buddy game. 3. Show how to enter the water safely, blow your breath out under the water, and do a prone glide.
4. Identify five different types of boats. (Lake)
5. Show that you can put on and fasten a life jacket correctly. (Lake)

### **Wolf Requirements:**

1. Discuss how the water in your community can become polluted.
2. Explain one way that you can help conserve water in your home. (not group showers)
3. Explain to your den leader why swimming is good exercise.
4. Explain the safety rules that you need to follow before participating in swimming or boating. (Lake)
5. Visit a local pool or public swimming area with your family or den. With qualified supervision, jump into water that is at least chest-high, and swim 25 feet or more.

### **Bear Requirements:**

1. Explain the importance of response personnel or lifeguards in a swimming area. Tell how the buddy system works and why it is important.
2. Explain the safety rules that you need to follow before participating in boating. (Lake)
3. Identify the safety equipment needed when going boating. (Lake)
4. Demonstrate correct rowing or paddling form. Explain how rowing and canoeing are good exercise. (Lake)
5. Show how to do both a reach rescue and a throw rescue.
6. Demonstrate the front crawl swim stroke to your den or family.

### **Webelos One:**

1. State the safety precautions you need to take before doing any water activity.
2. Discuss the importance of learning the skills you need to know before going boating. (Lake)
3. Explain the meaning of "order of rescue" and demonstrate the reach and throw rescue techniques from land. (reach, throw, row, go)
4. Attempt the BSA swimmer test.
5. Demonstrate the precautions you must take before attempting to dive headfirst into the water, and attempt a

front surface dive.

6. Learn and demonstrate two of the following strokes: crawl, sidestroke, breaststroke, or elementary backstroke.

7. Invite a current or former lifeguard, or member of a rescue squad, the U.S. Coast Guard, U.S. Navy, or other armed forces branch who has had swimming and rescue training to your den meeting. Find out what training and other experiences this person has had. (Lake)

8. Demonstrate how to correctly fasten a life jacket that is the right size for you. Jump into water over your head. Swim 25 feet wearing the life jacket. Get out of the water, remove the life jacket, and hang it where it will dry. (Lake)

9. If you are a qualified swimmer, select a paddle of the proper size, and paddle a canoe with an adult's supervision. (Lake)

## Outdoor Skills

### **Tigers and Wolves:**

#### **Monday: Nature Hike**

**Overview:** Scouts will learn about the Outdoor Code, the Leave No Trace Principles for Kids, the six essentials, and the buddy system. Then, they will go on a short, 1 mile hike on the Nature Trail (enter at the chapel, exit near shooting sports), following the principles they just learned. Scouts will look for and learn about different plants and animals along the trail, while looking for signs of dinosaurs. After the hike, Scouts will talk about how they followed the principles of Leave No Trace before being dismissed.

##### ❖ **My Tiger Jungle (other requirements completed on Wednesday)**

1. Go for a walk outside, and pick out two or more sights or sounds of “nature” around you. Discuss with your partner or den.
3. Point out two different kinds of birds that live in your area. With your parent/guardian, other caring adult, or den, find out more about one of these birds.

##### ❖ **Tigers in the Wild**

1. Name and collect the six essentials (water, food, first aid kit, flashlight, whistle, sun protection)
2. Go for a short hike and carry your own gear, show you know how to get ready for this hike.
3. Listen to the Outdoor Code and Leave No Trace Principles for Kids and demonstrate them on the hike.
4. While on the hike, find three different kinds of plants, animals, or signs that animals have been on the trail.

##### ❖ **Call of the Wild (Wolves)**

2. Make a list of weather changes that could happen during the hike and tell how you will be prepared for each one.
3. Recite the Outdoor Code and Leave No Trace Principles for Kids with your leader (staff member). Talk about how the Leave No Trace Principles support the Outdoor Code. Make a list of how you demonstrated them after the hike.
4. Show or demonstrate what to do:
  - a. In case of a natural disaster such as an earthquake or flood
  - b. To keep from spreading your germs
6. While on the hike, identify four different types of animals you see or explain evidence of their presence. Tell how you identified them.

##### ❖ **Paws on the Path (Wolves)**

1. Show you are prepared to hike safely in any outdoor setting by putting together the Cub Scout Six Essentials to take along on your hike.
2. Tell what the buddy system is and why we always use it in Cub Scouts. Describe what you should do if you get separated from your group while hiking.
3. Choose the appropriate clothing to wear on your hike based on the expected weather.

4. Before hiking, recite the Outdoor Code and the Leave No Trace Principles for Kids with your leader. (This may be combined with Requirement 3 of The Call of the Wild Adventure.) After hiking, discuss how you showed respect for wildlife.
  5. Go on a 1-mile hike with your den or family. Find two interesting things that you've never seen before and discuss with your den or family.
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## **Tuesday: Constellations**

**Overview:** Scouts will learn about astronomy, constellations, and how to use binoculars to view far away objects. They will use a star chart to see how constellations are depicted, and then make up and draw their own constellations. Finally, they will make a 3D model of their constellation out of toothpicks and marshmallows. They will also make a trail mix to snack on while they work.

### **❖ Tiger Bites**

1. With your parent, guardian, other caring adult, or den, find out about good food choices and not-so-good choices. Identify three foods that you think would be good choices and three foods that would not be good choices.
2. Explain the importance of hand washing before a meal and clean-up after a meal. Then show how you would do each.
5. Talk with your parent, guardian, or other caring adult about what foods you can eat with your fingers. Practice your manners when eating them.
6. With your parent, guardian, or other caring adult, plan and make a good snack choice or other nutritious food to share with your den.

### **❖ Stories in Shapes (Tigers)**

2. Look closely at pictures of some art with your den or a family member. Decide what you like about the art, and share your ideas with the other Tigers.
3. Create a piece of art on paper, poster board, or canvas.
4. Draw or create an art piece using shapes.

### **❖ Sky is the Limit (Tigers)**

2. Look at a distant object through a telescope or binoculars. Show how to focus the device you chose.
  3. Find out about two astronauts who were Scouts when they were younger. Share what you learned with your den.
  4. Observe in the sky or select from a book, chart, computer, or electronic device two constellations that are easy to see in the night sky. With your parent/guardian or other caring adult, find out the names of the stars that make up the constellation and how the constellation got its name. Share what you found with your den.
  5. Draw and name your own constellation. Share your constellation with your den.
  6. Create a homemade model of a constellation.
  7. Find out about two different jobs related to astronomy. Share this information with your den.
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## **Wednesday: Flight**

**Overview:** Scouts will learn about and experiment with the idea of flight. First, they will make paper airplanes and practice flying them repeatedly, making adjustments after each flight to see how it affects the plane's performance. Then, they will create a balloon powered hovercraft with a CD. Finally, they will make their own kites and compete in a kite derby.

### ❖ **Air of the Wolf**

1. Conduct two of the following investigations to see how air affects different objects:
  - a. Make a paper airplane and fly it five times. Try to make it fly farther by altering its shape. Fly it at least five more times to see if your changes were effective.
  - b. Make a balloon-powered sled or a balloon powered boat. Test your sled or boat with larger and smaller balloons.
2. Complete two of the following:
  - c. Make a kite using household materials. With your den or family, explain the rules for safely flying kites. Fly your kite.
  - d. With your family, den, or pack, participate in a kite derby, space derby, or rain gutter regatta. Explain how air helps the vehicle move.

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## **Thursday: Team Games**

**Overview:** Scouts will discuss the importance of physical fitness and stretching before exercise (Paws of Skill #1, #2). They will do some group stretches and warm ups (Paws of Skill #2, Running with the Pack #3, #5), and then do an obstacle course (Running with the Pack #2). Then, Scouts will talk about being on a team and the importance of teamwork (Team Tiger #1, Paws of Skill #4), and then play two team-building games (Games Tigers Play #1, Tiger Tag #2). Finally, Scouts will come up with team games they like to play, pick one (with staff and leader approval), and play it for the rest of the block (Tiger Tag #1, #4, Paws of Skill #4).

### ❖ **Games Tigers Play**

1.
  - a. Play two initiative or team-building games with the members of your den.
  - b. Listen carefully to your leader while the rules are being explained, and follow directions when playing.
  - c. At the end of the game, talk with the leader about what you learned when you played the game. Tell how you helped the den by playing your part.

### ❖ **Team Tiger**

1. Talk about what it means to be part of a team. List some of the teams you are on (den, pack, family, class, etc.) and explain how you can help each one.

### ❖ **Tiger Tag**

1. Choose one active game you like, and tell your den about how to play and why you like this game.
2. Play two team or relay games with your den. Tell the other Tigers what you liked best about each game.

4. Select an active outside game that you could play with the members of your den. Talk with den members about the games suggested by all Tigers. With your den, decide on a game to play and play the game that your den has chosen. After the game, discuss with your den the meaning of being a good sport.

❖ **Running with the Pack (Wolves)**

2. Practice balancing as you walk forward, backward, and sideways.
3. Play a sport or game with your den or family, and show good sportsmanship.
4. Do at least two of the following: frog leap, inchworm walk, kangaroo hop, or crab walk.

❖ **Paws of Skill (Wolves)**

1. Talk with your den about what it means to be physically fit. Share ideas of what you can do to stay in shape.
2. With your den, talk about why it is important to stretch before and after exercising. Demonstrate proper warm-up movements and stretches before and after each activity you do that involves action.
4. With your den, talk about what it means to be a member of a team. Working together, make a list of team sports, and talk about how the team works together to be successful. Choose one and play for 30 minutes.

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## **Friday: Skits**

**Overview:** Scouts will make dinosaur paper bag puppets, and then create their own original skit to perform at an OSC campfire.

❖ **Tiger Theater**

1. With your den, discuss the following types of theater: puppet shows, reader's theater, and pantomime.
2. As a den, play a game of one-word charades.
3. Make a puppet to show your den or to display at a pack meeting.
4. Perform a simple reader's theater. Make a mask afterward to show what your character looks like.

❖ **Howling at the Moon (Wolves)**

1. Show you can communicate in at least two different ways.
2. Work with your den to create an original skit.
3. Work together with your den to plan, prepare, and rehearse a campfire program to present to your families at a den meeting.
4. Practice and perform your role for a pack campfire program.

## **Bears:**

### **Monday: Whittling Chip**

**Overview:** Scouts will learn about knife safety, earn their whittling chips, and make two carvings from blocks of soap with butter knives. Then, they will prepare for tomorrow's hike by packing their backpacks with the six essentials.

#### ❖ **Bear Claws**

1. Learn about three common designs of pocketknives.
2. Learn knife safety and earn your Whittling Chip.
3. Using a pocketknife, carve two items.

#### ❖ **Bear Necessities (Other requirements will be completed on Wednesday)**

1. While working on your Bear badge, attend one of the following:  
A daytime or overnight campout with your pack or family  
An outdoor activity with your den or pack  
Day camp  
Resident camp
  2. Make a list of items you should take along on the activity selected in Requirement 1.
  3. Make a list of equipment that the group should bring along in addition to each Scout's personal gear for the activity selected in Requirement 1.
  5. (if time) Demonstrate how to tie two half hitches and explain what the hitch is used for.
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### **Tuesday: Nature hike**

**Overview:** Scouts will go on a nature hike. Along the way, they will use each of the six essentials.

#### ❖ **Fur, Feathers, and Ferns (other requirements will be completed on Wednesday)**

1. While hiking or walking for one mile, identify six signs that any mammals, birds, insects, reptiles, or plants are living near the place where you choose to hike or walk.
  4. Observe wildlife from a distance. Describe what you saw.
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### **Wednesday: Nature Lesson**

**Overview:** Scouts will learn how to set up their own tents. Then, they will go on a short walk to an area with lots of different plants. They will search for interesting plants and observe them up close with magnifying glasses. While there, they will learn about recently extinct and currently endangered species. Make cobbler!

#### ❖ **Bear Necessities**

4. Help set up a tent. Determine a good spot for the tent, and explain to your den leader why you picked it.

#### ❖ **Fur, Feathers, and Ferns**

3. Name one animal that has become extinct in the last 100 years and one animal that is currently endangered. Explain what caused their declines.



5. Use a magnifying glass to examine plants more closely. Describe what you saw through the magnifying glass that you could not see without it.
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## **Thursday: Bear Goes Fishing**

**Overview:** Scouts will learn about local fish and fishing regulations. They will walk to the lake, and try to catch minnows with nets. Be prepared to wade in the water.

### ❖ **Bear Goes Fishing**

1. Discover and learn about three types of fish in your area. Draw a color picture of each fish, record what each one likes to eat, and describe what sort of habitat one likes.
  2. Learn about your local fishing regulations with your den leader or a parent or guardian. List three of the regulations you learn about and one reason each regulation exists.
  4. Go on a fishing adventure, and spend a minimum of one hour trying to catch a fish. Put into practice the things you have learned about fish and fishing equipment.
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## **Friday: Roaring Laughter**

**Overview:** Scouts will make leather neckerchief slides, play mad libs, tell jokes, and practice run-ons. Then, they will perform their run-ons at a campfire with the rest of OSC!

### ❖ **Roaring Laughter**

3. Create your own short story. Remove some nouns, verbs, adjectives, and adverbs from the story, leaving blanks. Without telling the story, have a friend insert his or her own nouns, verbs, adjectives, and adverbs in the story you created.
4. With a partner, play a game that makes you laugh.
5. Share at least two jokes with members of your den to make them laugh.
6. Practice at least two run-ons with your den, and perform them at a pack meeting or campfire program.

## **Webelos:**

### **Monday: Stranded in T-Rexler Woods (Castaway)**

**Overview:** Scouts will go over basic wilderness survival skills like shelter building, making a survival kit, purifying water, and survival strategies.

#### ❖ **Castaway**

1. Complete A. and your choice of B. or C. (requirement 1A will be fully completed on Friday)
  - b. B. With the help of an adult, demonstrate one way to light a fire without using matches.
  - c. C. Using tree limbs or branches that have already fallen or been cut, build a shelter that will protect you overnight.
2. Do all of the following.
  - Learn what items should be in an outdoor survival kit that you can carry in a small bag or box in a day pack. Assemble your own small survival kit, and explain to your den leader why the items you chose are important for survival.
  - With your den, demonstrate two ways to treat drinking water to remove impurities.
  - Discuss what to do if you become lost in the woods. Tell what the letters “S-T-O-P” stand for. Tell what the universal emergency signal is. Describe three ways to signal for help. Demonstrate one of them. Describe what you can do to help rescuers find you.
  - Make a list of four qualities you think a leader should have in an emergency and why they are important to have. Pick two of them, and act them out for your den. Describe how each relates to a point of the Scout Law. Describe how working on this adventure gave you a better understanding of the Boy Scout motto, “Be Prepared.”

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### **Tuesday: Nature Lesson**

**Overview:** Scouts will take a walk to the lake and the Trexler Econ lodge to learn about wildlife and ecosystems.

#### ❖ **Into the Wild**

4. Learn about the bird flyways closest to your home. Find out which birds use these flyways.
6. Identify an insect, reptile, bird, or other wild animal that is found only in your area of the country. Tell why it survives in your area.
7. Give examples of at least two of the following:
  - a. A producer, a consumer, and a decomposer in the food chain of an ecosystem
  - b. One way humans have changed the balance of nature
  - c. How you can help protect the balance of nature
8. Learn about aquatic ecosystems and wetlands in your area. Talk with your Webelos den leader or family about the important role aquatic ecosystems and wetlands play in supporting lifecycles of wildlife and humans, and list three ways you can help.

9. Do ONE of the following:
    - a. Visit a museum of natural history, a nature center, or a zoo with your family, Webelos den, or pack. Tell what you saw.
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## **Wednesday: Hike Preparation**

**Overview:** Scouts will make first aid kits. Then, they will plan and prepare for tomorrow's hike, going over the Outdoor Code, Leave no Trace, and poisonous plants. Finally, they will make paracord bracelets and pizzadillas.

### ❖ **First Responder**

6. Put together a simple home first-aid kit. Explain what you included and how to use each item correctly.

### ❖ **Webelos Walkabout**

1. Plan a hike or outdoor activity.
2. Assemble a first aid kit suitable for your hike or activity.
3. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them on your Webelos adventures.
5. Describe and identify from photos any poisonous plants and dangerous animals and insects you might encounter on your hike or activity.

### ❖ **Castaway**

1. (to be fully completed on Friday)
    - a. On a campout or outdoor activity with your den or family, cook two different recipes that do not require pots and pans.
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## **Thursday: Nature Hike**

**Overview:** Scouts will go on a nature hike.

### ❖ **Into the Woods**

1. Identify two different groups of trees and the parts of a tree.
  2. Identify four trees common to the area where you live. Tell whether they are native to your area. Tell how both wildlife and humans use them.
  3. Identify four plants common to the area where you live. Tell which animals use them and for what purpose.
  5. Make a list of items in your home that are made from wood and share it with your den. Or with your den, take a walk and identify useful things made from wood.
  6. Explain how the growth rings of a tree trunk tell its life story. Describe different types of tree bark and explain what the bark does for the tree.
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## **Friday: Cooking in the Wild**

**Overview:** Scouts will learn fire building basics, work together to build and light a fire, and then make banana boats in foil packets on the coals, and watch the tigers, wolves, and bears perform skits in front of their fire!

❖ **Cast Iron Chef**

3. Use tinder, kindling, and fuel wood to demonstrate how to build a fire in an appropriate outdoor location. If circumstances permit and there is no local restriction on fires, show how to safely light the fire, under the supervision of an adult. After allowing the fire to burn safely, safely extinguish the flames with minimal impact to the fire site.

❖ **Castaway**

1.
  - a. On a campout or outdoor activity with your den or family, cook two different recipes that do not require pots and pans.

# **Arrow Of Light (Pioneer Camp)**

(Pioneers are broken into different patrols. To determine what requirements Scouts covered on a particular day, please see Pioneer Staff or Max.)

## **● Outdoorsman**

### Option A

1. With the help of your den leader or family, plan and participate in a campout. 2. On arrival at the campout, with your den and den leader or family, determine where to set up your tent. Demonstrate knowledge of what makes a good tent site and what makes a bad one. Set up your tent without help from an adult.
3. Once your tents are set up, discuss with your den or family what actions you should take in the case of the following extreme weather events which could require you to evacuate:
  - 3a. Severe rainstorm causing flooding
  - 3b. Severe thunderstorm with lightning or tornadoes
  - 3c. Fire, earthquake, or other disaster that will require evacuation. Discuss what you have done to minimize as much danger as possible.
4. Show how to tie a bowline. Explain when this knot should be used and why. Teach it to another Scout who is not a Webelos Scout.
5. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them while you are working on your Arrow of Light. After one outing, list the things you did to follow the Outdoor Code and Leave No Trace.

## **● Scouting Adventure**

1. Prepare yourself to become a Boy Scout by completing all of the items below: (a) Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meanings to your den leader, parent, or guardian.
  - (b) Give the Boy Scout sign, salute, and handshake. Explain when they should be used.
  - (c) Describe the First Class Scout badge, and tell what each part stands for. Explain the significance of the First Class Scout badge.
    - (d) Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.
    - (e) Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.
5. Do the following: Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.
  - (b) Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.