

Winter Sea Camp 2019

Camper and Leader Guide



Theodore Naish Scout Reservation

1100 Martinek Lane

Kansas City, KS 66111

<https://www.hoac-bsa.org/naish>

Basic Information

Winter Sea Camp will be at the Theodore Naish Scout Reservation in Bonner Springs, Kansas near Kansas City. We will open on the Friday and Saturday after Thanksgiving: November 29-30, 2019.

A map of the reservation is located here:

<https://www.hoac-bsa.org/Data/Sites/1/media/camping/naish/map-naish-central-camp-cub-world.pdf>

We will stay in Central Camp and overnight arrangements will be in the Staff Village. We will have access to the Dining Hall including the kitchen, the Commissioner's Cabin, the Rifle Range, and the Maintenance Building (for the Welding merit badge).

Use the Main Camp entrance when you arrive and come to the Dining Hall to check in.

Meals

Registration includes meals for this event. Please show up "fed" on Friday morning as we will not serve breakfast. Friday we will have Lunch, Dinner, and an evening cracker barrel. Saturday we will have Breakfast, Lunch, and Dinner.

Food is covered in the registration cost, but we will have to prepare it. We will have full access to the camp kitchen and dining hall and a menu is prepared. As campers, we will be responsible for food prep and cleanup. Maintaining a galley is part of the rank requirements for Sea Scouts so our youth and adults will pitch in for the dining hall duties as necessary.

Planned menu (subject to change)

- Friday lunch: chicken nuggets, baked mac & cheese, salad bar
- Friday dinner: chili, ribs, cornbread, salad bar
- Friday cracker barrel: cheese, crackers, meat tray, leftover ribs and chicken
- Saturday breakfast: pancakes with blueberry compote, ricotta cream cheese, sausage
- Saturday lunch: Burgers, fries, salad bar
- Saturday dinner: Chicken noodle soup (from scratch), salad bar

We've received notice of a few special needs meals and are working to meet them. Please notify us if you have special meal requirements. If you prefer to make your own meal arrangements, just let us know. We have refrigerator space available and can provide cooking surfaces as needed.

Overnight arrangements

Our overnight arrangements will use camp staff cabins. Staff cabins have electricity and bunks (bed and mattress). We are contacting all campers to make arrangements within BSA guidelines. You will want to bring sleeping bag and pillow but you will not need a cot or a tent.

Making overnight arrangements requires a roster of attendees. Please send name, age, and gender to paulmcdonald@sbcglobal.net if you have not done so already. We plan to send a preliminary list out so people can advise and make recommendations on any changes.

Current forecast calls for temperatures to drop below freezing. Our Camp Director has encouraged all campers to bring an electric heater for use in the cabin.

Restrooms

Restrooms with hot and cold running water and flush toilets are available in the dining hall.

Showers

The camp will have one private functioning indoor shower that operates this time of year (the pool house is closed for the winter). As a courtesy, adult and youth females get first pick to sign up for a time slot. (After all, the Law of the Sea is “Women and Children first”—so that’s the way it is.)

Camping Gear

Scouts will be responsible for their own camping gear except for there is no need for a mess kit, tent, or cot.

Uniforms

We encourage the BSA Field Uniform (commonly called “Class A”) and welcome the BSA Activity Uniform (commonly called “Class B”). We understand that some may travel a great distance to arrive at Winter Sea Camp, so please wear your choice. If either is not a possibility, you are still welcome to attend. The uniform is an encouraged but optional part of Scouting.

Patch

We are pleased to report that we have a patch for those who attend—and sad to report that it is delayed. We will have each camper create a self-addressed stamped envelope to mail your patch to you when they arrive. We are very sorry about the delay.

Health Forms

Please bring health forms A and B plus a copy of your health insurance card for the event. If you have additional special needs that require our attention please let us know. You can get these forms from the BSA Website: https://filestore.scouting.org/filestore/HealthSafety/pdf/680-001_AB.pdf

Contact information

Need help? Here's where to reach me! Put this contact information in your phone and feel free to text or email anytime.

Paul McDonald, Skipper
Sea Scout Ship Soaring Eagle 7007
913-708-3037
paulmcdonald@sbcglobal.net

Welcome to Winter Sea Camp at the Theodore Naish Scout Reservation!

Program

Schedule

Time	Length	Group Event	Scouts BSA Program	Apprentice Deep Dive	Marksmanship	Adults
Friday 29 November 2019						
0900a	0:30			Registration		
0930a	0:30			Welcome and Flag ceremony		
1000a	1:45	Program	Weather	1. Ideals	Shoot	Rest/review campsite
1145a	0:15			Break		
1200p	1:00			Lunch		
0100p	2:00	Program	Radio	3. Leadership	Shoot	Radio Observation
0300p	0:30			Break		
0330p	1:30	Program	Radio	5. Safety	Shoot	Radio Observation
0500p	0:30			Break		
0530p	1:00			Flag ceremony and dinner		
0630p	2:30	Program	Oceanography	5. Safety	Shoot	Emergency Preparedness BSA
0900p	1:00			Free time / Cracker Barrel		
1000p				Taps		
Saturday 30 November 2019						
0700a	1:00			Revile		
0800a	1:00			Flag ceremony and breakfast		
0900a	2:00	Program	Signs, Signals, and Codes	6. Marlinspike Seamanship	Shoot	James Stewart Good Citizenship
1100a	1:00			Free time		
1200p	1:00			Lunch		
0100p	2:00	Program	Welding	7. Boat Handling and 4b. Safe Swim Defense	Shoot	Introduction to Sea Scouts
0300p	0:30			Break		
0330p	1:30	Program	Review and makeup	Review and makeup	Shoot	Roundtable
0500p	0:30			Break (early dismissal for those who need to travel)		
0530p	1:30			Flag ceremony, dinner, and closing program		
0700p				Dismissal		

Learning Path 1: Scouts BSA Program

Bugling

Requirements (from merit badge pamphlet)

1. Give a brief history of the bugle.
2. Do the following:

- a. Explain and demonstrate how the bugle makes sound and explain how the bugle is related to other brass wind instruments.
- b. Compose a bugle call for your troop or patrol to signal a common group activity, such as assembling for mealtime or striking a campsite. Play the call that you have composed before your unit or patrol.
3. Sound the following bugle calls: "First Call," "Reveille," "Assembly," "Mess," "Drill," "Fatigue," "Officers," "Recall," "Church," "Swimming," "Fire," "Retreat," "To the Colors," "Call to Quarters," and "Taps."
4. Explain when each of the calls in requirement 3 is used.
5. Explain how to care for, clean, and maintain a bugle.
6. Serve as bugler in your troop for three months.

Note: A bugle, trumpet, or cornet may be used to meet these requirements.

Scouts: Be Prepared. Please come to camp prepared to meet requirements 1-5. If you have already completed requirement #6, please provide a note from your Scoutmaster to verify that you have completed the requirement. Please bring your own bugle, trumpet, or cornet if possible.

Note that Bugling is not on the schedule—Bugling requirements are completed with the counselor by appointment. You can use break times or program time, whatever works between the counselor and the scout.

Counselor: Timothy Osburn, (816) 590-1846, blues412002@yahoo.com, 6112 NW Pineridge Rd, Parkville, MO 64152

Oceanography

1. Name four branches of oceanography. Describe at least five reasons why it is important for people to learn about the oceans.
2. Define salinity, temperature, and density, and describe how these important properties of seawater are measured by the physical oceanographer. Discuss the circulation and currents of the ocean. Describe the effects of the oceans on weather and climate.
3. Describe the characteristics of ocean waves. Point out the differences among the storm surge, tsunami, tidal wave, and tidal bore. Explain the difference between sea, swell, and surf. Explain how breakers are formed.
4. Draw a cross-section of underwater topography. Show what is meant by:
 - a. Continental shelf
 - b. Continental slope
 - c. Abyssal plain

Name and put on your drawing the following: seamount, guyot, rift valley, canyon, trench, and oceanic ridge. Compare the depths in the oceans with the heights of mountains on land.

5. List the main salts, gases, and nutrients in seawater. Describe some important properties of water. Tell how the animals and plants of the ocean affect the chemical composition of seawater. Explain how differences in evaporation and precipitation affect the salt content of the oceans.

6. Describe some of the biologically important properties of seawater. Define benthos, nekton, and plankton. Name some of the plants and animals that make up each of these groups. Describe the place and importance of phytoplankton in the oceanic food chain.
7. Do ONE of the following:
 - a. Make a plankton net. Tow the net by a dock, wade with it, hold it in a current, or tow it from a rowboat.* Do this for about 20 minutes. Save the sample. Examine it under a microscope or high-power glass. Identify the three most common types of plankton in the sample.
 - b. Make a series of models (clay or plaster and wood) of a volcanic island. Show the growth of an atoll from a fringing reef through a barrier reef. Describe the Darwinian theory of coral reef formation.
 - c. Measure the water temperature at the surface, midwater, and bottom of a body of water four times daily for five consecutive days.* You may measure depth with a rock tied to a line. Make a Secchi disk to measure turbidity (how much suspended sedimentation is in the water). Measure the air temperature. Note the cloud cover and roughness of the water. Show your findings (air and water temperature, turbidity) on a graph. Tell how the water temperature changes with air temperature.
 - d. Make a model showing the inshore sediment movement by littoral currents, tidal movement, and wave action. Include such formations as high and low waterlines, low-tide terrace, berm, and coastal cliffs. Show how offshore bars are built up and torn down.
 - e. Make a wave generator. Show reflection and refraction of waves. Show how groins, jetties, and breakwaters affect these patterns.
 - f. Track and monitor satellite images available on the Internet for a specific location for three weeks. Describe what you have learned to your counselor.

(*) May be done in lakes or streams.

8. Do ONE of the following:
 - a. Write a 500-word report on a book about oceanography approved by your counselor.
 - b. Visit one of the following:
 - (1) Oceanographic research ship
 - (2) Oceanographic institute, marine laboratory, or marine aquariumWrite a 500-word report about your visit.
 - c. Explain to your troop in a five-minute prepared speech "Why Oceanography Is Important" or describe "Career Opportunities in Oceanography." (Before making your speech, show your speech outline to your counselor for approval.)
9. Describe four methods that marine scientists use to investigate the ocean, underlying geology, and organisms living in the water.

Scouts:

- Be prepared: have requirement 8 completed upon arrival.

Radio

1. Explain what radio is. Then discuss the following:
 - (a) The differences between broadcast radio and hobby radio
 - (b) The differences between broadcasting and two-way communications

- (c) Radio station call signs and how they are used in broadcast radio and amateur radio
 - (d) The phonetic alphabet and how it is used to communicate clearly
2. Do the following:
- (a) Sketch a diagram showing how radio waves travel locally and around the world.
 - (b) Explain how the radio stations WWV and WWVH can be used to help determine what you can expect to hear when you listen to a shortwave radio.
 - (c) Explain the difference between a distant (DX) and a local station.
 - (d) Discuss what the Federal Communications Commission (FCC) does and how it is different from the International Telecommunication Union.
3. Do the following:
- (a) Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3,000 megahertz (MHz).
 - (b) Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.
 - (c) Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), and public service (police and fire).
4. Explain how radio waves carry information. Include in your explanation: transceiver, transmitter, receiver, amplifier, and antenna.
5. Do the following:
- (a) Explain the differences between a block diagram and a schematic diagram.
 - (b) Draw a block diagram for a radio station that includes a transceiver, amplifier, microphone, antenna, and feed line.
 - (c) Discuss how information is sent when using amplitude modulation (AM), frequency modulation (FM), continuous wave (CW) Morse Code transmission, single sideband (SSB) transmission, and digital transmission.
 - (d) Explain how NOAA Weather Radio (NWR) can alert you to danger.
 - (e) Explain how cellular telephones work. Identify their benefits and limitations in an emergency.
6. Explain the safety precautions for working with radio gear, including the concept of grounding for direct current circuits, power outlets, and antenna systems.
7. Visit a radio installation (an amateur radio station, broadcast station, or public service communications center, for example) approved in advance by your counselor. Discuss what types of equipment you saw in use, how it was used, what types of licenses are required to operate and maintain the equipment, and the purpose of the station.
8. Find out about three career opportunities in radio. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.
9. Do ONE of the following (a OR b OR c OR d):
- (a) Amateur Radio
 - (1) Tell why the FCC has an amateur radio service. Describe activities that amateur radio operators can do on the air, once they have earned an amateur radio license.
 - (2) Explain differences between the Technician, General, and Extra Class license requirements and privileges. Explain who administers amateur radio exams.

- (3) Explain at least five Q signals or amateur radio terms.
- (4) Explain how you would make an emergency call on voice or Morse code.
- (5) Explain the differences between handheld transceivers and home "base" transceivers. Explain the uses of mobile amateur radio transceivers and amateur radio repeaters.
- (6) Using proper call signs, Q signals, and abbreviations, carry on a 10-minute real or simulated amateur radio contact using voice, Morse code, or digital mode. (Licensed amateur radio operators may substitute five QSL cards as evidence of contacts with five amateur radio operators.) Properly log the real or simulated ham radio contact, and record the signal report.

(b) Radio Broadcasting

- (1) Discuss with your counselor FCC broadcast regulations. Include power levels, frequencies, and the regulations for low-power stations.
- (2) Prepare a program schedule for radio station "KBSA" of exactly one half hour, including music, news, commercials, and proper station identification. Record your program on audiotape or in a digital audio format, using proper techniques.
- (3) Listen to and properly log 15 broadcast stations. Determine the program format and target audience for five of these stations.
- (4) Explain to your counselor at least eight terms used in commercial broadcasting, such as segue, cut, fade, continuity, remote, Emergency Alert System, network, cue, dead air, PSA, and playlist.
- (5) Discuss with your counselor alternative radio platforms such as internet streaming, satellite radio, and podcasts.

(c) Shortwave and Medium-Wave Listening

- (1) Listen across several shortwave bands for four one-hour periods—at least one period during daylight hours and at least one period at night. Log the stations properly and locate them geographically on a map, globe, or web-based mapping service.
- (2) Listen to several medium-wave stations for two one-hour periods, one period during daylight hours and one period at night. Log the stations properly and locate them on a map, globe, or web-based mapping service.
- (3) Compare your daytime and nighttime shortwave logs; note the frequencies on which your selected stations were loudest during each session. Explain differences in the signal strength from one period to the next.
- (4) Compare your medium-wave broadcast station logs and explain why some distant stations are heard at your location only during the night.
- (5) Demonstrate listening to a radio broadcast using a smartphone/cell phone. Include international broadcasts in your demonstration.

(d) Amateur Radio Direction Finding

- (1) Describe amateur radio direction finding and explain why direction finding is important as both an activity and in competition.
- (2) Describe what frequencies and equipment are used for ARDF or fox hunting.

- (3) Build a simple directional antenna for either of the two frequencies used in ARDF.
- (4) Participate in a simple fox hunt using your antenna along with a provided receiver.
- (5) Show, on a map, how you located the “fox” using your receiver.

Scouts:

Counselor: Kristen Christensen

Signs, Signals, and Codes

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 in the outdoors or trying to summon assistance during a disaster. Illustrate these signaling examples by the use of 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.
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. Aircraft carrier catapult crew signals
 - d. Cyclist's hand signals
 - e. An activity selected by you and your counselor
9. Share with your counselor 10 examples of symbols used in everyday life. Design your own symbol. Share it with your counselor and explain what it means. Then do the following:
 - a. Show examples of 10 traffic signs and explain their meaning.
 - b. Using a topographical map, explain what a map legend is and discuss its importance. Point out 10 map symbols and explain the meaning of each.
 - c. Discuss text-message symbols and why they are commonly used. Give examples of your favorite 10 text symbols or emoticons. Then see if your counselor or parent can identify the meaning or usage of each symbol.
10. Briefly discuss the history of secret code writing (cryptography). Make up your own secret code and write a message of up to 25 words using this code. Share the message with a friend or fellow Scout. Then share the message and code key with your counselor and discuss the effectiveness of your code.

Scouts:

Counselor: Kristen Christensen

Weather

1. Define meteorology. Explain what weather is and what climate is. Discuss how the weather affects farmers, sailors, aviators, and the outdoor construction industry. Tell why weather forecasts are important to each of these groups.
2. Name five dangerous weather-related conditions. Give the safety rules for each when outdoors and explain the difference between a severe weather watch and a warning. Discuss the safety rules with your family.
3. Explain the difference between high- and low-pressure systems in the atmosphere. Tell which is related to good and to poor weather. Draw cross sections of a cold front and a warm front, showing the location and movements of the cold and warm air, the frontal slope, the location and types of clouds associated with each type of front, and the location of precipitation.
4. Tell what causes wind, why it rains, and how lightning and hail are formed.
5. Identify and describe clouds in the low, middle, and upper levels of the atmosphere. Relate these to specific types of weather.
6. Draw a diagram of the water cycle and label its major processes. Explain the water cycle to your counselor.
7. Identify some human activities that can alter the environment and describe how they affect the climate and people.
8. Describe how the tilt of Earth's axis helps determine the climate of a region near the equator, near the poles, and across the area in between.

9. Do ONE of the following:
 - (a) Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, and internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.
 - (b) Visit a National Weather Service office or talk with a local radio or television weathercaster, private meteorologist, local agricultural extension service officer, or university meteorology instructor. Find out what type of weather is most dangerous or damaging to your community. Determine how severe weather and flood warnings reach the homes in your community.
10. Give a talk of at least five minutes to a group (such as your unit or a Cub Scout pack) explaining the outdoor safety rules in the event of lightning, flash floods, and tornadoes. Before your talk, share your outline with your counselor for approval.
11. Find out about a weather-related career opportunity that interests you. Discuss with and explain to your counselor what training and education are required for such a position, and the responsibilities required of such a position.

Scouts: To complete the merit badge, you have to complete requirement 10 before attending. You can share your outline with your counselor by sending it to paulmcdonald@sbcglobal.net.

Counselor: Paul McDonald, 913-708-3037, paulmcdonald@sbcglobal.net, 15444 Robinson Street, Overland Park, KS 66223

Welding

1. Do the following:
 - a. Explain to your counselor the hazards you are most likely to encounter while welding, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.
 - b. Show that you know first aid for, and the prevention of, injuries or illnesses that could occur while welding, including electrical shock, eye injuries, burns, fume inhalation, dizziness, skin irritation, and exposure to hazardous chemicals, including filler metals and welding gases.
2. Do the following:
 - a. With your counselor, discuss general safety precautions and Safety Data Sheets related to welding. Explain the importance of the SDS.
 - b. Describe the appropriate safety gear and clothing that must be worn when welding. Then, present yourself properly dressed for welding—in protective equipment, clothing, and footwear.
 - c. Explain and demonstrate the proper care and storage of welding equipment, tools, and protective clothing and footwear.
3. Explain the terms welding, electrode, slag, and oxidation. Describe the welding process, how heat is generated, what kind of filler metal is added (if any), and what protects the molten metal from the atmosphere.

4. Name the different mechanical and thermal cutting methods. Choose one method and describe how to use the process. Discuss one advantage and one limitation of this process.
5. Do the following:
 - a. Select two welding processes and make a list of the different components of the equipment required for each process. Discuss one advantage and one limitation for each process.
 - b. Choose one welding process. Set up the process you have chosen, including gas regulators, work clamps, cables, filler materials, and equipment settings. Have your counselor inspect and approve the area for the welding process you have chosen.
6. After successfully completing requirements 1 through 5, use the equipment you prepared for the welding process in 5b to do the following:
 - a. Using a metal scribe or soapstone, sketch your initial onto a metal plate, and weld a bead on the plate following the pattern of your initial.
 - b. Cover a small plate (approximately 3" x 3" x ¼") with weld beads side by side.
 - c. Tack two plates together in a square groove butt joint.
 - d. Weld the two plates together from 6c on both sides.
 - e. Tack two plates together in a T joint, have your counselor inspect it, then weld a T joint with fillet weld on both sides.
 - f. Tack two plates together in a lap joint, have your counselor inspect it, then weld a lap joint with fillet weld on both sides.
7. Do the following:
 - a. Find out about three career opportunities in the welding industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor and explain why the profession might interest you.
 - b. Discuss the role of the American Welding Society in the welding profession.

Counselor: Tommy Dudley

[Apprentice Deep Dive](#)

All Apprentice rank requirements

- 1. Ideals**
 - a. Qualify as a member of your Sea Scout ship by taking part in the ship's admission ceremony.
 - b. Repeat from memory and discuss with an adult leader, an Able Scout or a Quartermaster Scout the Scout Oath and Law and the Sea Promise, and agree to carry out the provisions of your ship's code and bylaws.
 - c. Demonstrate acceptable courtesies used aboard a Sea Scout vessel.
 - d. Demonstrate the proper procedure for boarding a Sea Scout vessel and landship.
- 2. Active Membership**
 - a. Provide evidence that you are fulfilling your financial obligations to your ship, including helping with fund-raisers. Note: Check with your ship's purser.
 - b. Obtain a Sea Scout uniform. Describe the Sea Scout uniforms. Tell how and when to wear the uniforms; and explain care of uniforms.
 - c. Meet your ship's bylaws requirement for active participation in your ship's meetings and activities for three months.
- 3. Leadership**
 - a. Describe your ship's organization, including the youth and adult leadership positions.

- b. Demonstrate your ability to identify insignia of youth and adult leadership positions. Explain the chain of command in your ship.

4. Swimming

- a. Jump feet first into water over your head, swim 75 yards/meters in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards/meters using the elementary backstroke. The 100 yards/meters must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating on your back, remaining as motionless as possible.
- b. Discuss the BSA Safe Swim Defense plan and explain how it is used to protect Sea Scouts and other groups during swimming activities.

5. Safety

- a. Explain the uses, advantages, and disadvantages of the various types of Coast Guard-approved life jackets. Demonstrate the proper use and care of life jackets used by your ship. Discuss your state's boating laws as they relate to life jacket wear.
- b. Identify visual day and night marine distress signals, and know their location and the proper use for your ship's vessel(s).
- c. Use the Distress Communications Form to demonstrate the procedure to send the following VHF emergency messages: Mayday, Pan Pan, and Security.
- d. Know the safety rules that apply to vessels and equipment used by your ship, and safety standards in the use of power tools, machinery, lifting heavy objects, and other safety devices used by your ship.

6. Marlinspike Seamanship

Using both large and small lines, tie and explain the use of the following knots: overhand, square, figure eight, bowline, two half hitches, clove hitch, sheet bend, and cleat hitch.

7. Boat Handling

- a. Name the principal parts of a typical sailboat and a runabout.
- b. Describe the identifying characteristics of a sloop, ketch, yawl, cutter, and schooner.
- c. Demonstrate the ability to use a heaving line.

8. Service

- a. Log at least 8 hours of work on ship equipment, projects, or activities other than ship meetings, parties, dances, or fun events.
- b. Participate with your ship for at least 8 hours in community service projects.

9. Attend a Skippers Conference

10. Successfully complete your bridge of review for Apprentice rank.

The Apprentice Deep Dive program covers requirements 1, 3, 5, 6, and 7.

Sea Scout Marksmanship Program

We will be working with the RIFLE portion of the Sea Scout Marksmanship program. You can view the details of this program here:

<https://seascout.org/news/sea-scout-marksmanship-program/>

Adult Leader Program

Emergency Preparedness BSA

Do any three of the following:

1. Provide input to develop or improve an emergency preparedness program plan and kit for your home and be sure all family members know the plan.
2. Participate actively in preparing an emergency action plan for your Scouting unit meeting place. (This includes all locations where you might have a meeting.)

3. Put together a unit emergency kit to be kept at your unit meeting location. (This includes all locations where you might have a meeting.)
4. Take a basic first-aid/CPR/AED course.
5. Participate as an active volunteer in a community agency responsible for disaster preparedness.
6. Complete Introduction to Incident Command System.

<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>

Details at <https://www.scouting.org/awards/awards-central/emergency-preparedness/>

James M. Stewart Good Citizenship Award

We will be presenting an overview of this program so you can take it back to your home units as a part of your Citizenship program. We will include outline and details to help you complete the program as a unit, patrol, or individually.

Details are here: <https://www.jimmy.org/scouts-bsa/>

Introduction to Sea Scouts

We will have an open forum and discussion sessions on how you can add Sea Scouts to your unit successfully to strengthen your program.