Search and Rescue

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.
The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.
No one may add or subtract from the official requirements found in ***Boy Scout Requirements*** (Pub. 33216 – SKU 34765).
The requirements were last issued or revised in **2006** • This workbook was updated in May 2013.

Scout's Name:_____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

http://www.USScouts.Org • http://www.MeritBadge.Org

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

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1. Do the following:

   a. Explain to your counselor the hazards you are most likely to encounter while participating in search and rescue (SAR) activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards..

Hazards:	

What you should do :

Anticipate	
Prevent	
Mitigate	
Respond	

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b. Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in SAR activities, including: snakebites, dehydration, shock, environmental emergencies such as hypothermia or heatstroke, blisters, and ankle and knee sprains.

Snakebites:	
Dehydration:	
Shock:	
Hypothermia:	
Heatstroke:	
Blisters:	
Ankle sprains:	
Knee sprains:	

2. Demonstrate knowledge to stay found and prevent yourself from becoming the subject of a SAR mission:

   a. How does the buddy system help in staying found and safe?

   b. How can knowledge of the area and its seasonal weather changes affect your plans?

c. Explain how the Ten Essentials are similar to a “ready pack.”

3. Discuss the following with your counselor:

a. The difference between search and rescue.

b. The difference between PLS (place last seen) and LKP (last known point).

PLS	
LKP	

c. The meaning of these terms:.

1. AFRCC (Air Force Rescue Coordination Center)	
2. IAP (Incident Action Plan)	
3. ICS (Incident Command System)	
4. Evaluating search urgency	
5. Establishing confinement	
6. Scent item	
7. Area air scent dog	
8. Briefing and debriefing	

4. Find out who in your area has authority for search and rescue and what their responsibilities are.

   Who: _____

   Responsibilities:

   Discuss this with your counselor, and explain the official duties of a search and rescue team.

5. ☐ Complete the training for ICS-100, Introduction to Incident Command System.

   ☐ Print out the certificate of completion and show it to your counselor.

   Discuss with your counselor how the ICS compares with Scouting's patrol method.

6. Identify four types of search and rescue teams and discuss their use or role with your counselor.

1.	
2.	
3.	
4.	

Then do the following:

a. Interview a member of one of the teams you have identified above, and learn how this team contributes to a search and rescue operation. Discuss what you learned with your counselor.

b. Describe the process and safety methods of working around at least two of the specialized SAR teams you identified above.

1.	
2.	

c. Explain the differences between wilderness, urban, and water SARs..

Wilderness SAR	
Urban SAR	
Water SAR	

7. Discuss the Universal Transverse Mercator (UTM) system, latitude, and longitude.

UTM System:	
Lattitude:	
Longitude:	

Then do the following:

- ☐ a. Using a 1:24,000 scale USGS topographic map, show that you can identify a location of your choice using UTM coordinates..
- ☐ b. Using a 1:24,000 scale map, ask your counselor to give you a UTM coordinate on the map, then identify that location.
- ☐ c. Show that you can identify your current location using the UTM coordinates on your Global Positioning System unit and verify it on a 1:24,000 scale map..
- ☐ d. Determine a hypothetical place last seen, and point out an area on your map that could be used for containment using natural or human-made boundaries..

8. Choose a hypothetical scenario, either one presented in this merit badge pamphlet or one created by your counselor.

Scenario: _____

Then do the following

a. Complete an incident objectives form for this scenario.

b. Complete an Incident Action Plan (IAP) to address this scenario.

c. Discuss with your counselor the behavior of a lost person and how that would impact your incident action plan (for example, the differences between searching for a young child versus a teen)...

d. After completing 8a–8c, discuss the hypothetical scenario with your counselor

9. Discuss with your counselor the terms hasty team and hasty search.

Hasty team:	
Hasty search:	

Then do the following:

☐ a. Plan and carry out a practice hasty search—either urban or wilderness—for your patrol or troop. Include the following elements in the search: clue awareness, evidence preservation, tracking the subject, and locating the subject using attraction or trail sweep.

☐ b. When it's over, hold a team debriefing to discuss the hasty search.

Discuss problems encountered, successful and unsuccessful tactics, and ideas for improvement.

10. Find out about three career or volunteer opportunities in search and rescue.

1.	
2.	
3.	

Pick one and find out the education, training, and experience required for this professional or volunteer position.

Opportunity:	
Education:	
Training :	
Experience:	

Discuss this with your counselor, and explain why this position might interest you..

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Search and Rescue#Requirement resources

Attachment – (NOTE: It is not necessary to print this page.)

Important excerpts from the *'Guide To Advancement'*, No. 33088:

Effective January 1, 2012, the *'Guide to Advancement'* (which replaced the publication *'Advancement Committee Policies and Procedures'*) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — Unauthorized Changes to Advancement Program**

  No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. (There are limited exceptions relating only to youth members with disabilities. For details see section 10, "Advancement for Members With Special Needs".)

- **[Inside front cover, and 7.0.1.1] — The *'Guide to Safe Scouting'* Applies**

  Policies and procedures outlined in the *'Guide to Safe Scouting',* No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]

- **[7.0.3.1] — The Buddy System and Certifying Completion**

  Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

- **[7.0.3.2] — Group Instruction**

  It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to "guest experts" assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

  There must be attention to each individual's projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like "show," "demonstrate," or "discuss," then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[7.0.3.3] — Partial Completions**

  Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a "partial." In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor's portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.