

**Disclaimer** - This is a list of items that will most likely not be covered in class. Some items are pre requisites and some are post requisites. Each counselor has the discretion on how to credit work done prior to class. Reports will be sent out at the end of camp. It is the responsibility of the scout to find a merit badge counselor to sign off on any incomplete requirements.

### **Citizenship in the Community**

2. Do the following:

- a. On a map of your community or using an electronic device, locate and point out the following:
  - (1) Chief government buildings such as your city hall, county courthouse, and public works/services facilities
  - (2) Fire station, police station, and hospital nearest your home
  - (3) Parks, playgrounds, recreation areas, and trails
  - (4) Historical or other points of interest

3. Do the following:

- a. Attend a meeting of your city, town, or county council or school board; OR attend a municipal, county, or state court session.
- b. Choose one of the issues discussed at the meeting where a difference of opinions was expressed, and explain to your counselor why you agree with one opinion more than you do another one.

5. With the approval of your counselor and a parent, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.

8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.

### **Citizenship in the Nation**

2. Do TWO of the following:

- a. Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.
- b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and its history.
- c. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.
- d. Choose a national monument that interests you. Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.

3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor. Choose one of the issues and explain how it affects you and your family.

### **Citizenship in the World**

7. Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:

- a. Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.
- b. Visit the website of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

### **Communication**

1. Do ONE of the following:

(a) For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers, listening to the radio or podcasts, watching television, using social media, reading books and other print media, and using any electronic communication device. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communication skills.

(b) For three days, keep a journal of your listening experiences. Identify one example of each of the following, and discuss with your counselor when you have listened to:

- (1) Obtain information
- (2) Be persuaded
- (3) Appreciate or enjoy something
- (4) Understand someone's feelings

4. Interview someone you know fairly well, like, or respect because of his or her position, talent, career, or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak. Show how you would call to invite this person to speak.

5. Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.

6. With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.

7. Do ONE of the following:

(a) Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email, or regular mail.

(b) Create a webpage or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration, and one link to some other webpage or blog that would be helpful to someone who visits the webpage or blog you have created. It is not necessary to post your webpage or blog to the internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.

(c) Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your troop or crew, class at school, or other group. Include at least one article and one photograph or illustration.

8. Plan a troop or crew court of honor, campfire program, or interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.

### **Environmental Science**

4. Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:

(a) Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Report to your counselor orally or in writing the biodiversity and population density of these study areas.

(b) Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Discuss your observations with your counselor.

### **Emergency Preparation**

1. Earn the First Aid merit badge

2. (c) Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

6. (c) Find out who is your community's emergency management director and learn what this person does to prevent, protect, mitigate, respond to, and recover from emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.

7. Do the following:

- (a) Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
  - (b) Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.
8. (b) Prepare a personal emergency service pack for a mobilization call. Prepare a family emergency kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.
9. Do ONE of the following:
- (a) Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected.
  - (b) Review or develop a plan of escape for your family in case of fire in your home.
  - (c) Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose.

## **Family Life**

### **Personal Management**

1. Do the following:
- (a) Choose an item that your family might want to purchase that is considered a major expense.
2. Do the following:
- (a) Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings for a period of 13 consecutive weeks.
  - (b) Compare expected income with expected expenses.
    - (1) If expenses exceed budget income, determine steps to balance your budget.
    - (2) If income exceeds budget expenses, state how you would use the excess money (new goal, savings).
  - (c) Track and record your actual income, expenses, and savings for 13 consecutive weeks (the same 13-week period for which you budgeted). (You may use the forms provided in this pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your merit badge counselor.
  - (d) Compare your budget with your actual income and expenses to understand when your budget worked and when it did not work. With your merit badge counselor, discuss what you might do differently the next time.
8. Demonstrate to your merit badge counselor your understanding of time management by doing the following:
- (a) Write a “to do” list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.
  - (b) Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or place of worship or club meetings, then plan when you will do all the tasks from your “to do” list between your set activities.

(c) Follow the one-week schedule you planned. Keep a daily diary or journal during each of the seven days of this week's activities, writing down when you completed each of the tasks on your "to do" list compared to when you scheduled them.

(d) With your merit badge counselor, review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. Discuss what you might do differently the next time.

9. Prepare a written project plan demonstrating the steps below, including the desired outcome. This is a project on paper, not a real-life project. Examples could include planning a camping trip, developing a community service project or a school or religious event, or creating an annual patrol plan with additional activities not already included in the troop annual plan. Discuss your completed project plan with your merit badge counselor.

(a) Define the project. What is your goal?

(b) Develop a timeline for your project that shows the steps you must take from beginning to completion.

(c) Describe your project.

(d) Develop a list of resources. Identify how these resources will help you achieve your goal.

(e) Develop a budget for your project.

### **Camping**

3. Make a written plan\* for an overnight trek and show how to get to your camping spot by using a topographical map and one of the following:

(a) A compass

(b) A GPS receiver\*\*

(c) A smartphone with a GPS app\*

4. Do the following:

(a) Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.

(b) Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.

5. (e) Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.

6. Do the following:

(a) Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent.

(e) Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.

9. Show experience in camping by doing the following:

(a) Camp a total of at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement.

Sleep each night under the sky or in a tent you have pitched. If the camp provides a tent that has already been pitched, you need not pitch your own tent.

(b) On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.

- (1) Hike up a mountain, gaining at least 1,000 vertical feet.
- (2) Backpack, snowshoe, or cross-country ski for at least 4 miles.
- (3) Take a bike trip of at least 15 miles or at least four hours.
- (4) Take a non motorized trip on the water of at least four hours or 5 miles.
- (5) Plan and carry out an overnight snow camping experience.
- (6) Rappel down a rappel route of 30 feet or more.

(c) Perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

4. Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you kept your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Then do the following:

- a. Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
- b. Share and discuss your meal plan and shopping list with your counselor.
- c. Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.\*
- d. Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor
- e. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.

5. Camp cooking. Do the following:

- a. Using the MyPlate food guide or the current USDA nutrition model, plan five meals for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. These five

meals must include at least one breakfast, one lunch, one dinner, AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals.

b. Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal.

c. Share and discuss your meal plan and shopping list with your counselor.

d. In the outdoors, using your menu plans for this requirement, cook two of the five meals you planned using either a lightweight stove or a low-impact fire. Use a different cooking method from requirement 3 for each meal. You must also cook a third meal using either a Dutch oven OR a foil pack OR kabobs. Serve all of these meals to your patrol or a group of youth.\*\*

e. In the outdoors, prepare a dessert OR a snack and serve it to your patrol or a group of youth.\*\*

f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

g. Explain to your counselor how you cleaned the equipment, utensils, and the cooking site thoroughly after each meal. Explain how you properly disposed of dishwater and of all garbage.

h. Discuss how you followed the Outdoor Code and no-trace principles when preparing your meals. \*\*

6. Trail and backpacking meals. Do the following:

a. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must not require refrigeration and are to be consumed by three to five people (including you). Be sure to keep in mind any special needs (such as food allergies) and how you will keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

b. Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.

c. Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.

d. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).\*\*

e. After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.

f. Discuss how you followed the Outdoor Code and no-trace principles during your outing.

Explain to your counselor how you cleaned any equipment, utensils, and the cooking site after each meal. Explain how you properly disposed of any dishwater and packed out all garbage.

### **Hiking**

3. Explain how hiking is an aerobic activity. Develop a plan for conditioning yourself for 10-mile hikes, and describe how you will increase your fitness for longer hikes.

4. Take the five following hikes, each on a different day, and each of continuous miles. These hikes MUST be taken in the following order:

One 5-mile hike

Three 10-mile hikes

One 15-mile hike

You may stop for as many short rest periods as needed, as well as one meal, during each hike, but not for an extended period (example: overnight). Prepare a written hike plan before each hike and share it with your Scoutmaster or a designee. Include map routes, a clothing and equipment list, and a list of items for a trail lunch.\*

### **Sustainability**

1. Before starting work on any other requirements for this merit badge, write in your own words the meaning of sustainability. Explain how you think conservation and stewardship of our natural resources relate to sustainability. Have a family meeting, and ask family members to write down what they think sustainability means. Be sure to take notes. You will need this information again for requirement 5.

The other requirements will be discussed with your counselor and requirements will need to be finished after the class.