

Camp Turrell

Welcome to the Wilderness

2023 Merit Badge Prerequisites Guide



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Merit Badge Registration

We believe that every Scout should have the opportunity to pursue any merit badge offered in our camp, regardless of demand. We offer several merit badges at multiple times to accommodate your Scouts and their merit badge pursuits. We will also use a pre-registration program for merit badges so that we may accommodate our Scouts and plan accordingly.

Please be sure to review the Merit Badge Prerequisites Guide for any program requirements that should be addressed before or after camp in order to satisfy completion. Please keep in mind these general guidelines as you prepare your Scouts:

- 1.** Preview the requirements for all of our merit badge workshops, as per the most recent BSA Merit Badge Requirements book. Be sure to carefully review your Scouts' schedules to avoid scheduling conflicts. Scouts should have equal opportunities to pursue merit badges as well as engage in open programs and other activities in camp.
- 2.** Help your Scouts choose merit badges that are age/rank appropriate. Merit badges like Programming and Lifesaving should be pursued by older Scouts with a minimum of Second Class rank.
- 3.** Encourage your Scouts to acquire and read their merit badge pamphlets prior to camp. We would like to help your Scouts earn the merit badges they have chosen to pursue, so please ***Be Prepared.***
- 4.** Some merit badges require additional supplies that can be purchased at the Trading Post. Be sure to review each Scout's merit badge workshops and let parents know approximately how much money will be needed for the program. We recommend each scout brings approximately \$50 to camp for merit badge supplies, snacks in the trading post, and souvenirs.

Please note that some of our merit badges will result in partials only. Examples of merit badges that will result in partials include Sustainability and Orienteering. Our goal here is provide scouts solid foundations in these merit badges so that they may complete them more easily at home.

Merit badge registration will be open on Black Pug



Merit Badge Prerequisites

Program Year 2023

The following is a listing of the merit badges for which some items should be completed **BEFORE** arrival at camp. In addition, some merit badges also require some additional work to be completed **AFTER** camp with your merit badge counselor. It is the responsibility of the Scout and Scoutmaster to review all requirements for selected merit badges. Please refer to the most current merit badge guide for any workshops you are registering for.

AQUATICS

Lifesaving:

2. Before doing requirements 3 through 15:
 - a. Earn the Swimming merit badge.

OUTDOOR SKILLS

Wilderness Survival:

5. Put together a personal survival kit and explain how each item in it could be useful

Camping:

- 4b. 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.
- 5e. Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
- 7b. Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.
- 8d. Cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.
- 9a. Camp a total of at least 20 days and 20 nights. Sleep each night under the sky or in a tent you have pitched. The 20 days and 20 nights must be at a designated Scouting activity or event. You may use a week of long-term camp toward this requirement. If the camp provides a tent that has already been pitched, you need not pitch your own tent.
- 9b. 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.

Orienteering:

7. Do the following:
 - a. Take part in three orienteering events. One of these must be a cross-country course.
 - b. After each event, write a report with (1) a copy of the master map and control description sheet, (2) a copy of the route you took on the course, (3) a discussion of how you could improve your time between control points, and (4) a list of your major weaknesses on this course. Describe what you could do to improve.
10. Teach orienteering techniques to your patrol, troop or crew.

Paul Bunyan Award:

3. Earn the Totin' Chip.
4. Help a Scout or patrol earn the Totin' Chip, and demonstrate to them the value of proper wood-tools use.

Cooking:

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.

2c. Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the My Plate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.

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. Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine 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 better planning and preparation help ensure a successful meal.

6. Trail and backpacking meals. Do the following:

- a.** Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). 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 adjustment that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.
- f.** Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.

X-TREME SPORTS/FIELD SPORTS

Personal Fitness:

- 1b.** Have a dental examination. Get a statement that teeth have been checked and cared for.
- 6.** Before doing requirements 7 and 8, do the following:
 - a.** Complete the aerobic fitness, flexibility, and muscular strength tests along with the body composition evaluation as described in the Personal Fitness merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.
- 7.** Outline a comprehensive 12-week physical fitness program using the results of your fitness tests. Be sure your program incorporates the endurance, intensity, and warm-up guidelines discussed in the Personal Fitness merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parents.
- 8.** Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam, or biked; how many exercise repetitions you completed; your exercise heart rate; etc.). Keep a log of your weekly healthy eating goals. Repeat the aerobic fitness, muscular strength, and flexibility tests every four weeks and record your results. After the 12th week, repeat all of the required activities in each of the three test categories, record your results, and show improvement in each one. Discuss how well you met your healthy eating goals over these 12 weeks. Discuss the meaning and benefit of your experience and describe your long-term plans regarding your personal fitness.



First Aid:

1. Knowledge of all first aid requirements for Tenderfoot, 2nd Class, and 1st Class ranks.
5. Do the following:
 - (a) Prepare a first aid kit for your home. Display and discuss its contents with your counselor.
 - (b) With an adult leader, inspect your troop's first aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader.

Search and Rescue:

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

Emergency Preparedness:

1. Earn the First Aid merit badge.
- 2c. 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.
- 6c. Find out who is your community's emergency management director and learn what this person does to prepare for, respond to, recover from, prevent, and mitigate emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.
- 7a. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
- 8b. Prepare a personal emergency service pack for a mobilization call. Prepare a family kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed.

ATV:

******There is an **ATV E-course** that **must** be completed prior to camp in order for any scout or leader to ride the ATVs. The course takes approximately 1 – 2.5 hours and can be found at:
<https://atvsafety.org/atv-ecourse/> ******

NATURE

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.
2. Do the following:
Water. Do A AND either B OR C.



A. Develop and implement a plan that attempts to reduce your family's water usage. As a family, discuss water usage. To aid in your discussion, if past water bills are available, you may choose to examine a few. As a family, choose three ways to help reduce water consumption. Implement those ideas for one month. Share what you learn with your counselor and tell how you think your plan affected your family's water usage.

Food. Do A AND either B OR C.

A. Develop and implement a plan that attempts to reduce your household food waste. Establish a baseline and then track and record your results for two weeks. Report your results to your family and counselor.

Community. Do A AND either B OR C.

B. With your parent's permission and your counselor's approval, interview a local architect, engineer, contractor, or building materials supplier. Find out the factors that are considered when using sustainable materials in renovating or building a home. Share what you learn with your counselor.

C. Review a current housing needs assessment for your town, city, county, or state. Discuss with your counselor how birth and death rates affect sufficient housing, and how a lack of housing—or too much housing—can influence the sustainability of a local or global area

Energy. Do A AND either B OR C.

B. Develop and implement a plan that attempts to reduce consumption for one of your family's household utilities. Examine your family's bills for that utility reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption and be a better steward of this resource. Implement those ideas for one month. Share what you learn with your counselor, and tell how your plan affected your family's usage.

C. Evaluate your family's fuel and transportation usage. Review your family's transportation-related bills (gasoline, diesel, electric, public transportation, etc.) reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption and be a better steward of this resource. Implement those ideas for one month. Share what you learn with your counselor, and tell how your plan affected your family's transportation habits.

Stuff. Do A AND either B OR C.

A. Keep a log of the "stuff" your family purchases (excluding food items) for two weeks. In your log, categorize each purchase as an essential need (such as soap) or a desirable want (such as a DVD). Share what you learn with your counselor.

4. Explore **TWO** of the following categories. Have a discussion with your family about the two you select. In your discussion, include your observations, and best and worst practices. Share what you learn with your counselor.

A. Plastic waste. Discuss the impact plastic waste has on the environment (land, water, air). Learn about the number system for plastic recyclables, and determine which plastics are more commonly recycled. Find out what the trash vortex is and how it was formed.

B. Electronic waste. Choose three electronic devices in your household. Find out the average lifespan of each, what happens to these devices once they pass their useful life, and whether they can be recycled in whole or part. Discuss the impact of electronic waste on the environment.

C. Food waste. Learn about the value of composting and how to start a compost pile. Start a compost pile appropriate for your living situation. Tell what can be done with the compost when it is ready for use.



D. Species decline. Explain the term species (plant or animal) decline. Discuss the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.

E. World population. Learn how the world's population affects the sustainability of Earth. Discuss three human activities that may contribute to putting Earth at risk, now and in the future.

F. Climate change. Find a world map that shows the pattern of temperature change for a period of at least 100 years. Share this map with your counselor, and discuss three factors that scientists believe affect the global weather and temperature. Discuss with your counselor three impacts of climate change and how these changes could impact sustainability of food, water, or other resources.

5a. After completing requirements 1 through 4, have a family meeting. Discuss what your family has learned about what it means to be a sustainable citizen. Talk about the behavioral changes and life choices your family can make to live more sustainably. Share what you learn with your counselor.

Bird Study:

5. Observe and be able to identify at least 20 species of wild birds. Prepare a field notebook, making a separate entry for each species, and record the following information from your field observations and other references.

(a) Note the date and time.

(b) Note the location and habitat.

(c) Describe the bird's main feeding habitat and list two types of food that the bird is likely to eat.

(d) Note whether the bird is a migrant or a summer, winter, or year-round resident of your area.

7. Explain the function of a bird's song. Be able to identify five of the 20 species in your field notebook by song or call alone. For each of these five species, enter a description of the song or call, and note the behavior of the bird making the sound. Note why you think the bird was making the call or song that you heard.

8. Do **ONE** of the following:

(a) Go on a field trip with a local club or with others who are knowledgeable about birds in your area.

(1) Keep a list or fill out a checklist of all the birds your group observed during the field trip.

(2) Tell your counselor which birds your group saw and why some species were common and some were present in small numbers.

(3) Tell your counselor what makes the area you visited good for finding birds.

(b) By using a public library, the Internet, or contacting the National Audubon Society, find the name and location of the Christmas Bird Count nearest your home and obtain the results of a recent count.

(1) Explain what kinds of information are collected during the annual event.

(2) Tell your counselor which species are most common, and explain why these birds are abundant.

(3) Tell your counselor which species are uncommon, and explain why these were present in small numbers. If the number of birds of these species is decreasing, explain why, and what, if anything, could be done to reverse their decline.



9. Do **ONE** of the following. For the option you choose, describe what birds you hope to attract, and why.

- (a) Build a bird feeder and put it in an appropriate place in your yard or another location.
- (b) Build a birdbath and put it in an appropriate place.
- (c) Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.

Reptile & Amphibian Study:

8. Do **ONE** of the following:

(a) Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders). Whichever you chose, keep records of and report to your counselor how you cared for your animal/eggs/larvae to include lighting, habitat, temperature and humidity maintenance, and any veterinary care requirements.

(b) Choose a reptile or amphibian that you can observe at a local zoo, aquarium, nature center, or other such exhibit (such as your classroom or school). Study the specimen weekly for a period of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Discuss with your counselor how the animal you observed was cared for to include its housing and habitat, how the lighting, temperature, and humidity were maintained, and any veterinary care requirements. Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators. Also identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.

Weather:

9a. 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.

Fishing:

7. Obtain & review the regulations affecting game fishing where you live. Explain why they were adopted and what is accomplished by following them.



HANDICRAFT

Wood Carving:

2a: Earn the Totin' Chip recognition.

Sculpture:

2c: With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artist's co-op, or artist's studio. After your visits share with your counselor what you have learned. Discuss the importance of visual arts and how it strengthens social tolerance and helps stimulate cultural, intellectual, and personal development.

Art:

6: With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artist's co-op, or artist's studio. Find out about the art displayed or created there. Discuss what you learn with your counselor.

Indian Lore:

(Optional) **3d:** Visit a museum to see Indian artifacts. Discuss them with your counselor. Identify at least 10 artifacts by tribe or nation, their shape, size, and use.

(Scouts may also do 3a, 3b, or 3c ahead of time, if they do not want to do those tasks during the week. They can also bring kits for these tasks if they have a specific craft they'd like to make.)

STEM

Digital Technology:

1. Be prepared to show your counselor your current, up-to-date Cyber Chip.

****Bring a flash drive with a minimum of 16gb of storage.**

Programming:

1a. Be prepared to show your counselor your current, up-to-date Cyber Chip.

6. Careers. Find out about three career opportunities that require knowledge in programming. Pick one and find out the education, training, and experience required. Write a few paragraphs about this opportunity and be prepared to discuss it with your counselor.

****Bring a flash drive with a minimum of 16gb of storage.**

Electricity:

2. Complete an electrical home safety inspection of your home, using the checklist found in the merit badge pamphlet. Discuss what you find with your counselor.

8. Make a floor plan wiring diagram of the lights, switches, and outlets for a room in your home. Show which fuse or circuit breaker protects each one.
9. Do the following:
 - (a) Read an electric meter and, using your family's electric bill, determine the energy cost from the meter readings.
 - (b) Discuss with your family five ways in which you can conserve energy. Write about these changes.

Electronics:

6. Find out about three career opportunities in electronics that interest you. Be prepared to discuss with and explain to your counselor what training and education are needed for each position.

PROJECT SOARING EAGLE

About Project Soaring Eagle (PSE): PSE is three-hour program in the morning for older scouts that is designed to give them a boost towards earning the rank of Eagle Scout. Scouts enrolled in PSE will take a comprehensive course covering requirements for five Eagle-required badges. All scouts in PSE will have the opportunity to attend the Eagle Scout Forum on Thursday evening. This program is recommended for First Class, Star, and Life Scouts age 14 or older.

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
 - b. Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.
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.
4. Choose an issue that is important to the citizens of your community; then do the following:
 - a. Find out which branch of local government is responsible for this issue.
 - b. With your counselor's and a parent's approval, interview one person from the branch of government you identified in requirement 4a. Ask what is being done about this issue and how young people can help

- c. Share what you have learned with your counselor
- 7. Do the following:
 - a. Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.
 - b. Pick ONE of the organizations you chose for requirement 7a. Using a variety of resources (including newspapers, fliers and other literature, the Internet, volunteers, and employees of the organization), find out more about this organization.
 - c. With your counselor's and your parent's approval, contact the organization you chose for requirement 7b, and find out what young people can do to help. While working on this merit badge, volunteer at least eight hours of your time for the organization. After your volunteer experience is over, discuss what you have learned with your counselor
- 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. **(The presentation will be given at camp)**

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 the 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.
- 8. Name your two senators and the member of Congress from your congressional district. Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her. Show your letter and any response you might receive to your counselor.

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

Personal Management:

1. Do the following:

- (a)** Choose an item that your family might want to purchase that is considered a major expense.
- (b)** Write a plan that tells how your family would save money for the purchase identified in requirement 1a.
 - (1)** Discuss the plan with your merit badge counselor.
 - (2)** Discuss the plan with your family.
 - (3)** Discuss how other family needs must be considered in this plan.
- (c)** Develop a written shopping strategy for the purchase identified in requirement 1a.
 - (1)** Determine the quality of the item or service (using consumer publications or ratings systems).
 - (2)** Comparison shop for the item. Find out where you can buy the item for the best price. (Provide prices from at least two different price sources.) Call around; study ads. Look for a sale or discount coupon. Consider alternatives. Can you buy the item used? Should you wait for a sale?

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). 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.

Communication

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.

AGE REQUIREMENTS

SHOOTING SPORTS:

Rifle Shooting: 12

Shotgun Shooting: 14

ATV: 14

STEM:

Programming: 14 recommended

PROJECT SOARING EAGLE: 14 recommended