

Winter Merit Badge Camp 2017
Belk Scout Camp
Thursday, Friday, Saturday, December 15-16-17, 2017

Mecklenburg County Council is pleased to announce "Winter Camp," modeled on Summer Camp at Mecklenburg Scout Reservation and on Winter Camp programs sponsored by Councils in Charleston and Nashville. Winter Camp offers all Scouts the opportunity to work on **merit badges**. Star Scouts may participate in a **3-hour** Saturday afternoon conservation service project as required for advancement to Life Scout rank.

Scouts will camp in canvas tents in Cub World, eat heartily in the Dining Hall with meals prepared by a volunteer Cook Team, and participate in merit badge workshops. The following merit badges (with counselors and maximum enrollment) are on our schedule:

American Cultures (offered to all Scouts) - Scott Phillips, Stuart Tucker

*Citizenship in the Community - 6 - Dean Loven - one course

*Citizenship in the Nation - 6 - Dean Loven - one course

Climbing - Rob Seate - 8 - one course

*Communication - Brady Drummond-Ryan - 15 - one course

*Emergency Preparedness - Tony Bateman - 12- two courses

*Family Life - Brady Drummond-Ryan - 15 - one course

Fire Safety - Van Swepston - 12 - two courses

Inventing - Mike McCoy - 8 - two courses

*Personal Management - Kary Beaman - 8 - four courses

Photography - John Mahaffey - 8 - two courses

Scouting Heritage - Stuart Tucker - 8 - four courses

Signs, Signals, and Codes - David White - 8 - two courses

* required for Eagle

All Merit Badge Counselors will be registered with BSA as adult volunteers and will be current on BSA Youth Protection and Merit Badge Counselor registration with the Council.

Scouts will register and pay individually. Parents and unit leaders are welcome and encouraged to register and attend and camp. If a Scout does not have a parent or unit leader on site, one of the staff adults will serve as his supervising adult and Scoutmaster. Supervising adults will sleep in a tent in the campsite for safety and discipline. Scouts and leaders will follow BSA Youth protection guidelines.

Cost is \$75 per Scout. Cost for all camping adults is \$25. Cost includes food (Friday night Cracker Barrel with dessert and hot chocolate, Saturday breakfast, lunch, supper, Cracker Barrel with dessert and hot chocolate, Sunday breakfast, snacks, all meals with vegetarian options), merit badge supplies, printing costs of merit badge workbooks for all Scouts, evening movie(s), facility use fees for Dining Hall and Learning Development Center, clean up supplies, event patch.

Registering for Winter Merit Badge Camp and for Merit Badge Classes

For all merit badges, Scouts are expected to read the merit badge requirements and are expected to read the merit badge book before arriving to Winter Merit Badge Camp. In addition, most of these merit badges require significant homework before Winter Merit Badge Camp to assure blue card completions.;

Scouts: Please review requirements for merit badges that you are interested in earning before registering. Requirements for all merit badges offered at Winter MB Camp are included in this Guide.

If Scouts actively participate in Climbing, Fire Safety, Photography, and Signs, Signals, and Codes and demonstrate appropriate knowledge of the material, they may be able to complete these merit badges at Winter Camp.

American Cultures, Citizenship in the Community, Citizenship in the Nation, Communication, Emergency Preparedness, and Scouting Heritage will require homework **before** Winter Camp for blue card completions.

Family Life, Inventing, and Personal Management will require homework **after** Winter Camp for blue card completions.

Star Scouts must register in advance to participate in the Conservation Project. If a Scout attends Winter Camp merit badge classes, there is no additional charge. If a Scout comes for the Conservation Project only, there is no additional charge but he should register by notifying Dr. Stuart Tucker by sending email to stutucker@aol.com.

Registration for Winter Camp will close on Tuesday, December 12, 2017 at 5:00 pm. In the event that class registrations are so low in number for any particular merit badge that it would be impractical to teach that particular merit badge course, we will notify Scouts and leaders registered for those courses by email and offer, where possible, an alternative course not filled to capacity.

Parents are welcomed and are encouraged to register and to camp and to attend merit badge workshops. Parents can serve as two-deep leaders.

Planning merit badge registrations

Friday and Saturday nights:

All Scouts can participate in American Cultures Merit Badge and will not need to register for this course.

All day courses on Saturday:

Climbing or
Communication* or
Personal Management* and Scouting Heritage

Half-day courses on Saturday:

Scouts can sign up for 2 of these, one in the morning, one in the afternoon:

Citizenship in the Community* -- 1/2 day
Citizenship in the Nation* -- 1/2 day
Emergency Preparedness* -- 1/2 day
Fire Safety -- 1/2 day
Inventing -- 1/2 day
Photography -- 1/2 day
Signs, Signals, and Codes -- 1/2 day

Saturday afternoon:

3 hour conservation-related service project for Star Scouts

Half-day courses on Sunday:

Scouts can sign up for 1 of these:
Family Life -- 1/2 day
Scouting Heritage -- 1/2 day

* indicates a merit badge required for Eagle rank.

Online registration will open on Monday, 11/13/2017.

Star-to-Life Rank Conservation Service Project

For Star Scouts to advance to the rank of Life Scout, they must complete Life Scout rank requirement # 4:

4. While a Star Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster. At least three hours of this service must be conservation-related.

On Saturday afternoon, Star Scouts will have the opportunity to participate in a conservation-related service project. When details are finalized, Star Scouts should see approval for participation from their Scoutmasters.

Check-in will begin at 5:00 pm on Friday at the Berry Shelter near the swimming pool. All Scouts and leaders will need to turn in BSA Health and Medical Record form Parts A and B (not requiring a doctor examination).

See http://www.scouting.org/filestore/HealthSafety/pdf/680-001_AB.pdf

These health forms will be returned at check out.

In the event of illness or injury, the emergency will be assessed by Scout leaders and medical personnel on site and 911 services activated if warranted.

No parking is permitted in the camping area. Parking in the Dining Hall parking lot after gear drop-off in Cub World is suggested.

To decrease costs, to practice thrift and conservation, and to teach and to demonstrate Scout 3-pot (hot-hot-not soap-nope-reach for the bleach) dishwashing technique, all Scouts and adults must provide their own plate, bowl, cup, and eating utensils, which they will use at each meal and which they will properly clean after each meal. Official Scout gear is not required. A knife, fork, spoon, sturdy plastic plate, bowl, and cup or plastic food storage container from home will work fine for dinnerware.

Blue card requirement: Each Scout must present to the counselor a separate blue card signed by their Scoutmaster indicating permission to participate in that course. Scouts should fill out the requirement grid portion of the card and have the Merit Badge Counselor initial this section of the card for each completed requirement. When the Scout has completed all requirements, the Merit Badge Counselor must sign and date the card on 2 places. Each Scout is responsible to obtain these signatures and to turn the card in to his Scoutmaster so that merit badge can be registered and awarded.

Conservation project requirement: Each Scout must present a document indicating his Scoutmaster's approval of his participation in the Service or Conservation Project. A blue card modified to show "Service or Conservation Project" will work. At the end of Conservation Project at Winter Camp, Scouts must present their blue card for signature of the supervising adults to take back to their home troop as evidence of participation.

Partial or Full Completion: Full completion of many of these merit badges is possible IF Scouts complete above preparations before class. If a Scout does not finish all requirements, he can work with their counselor to list and initial requirements completed on their blue card for later completion with that counselor or with a registered counselor from his troop. Scouts should follow the buddy system with 2-deep adult leadership for all merit badge sessions.

Food: Scouts may pack their own snacks and eat them during breaks at the discretion of the Merit Badge Counselors. Winter Camp will also provide pack-and-go snacks at breakfast for Scouts to carry away. Eating or drinking during the class sessions will not be allowed. Please bring a reusable water bottle and a small day pack.

Clothing: Scouts are expected to wear their field uniform ("Class A" uniform) for evening meals. Scouts must wear closed-toe shoes or boots (not sandals) with socks throughout camp and to classes and to restrooms for safety. Scouts should wear layered clothing that is appropriate for outdoor winter weather. Scouts should Be Prepared for cold and wet weather.

Work clothes, not Scout uniforms, are expected for Scouts participating in the Service Project. Please bring work gloves.

Neckerchiefs and merit badge sashes and medals are not expected or required.

We will have a Recognition Ceremony for Order of the Arrow members at breakfast on Saturday. We request that all OA members wear their Scout shirts and OA sashes at that time.

Cell phones: To keep the outing in Scouting, we ask that Scouts leave all electronic devices, including cell phones, at home. If a Scout chooses to bring an electronic device to Winter Camp, he will be expected to loan his cell phone to a Scout leader for safe keeping during the rest of the camp, to be returned when Winter Camp ends.

Scouts participating in Photography Merit Badge may bring cameras for use only during the merit badge course.

Knives

Scouts will not need to use any type of pocket knife or sheathed fixed blade knife at Winter Camp. Please do not bring knives to Winter Camp. If a Scout chooses bring a knife to Winter Camp, he will be expected to loan his knife to a Scout leader for safe keeping during the rest of the camp, to be returned when Winter Camp ends.

Winter Merit Badge Camp 2017 Friday-Saturday-Sunday, December 15-16-17 Schedule

Monday, November 13 Online registration activates

Friday, December 15

5:00 pm check in at Berry Shelter near swimming pool

We will be working hard to “Keep the Outing in Scouting” by asking Scouts not to bring electronic devices to Winter Camp. For Scouts who choose to bring devices, we will ask those Scouts to store those devices with a designated Scout leader until check out on Sunday. Scouts participating in Photography Merit Badge may bring cameras for use only during the merit badge course.

Winter Camp will not provide a Friday evening meal. Scouts must eat supper before arriving or may pack supper to eat after arriving.

6:45 pm Dining Hall American Cultures MB with movie "Remember the Titans"

Philmont Recognition, Philmont Grace, Cracker Barrel, Clean up

9:40 pm Scoutmaster’s Minute

9:43 pm Scoutmaster’s Benediction

9:45 pm To tents

10:00 pm Lights out

Saturday, December 16

7:00 am Reveille

7:30 am Flag Ceremony

Pledge of Allegiance

Eagle Scout recognition

The Eagles before you welcome you to their company. All charge you to uphold your values with seriousness of purpose;

to lead but only toward the best;

to inspire others to noble ideals;

to lift up every task you do and every office you hold to your highest service to God and man;

to dedicate your abilities to the common good;

to build America on its foundation of reverence for God, unselfish citizenship, and honest work;

to live every day by the principles of the Scout Oath.

Scout Oath
Scout Law
Scout Motto
Scout Slogan
Outdoor Code

Summit Recognition, Summit Grace, Breakfast, Clean up

Eagle Scout interviews for Scouting Heritage MB

Total merit badge capacity for Saturday: 95

8:30 am to 12:00 noon

Begin all day merit badges (3.5 hours):

Climbing 8
Communication 15

Begin half-day merit badges (3.5 hours):

Citizenship in the Community 6
E Prep 12
Fire Safety 12
Inventing 8
Personal Management 8 (Group A) / Scouting Heritage 8 (Group B) 1.5 hours
Scouting Heritage 8 (Group B) / Personal Management 8 (Group A) 1.5 hours
Photography 8
Signs, Signals, and Codes 8

12:00 Noon Sea Base Recognition, Sea Base Grace, Lunch, Clean up

1:00 pm to 4:30 pm

Continue all day merit badges:

Climbing 8
Communication 15

Continue half-day merit badges:

Personal Management 8 (Group A) / Scouting Heritage 8 (Group B) 1.5 hours
Scouting Heritage 8 (Group B) / Personal Management 8 (Group A) 1.5 hours

Citizenship in the Nation 6

E Prep 12
Fire Safety 12
Inventing 8
Personal Management 8 (Group A) / Scouting Heritage 8 (Group A) 1.5 hours
Scouting Heritage 8 (Group A) / Personal Management 8 (Group A) 1.5 hours
Photography 8
Signs, Signals, and Codes 8

4:30 pm Emergency Preparedness requirement # 7a emergency drill, everyone participates
 Stop, Drop, Roll, Cool
 Tourniquet stations
 Packing stations
 Evacuation
 Active Shooter

https://www.fema.gov/media-library-data/1472672897352-d28bb197db5389e4ddedcef335d3d867/FEMA_ActiveShooter_OnePagerv1d15_508_FINAL.pdf

5:15 pm Free Time
 6:00 pm Northern Tier Recognition, Northern Tier Grace, Supper, Clean up
 7:00 pm Campfire
 Evening program:
 Semaphore demonstration
 Wigwag demonstration
 Cyber Chip?, screen addiction, more American Cultures ?

Grace, Cracker Barrel, Clean up

9:30 pm Thorns and Roses
 9:40 pm Scoutmaster's Minute
 9:43 pm Scoutmaster's Benediction
 9:45 pm To tents
 10:00 pm Lights out

Sunday, December 17

7:00 am Reveille
 7:30 am Flag Ceremony
 Pledge of Allegiance
 Scout Oath
 Scout Law
 Scout Motto
 Scout Slogan
 Outdoor Code

Order of the Arrow recognition, Order of the Arrow Grace, Breakfast, Clean up

8:15 am Worship service
 8:45 am Biblical coins presentation
 9:05 am Graduation
 9:15 am Start, Stop, Continue
 9:25 am How Cheers, Scoutmaster's Minute
 9:30 am Scoutmaster's Benediction

Total merit badge capacity for Sunday: 28

Begin half-day merit badges:

Family Life MB 16

Scouting Heritage 12

Clean up campsites, restrooms, Dining Hall, kitchen

Campsite inspections

Electronic device distribution

12:00 Noon Camp is dismissed and cleared.

Winter Merit Badge Camp 2017 Menu

Friday, 12/15/2017

Cracker Barrel

- hot chocolate from scratch
- brownie without nuts (packaged)
- cookies (packaged)
- ice cream cup

Saturday, 12/16/2017

Breakfast

- Pancakes, syrup
- roll sausage
- vegetarian sausage
- scrambled eggs
- bananas
- oranges
- individual cold cereal option
- individual hot oatmeal option
- raisin box
- dried cranberry box
- milk
- orange juice cup
- coffee (not instant), half-and-half mini-cups, sugar
- assorted jelly
- butter

Portable snacks

- Nutrigrain bars
- oatmeal raisin cookie
- Lance crackers without peanut butter
- raisin box
- dried cranberry box

Lunch

- hamburgers
- veggie burgers
- hot dogs
- sliced cheese
- buns, hamburger
- buns, hot dog
- ketchup, mustard, mayo, relish
- baked beans
- shredded lettuce
- tomatoes sliced

potato chip assortment
 cookie options
 fruit punch drink mix
 lemonade
 tea
 coffee (not instant)

Appetizer

fresh mozzarella, tomatoes, balsamic vinegar, olive oil
 cheese cubes (max 3 per Scout)
 crackers

Dinner

spaghetti, baked
 spaghetti, plain
 meat and vegetarian sauces
 garden salad buffet with dressings
 apple sauce cup
 fruit punch drink mix
 tea

Cracker Barrel 2

apple pie
 vanilla ice cream
 tiramisu cake
 hot chocolate from scratch

Sunday, 12/17/2017

Breakfast

biscuits
 beignets
 grits
 bacon
 liver mush
 vegetarian meat option
 scrambled eggs
 individual cold cereal option
 individual hot oatmeal option
 raisin box
 dried cranberry box
 milk
 orange juice cup
 coffee (not instant), half-and-half mini-cups, sugar
 assorted jelly
 butter
 bananas

oranges

Portable snacks Leftovers

Cook Team:

Reed Patterson

Scott Phillips

Lisa Phillips

John McLean

Renita Keziah

Winter Merit Badge Camp 2017
Friday, Saturday, December 15-16-17, 2017
Belk Scout Camp

Preparation for All Merit Badges before class:

1. Scouts must read the merit badge book **before** class.

2. Scouts can print Merit Badge requirements from this guidebook

or from <http://www.scouting.org/meritbadges.aspx>

or from http://www.meritbadge.org/wiki/index.php/Merit_Badge_Worksheets

Scouts should bring these pages and blank paper and pen to the course for their notes and research. Paper and pens will not be supplied by the course instructors.

Printing the workbook is optional and not mandatory, but Scouts will find that the workbook from the www.meritbadge.org site will be very helpful in organizing their work.

Winter Camp will provide a merit badge workbook to all Scouts for the courses for which they are registered. *If you need a workbook before Winter Camp to record your pre-Camp homework, please print this on your own.*

Workbooks printed from http://meritbadge.org/wiki/index.php/Merit_Badge_Worksheets may contain extra resources Scouts may use to complete merit badge requirements, such as, a Home Safety Checklist applicable to all three of Emergency Preparedness, Fire Safety, and Safety Merit Badges. (The same checklist applies to all 3 MB's and the same checklist is included in all 3 of these MB workbooks. Scouts working on one of these merit badges should consider working on all 3 because requirements are similar. Scouts will be able to take classes in Emergency Preparedness and/or Fire Safety offered at Winter Camp.)

Electricity Merit Badge has a requirement for an electrical home safety inspection with a more limited focus than the home safety inspection for Emergency Preparedness, Fire Safety, and Safety Merit Badges. If you are interested in undertaking an electrical home safety inspection, you can find a checklist at the end of the Electricity Merit Badge workbook at

<https://meritbadge.org/wiki/images/9/9f/Electricity.pdf>

3. Scouts will be asked to show their pre-course homework to the counselor before each session begins. If a Scout is not prepared, he may not be able to complete all merit badge requirements before the end of Winter Camp, but he can work with the counselor, or with a home troop counselor identified by his Scoutmaster, after Winter Merit Badge Camp to complete his merit badge.



American Cultures Merit Badge

Requirements

Choose **THREE** groups that have different racial, cultural, national, or ethnic backgrounds, one of which comes from your own background. Use these groups to meet requirements 1, 2, and 3.

1. Do **TWO** of the following, choosing a different group for each:
 - a. Go to a festival, celebration, or other event identified with one of the groups. Report on what you see and learn.
 - b. Go to a place of worship, school, or other institution identified with one of the groups. Report on what you see and learn.
 - c. Talk with a person from one of the groups about the heritage and traditions of the group. Report on what you learn.
 - d. Learn a song, dance, poem, or story that is traditional to one group, and teach it to a group of your friends.
 - e. Go to a library or museum to see a program or exhibit featuring one group's traditions. Report on what you see and learn.

2. Imagine that one of the groups had always lived alone in a city or country to which no other groups ever came. Tell what you think the city or country might be like today. Now tell what you think it might be like if the three groups you chose lived there at the same time.

3. Tell about some differences between the religious and social customs of the three groups. Tell about some ideas or ways of doing things that are similar in the three groups.

4. Tell about a contribution made to our country by three different people, each from a different racial, ethnic, or religious background.

5. Give a talk to your Scout unit or class at school on how people from different groups have gotten along together. Lead a discussion on what can be done to help various

groups understand one another better.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
2. Before class, Scouts must Be Prepared by choosing 3 cultures groups to discuss and make notes about for **requirements 1, 2, 3, and 4**. Bring your notes and show them to your merit badge counselor.

Ideas for completing requirement 1:

Levine Museum of the New South

This museum has exhibits on Southern and Charlotte history and on social justice. Admission is 1/2 price on Sundays. If you visit this museum, make notes on your observations relevant to this merit badge.

3. Prepare your talk for **requirement # 5**.

During Winter Camp:

1. Scouts will have an opportunity to review **requirements 1, 2, 3, and 4** and can present their talks for **requirement 5**.



Citizenship in the Community Merit Badge

Requirements

1. Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.
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.

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.

6. List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.

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. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.

2. Mr. Dean Loven will serve at Merit Badge Counselor.

His phone number is 704-607-5738.

His email address is deanplover@aol.com

He has requested that before Winter Camp Scouts fill out the workbook at

https://meritbadge.org/wiki/images/archive/4/4c/20131106193558!Citizenship_in_the_Community.pdf

Completing the workbook before Winter Camp will allow discussion of the requirements and answers to promote learning.

3. For **requirement 2(a)**, Scouts should download and print a Google map with the landmarks on it and bring this to the class. If you do not have access to resources to print a map, make a list of the buildings and landmarks listed in requirement 2, along with their street addresses, and Be Prepared to locate them on a map for your Counselor and

other Scouts in the merit badge class.

4. For **requirement 4**, each Scout should seek approval for their planned interview by contacting Mr. Loven (with a copy to their Scoutmaster), or have the Scoutmaster approve the person they talk to.

5. For **requirement 5**, each Scout should seek approval for their planned movie by contacting Mr. Loven (with a copy to their Scoutmaster), or have the Scoutmaster approve the movie.

6. For **requirement 7**, each Scout should seek approval for their planned organizational service by contacting Mr. Loven (with a copy to their Scoutmaster), or have the Scoutmaster approve the organizational service.

7. For **requirement 8**, each Scout should develop his presentation at home and should Be Prepared to present it at Winter Camp.



Citizenship in the Nation Merit Badge

Requirements

1. Explain what citizenship in the nation means and what it takes to be a good citizen of this country. Discuss the rights, duties, and obligations of a responsible and active American citizen.
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.
4. Discuss each of the following documents with your counselor. Tell how you feel life in the United States might be different without each one. Then choose one document and explain how it impacts you and your family.
 - a. Declaration of Independence
 - b. Preamble to the Constitution
 - c. The Constitution
 - d. Bill of Rights
 - e. Amendments to the Constitution

5. List the six functions of government as noted in the preamble to the Constitution. Discuss with your counselor how these functions affect your family and local community.
6. With your counselor's approval, choose a speech of national historical importance. Find out about the author, and tell your counselor about the person who gave the speech. Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today. Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.
7. Name the three branches of our federal government and explain to your counselor their functions. Explain how citizens can be involved in each branch. Explain the importance of our checks and balances system. Describe how each branch "checks" and "balances" the others.
8. Name your two senators and a 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 to your counselor, along with any response you might receive.

Preparation before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
2. Mr. Dean Loven will serve at Merit Badge Counselor. His phone number is 704-607-5738. His email address is deanploven@aol.com He has requested that before Winter Camp Scouts fill out the workbook at https://meritbadge.org/wiki/images/2/20/Citizenship_in_the_Nation.pdf Completing the workbook before Winter Camp will allow discussion of the requirements and answers to promote learning.
3. For **requirement 6**, each Scout should seek approval for their choice of speech by contacting Mr. Loven (with a copy to their Scoutmaster), or have the Scoutmaster approve the speech. Please make notes to address topics in **requirement 6** and bring your notes to class.
4. For **requirement 8**, each Scout should write their letter before Winter Camp and bring a copy of the letter with them to class. Scouts encouraged to review a draft of their letter with a parent or Scout leader or Mr. Loven before mailing the letter



Climbing Merit Badge

Requirements

1. Do the following:

- (a) Explain to your counselor the most likely hazards you may encounter while participating in climbing and rappelling activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- (b) Show that you know first aid for and how to prevent injuries or illnesses that could occur during climbing activities, including heat and cold reactions, dehydration, stopped breathing, sprains, abrasions, fractures, rope burns, blisters, snakebite, and insect bites or stings.
- (c) Identify the conditions that must exist before performing CPR on a person.

2. Learn the Leave No Trace principles and Outdoor Code, and explain what they mean.

3. Present yourself properly dressed for belaying, climbing, and rappelling (i.e., appropriate clothing, footwear, and a helmet; rappellers can also wear gloves).

4. Location. Do the following:

- (a) Explain how the difficulty of climbs is classified, and apply classifications to the rock faces or walls where you will demonstrate your climbing skills.
- (b) Explain the following: top-rope climbing, lead climbing, and bouldering.
- (c) Evaluate the safety of a particular climbing area. Consider weather, visibility, the condition of the climbing surface, and any other environmental hazards.
- (d) Determine how to summon aid to the climbing area in case of an emergency.

5. Verbal signals. Explain the importance of using verbal signals during every climb and rappel, and while bouldering. With the help of the merit badge counselor or another Scout, demonstrate the verbal signals used by each of the following:

- (a) Climbers
- (b) Rappellers
- (c) Belayers
- (d) Boulderers and their spotters

6. Rope. Do the following:

- (a) Describe the kinds of rope acceptable for use in climbing and rappelling.
- (b) Show how to examine a rope for signs of wear or damage.
- (c) Discuss ways to prevent a rope from being damaged.
- (d) Explain when and how a rope should be retired.
- (e) Properly coil a rope.

7. Knots. Demonstrate the ability to tie each of the following knots. Give at least one example of how each knot is used in belaying, climbing, or rappelling.

- (a) Figure eight on a bight
- (b) Figure eight follow-through
- (c) Water knot
- (d) Double fisherman's knot (grapevine knot)
- (e) Safety knot

8. Harnesses. Correctly put on a commercially made climbing harness.

9. Belaying. Do the following:

- (a) Explain the importance of belaying climbers and rappellers and when it is necessary.
- (b) Belay three different climbers ascending a rock face or climbing wall.
- (c) Belay three different rappellers descending a rock face or climbing wall using a top rope.

10. Climbing. Do the following:

- (a) Show the correct way to directly tie into a belay rope.
- (b) Climb at least three different routes on a rock face or climbing wall, demonstrating good technique and using verbal signals with a belayer.

11. Rappelling. Do the following:

- (a) Using a carabiner and a rappel device, secure your climbing harness to a rappel rope.
- (b) Tie in to a belay rope set up to protect rappellers.
- (c) Rappel down three different rock faces or three rappel routes on a climbing wall. Use verbal signals to communicate with a belayer, and demonstrate good rappelling technique.

12. Demonstrate ways to store rope, hardware, and other gear used for climbing, rappelling, and belaying

Preparation before Winter Camp:

- 1. Scouts must Be Prepared by reading the merit badge book.



Communication Merit Badge

Requirements

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 or the radio, 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

c. In a small-group setting, meet with other Scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each Scout participates in the group discussion and how effectively he communicates his story. Report what you have learned to your counselor about the differences you observed in effective communication.

d. List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, email, text messages, and so on). For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.

2. Do ONE of the following:

a. Think of a creative way to describe yourself using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.

b. Choose a concept, product, or service in which you have great confidence. Build a sales plan based on its good points. Try to persuade the counselor to agree with, use, or buy your concept, product, or service. After your sales talk, discuss with your counselor how persuasive you were.

3. Write a five-minute speech. Give it at a meeting of a group.
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 Web page 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 Web page or blog that would be helpful to someone who visits the Web page or blog you have created. It is not necessary to post your Web page 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.
9. Find out about three career opportunities in communication. 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.

Preparation before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
3. Complete **requirements 2 and 3 and 4.**

4. Do Your Best to attend a public meeting for **requirement 5**. You can attend a live meeting or go online and review a live or recorded meeting.

Live meeting schedules:

<http://charlottenc.gov/CityClerk/Documents/Council%20Meeting%20Schedule.pdf>

<http://charlottenc.gov/CityCouncil/Pages/Default.aspx>

<http://www.cms.k12.nc.us/boe/Pages/SchoolBoardMeetings.aspx>

Video meetings:

Charlotte City Council

<https://charlottenc.legistar.com/Calendar.aspx>

Mecklenburg Board of County Commissioners

<http://charmeck.org/mecklenburg/county/CountyManagersOffice/BOCC/Meetings/Pages/Watch-Meetings.aspx>

Charlotte-Mecklenburg Board of Education:

<http://www.cms.k12.nc.us/boe/Pages/SchoolBoardMeetings.aspx>

Pay attention to the requirement: *Observe “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”*

5. Be Prepared to teach a skill for **requirement 6**. Bring your teaching aids and props.
6. Complete **requirement 7a or 7b or 7c** before class.
7. Be Prepared with notes on communication careers for **requirement # 9**.



Cyber Chip

Cyber Chip is not a merit badge but earning the Cyber Chip is required for completion of Digital Technology and Programming Merit Badges.

Cyber Chip courses are not offered at Discovery Place Science in 2017.

Digital Technology Merit Badge course will not be offered at Discovery Place Science in 2018.

To complete Programming Merit Badge, each Scouts **must** complete Cyber Chip requirements on his own, working with parents and Scout leaders from their troops.

BSA launched the age-appropriate Cyber Chip program in 2012 in collaboration with BSA Program Innovation, Youth Protection, and content expert Netsmartz, part of the National Center for Missing and Exploited Children and training expert for many law enforcement agencies.

Learn about Cyber Chip at

<http://www.scouting.org/filestore/youthprotection/pdf/100-053.pdf>

and

<http://www.scouting.org/cyberchip.aspx>

and

<http://www.scouting.org/Training/YouthProtection/CyberChip/Grades6-8.aspx>

and

<http://www.scouting.org/Training/YouthProtection/CyberChip/Grades9-12.aspx>

You can purchase your Cyber Chip card and patch from your local Scout Shop or online at www.scoutstuff.org

Note: All Cyber Chips will expire annually. Each Scout will need to “recharge” the chip by going back to the Netsmartz Recharge area. This space will hold new information, news, and a place for the Scout to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card or certificate.

Internet Safety Pledge
For Boy Scouts, Venturers, Varsity Scouts, Sea Scouts
For Grades 6-8, 9-12
Level II Internet Safety Pledge from NetSmartz. (BSA Cyber Chip green card)

1. I will think before I post.
2. I will respect other people online.
3. I will respect digital media ownership.
4. I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission.
5. I will protect myself online.

This is to certify that the bearer

Boy Scout, Venturer, Varsity Scout, Sea Scout Name

has read the internet safety rules at
www.scouting.org/cyberchip.
He knows how to be responsible online
and what to do if he discovers unsafe
internet practices. He accepts this
responsibility and is hereby
granted cyber rights.

Unit Leader Signature, Date

Copied from: <http://www.scouting.org/filestore/youthprotection/pdf/100-053.pdf>

Cyber Chip Requirements for Grades 6-8

<http://www.scouting.org/Training/YouthProtection/CyberChip/Grades6-8.aspx>

En Español

http://www.scouting.org/Training/YouthProtection/CyberChip.aspx?sc_lang=es-MX

1. Read and sign the Level II Internet Safety Pledge from NetSmartz (BSA Cyber Chip green card) above.
2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.
3. Watch the video “Friend or Fake,” along with two additional videos of your choosing, to see how friends can help each other to stay safe online.
(www.netsmartz.org/scouting)
4. As an individual or with your patrol, use the EDGE method and mini lessons to teach Internet safety rules, behavior, and “netiquette” to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson.
(www.netsmartz.org/scouting)
5. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events.

Cyber Chip Requirements for Grades 9-12

<http://www.scouting.org/Training/YouthProtection/CyberChip/Grades9-12.aspx>

En Español

http://www.scouting.org/Training/YouthProtection/CyberChip.aspx?sc_lang=es-MX

1. Read and sign the Level II Internet Safety Pledge from NetSmartz (BSA Cyber Chip green card) above.
2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.
3. Discuss with your parents the benefits and potential dangers teenagers might experience when using social media. Give examples of each.

4. Watch three “Real-Life Story” videos to learn the impact on teens.
(www.netsmartz.org/scouting)

5. As an individual or patrol, use the EDGE method and the Student Project Kit to teach Internet safety rules, behavior, and “netiquette” to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson.
(www.netsmartz.org/scouting)

Review EDGE method:

Explain how it is done.

Demonstrate the steps.

Guide learners as they practice.

Enable them to succeed on their own.

References:

<https://blog.scoutingmagazine.org/2017/05/05/living-on-the-edge-this-is-the-correct-way-to-teach-someone-a-skill/>

Alludes to 13th edition of *Boy Scout Handbook*, page 38

<https://scoutingmagazine.org/2016/12/use-edge-method-outdoors/>

<http://www.scouting.org/filestore/outdoorethicsguide/pdf/TeachingEdgeMethod.pdf>

Trainer’s EDGE course syllabus, pages 11-13, 50

<http://www.scouting.org/filestore/pdf/26-242.pdf>

6. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices such as phones and games at your meetings and other Scouting events.

With a buddy or your patrol, organize and execute a program to teach “netiquette” to your patrol or troop. You may include Scout leaders and parents.

Topics might include:

Posting information, news, photos

Maintaining privacy

Appropriate use of social media

Chatting with strangers

Document your activity in your workbook.

Sample Personalized Contract for Using the Computer and Mobile Devices

What can I search for:

What I can download:

What I can post:

Consequences for inappropriate use:

Signatures: Youth, Date

Parent, Date

The Scout Law and Cybersafety and Cyberbullying

Copied from: http://www.scouting.org/filestore/youthprotection/pdf/100-055_WB.pdf

Today we are online more than ever before. We use technology to save us time with research, connect with others, navigate, and have fun. Here are some ideas of how the digital world and the Scouting community can live side by side.

Trustworthy. Be truthful with others online, and be very careful of the information you share. Do the right thing when sharing other people's words or pictures. Make sure you have the owner's permission before using them.

Loyal. Share information about others only if you have their permission to share it. Uphold appropriate agreements you make with friends when you play games with them.

Helpful. Alert others to scams, cheats, and suspicious sites. Point them to reliable and accurate sources of information. Encourage people to report bad behavior online.

Friendly. Reach out to support others who are doing good things, like posting quality creative works. Support those who are bullied.

Courteous. Be polite and respectful. When you use other people's work, be sure to ask permission when necessary, follow fair use standards, and give credit to the people who created and own the work.

Kind. Treat people with respect when you are on social networks, playing games, talking or texting on a cellphone, or in other digital activities.

Obedient. When using digital devices, follow the rules set by your parents/guardians, teachers, and Scout leaders. Abide by the rules established by sites, services, devices, and games.

Cheerful. Use games, messaging tools, and social forums to build your relationships with others while having fun.

Thrifty. Be a smart consumer. Know your voice, text, and data plans and use them wisely. Be sure to study digital devices and services you want. Before buying them, make sure you're not overspending on functions and features you won't need. Be careful not to run up charges on apps and sites.

Brave. Stand up for what is right. Do not participate in mocking and bullying others, even if your friends are doing it. Report suspected abuse to a trusted adult, like your parent or leader; call 911 or call the Cyber Tip line at 1-800-843-5678. If the incident involves any part of the Scouting program, call your council Scout executive immediately or email youth.protection@scouting.org.

Clean. Use clean language and discuss only appropriate topics when using digital devices to communicate with others.

Reverent. Respect the feelings of other people. Do not use digital devices to spread

Remember that life is a balance. In Scouting, we focus on a balanced life through our aims: character, physical fitness, and citizenship. Technology is a tool to help us. It is not there to take the place of family, friends, the Scout Law, and staying physically fit. Stay ScoutSTRONG!

Youth: _____ Parent: _____ Leader: _____ Date: _____



Emergency Preparedness Merit Badge

Requirements

1. Earn the First Aid merit badge.

2. Do the following:

a. Discuss with your counselor the aspects of emergency preparedness:

- (1) Prepare for emergency situations.
- (2) Respond to emergency situations.
- (3) Recover from emergency situations.
- (4) Prevent emergency situations.
- (5) Mitigate losses in emergency situations.

Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

b. Make a chart that demonstrates your understanding of each of the aspects of emergency preparedness in requirement 2a (prepare, respond, recover, prevent, and mitigate) with regard to 10 of the situations listed below. You must use situations 1, 2, 3, 4, and 5 below in boldface, but you may choose any other five listed here for a total of 10 situations. Discuss this chart with your counselor.

- (1) Home kitchen fire
- (2) Home basement/storage room/garage fire
- (3) Explosion in the home
- (4) Automobile crash
- (5) Food-borne disease (food poisoning)
- (6) Fire or explosion in a public place
- (7) Vehicle stalled in the desert
- (8) Vehicle trapped in a blizzard
- (9) Flash flooding in town or in the country
- (10) Mountain/backcountry accident
- (11) Boating or water accident
- (12) Gas leak in a home or a building
- (13) Tornado or hurricane
- (14) Major flood

- (15) Toxic chemical spills and releases
- (16) Nuclear power plant emergency
- (17) Avalanche (snowslide or rockslide)
- (18) Violence in a public place

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.

3. Show how you could safely save a person from the following:

- a. Touching a live household electric wire
- b. A structure filled with carbon monoxide
- c. Clothes on fire
- d. Drowning, using nonswimming rescues (including accidents on ice)

4. Show three ways of attracting and communicating with rescue planes/aircraft.

5. With another person, show a good way to transport an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.

6. Do the following:

a. Describe the National Incident Management System (NIMS)/Incident Command System (ICS).

b. Identify the local government or community agencies that normally handle and prepare for emergency services similar to those of the NIMS or ICS. Explain to your counselor ONE of the following:

- (1) How the NIMS/ICS can assist a Boy Scout troop when responding in a disaster
- (2) How a group of Scouts could volunteer to help in the event of these types of emergencies

c. 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.

c. 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.

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. Do the following:

a. Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services.

- (1) Crowd and traffic control

- (2) Messenger service and communication
 - (3) Collection and distribution services
 - (4) Group feeding, shelter, and sanitation
- 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.

Preparation before class:

1. Scouts must Be Prepared by reading the merit badge book.
2. For **requirement 1**, Scouts can complete First Aid Merit Badge before or after taking this Emergency Preparedness MB course. If a Scout already has completed First Aid MB, he should bring evidence of completion, such as a copy of his blue card, to show his counselor.
3. For **requirement 2a**, write out a definition of “mitigate”.
4. For **requirement 2b**, please complete your chart of these emergencies. You can use the chart in the workbook at http://meritbadge.org/wiki/images/2/26/Emergency_Preparedness.pdf
5. For **requirement 2c**, write out your family plan. Hold your family meeting before class and ask a parent to sign your written family plan report and date it with the date of your family meeting.
6. For **requirements 3 and 4**, begin working on completing these questions.
7. For **requirement 5**, make notes on how you plan to demonstrate a solution to this requirement.
8. For **requirement 6**, read about the National Incident Management System (NIMS)/Incident Command System (ICS). You will cover this requirement during class.
9. For **requirement 7a** for participation in an “emergency service project”, Scouts will undertake activities to complete this requirement during Winter Camp.

Possible activities might include:

How to call 911

Fire drill evacuation

Active shooter drill

Fire extinguisher, fire hydrant and/or fire hose management

Management of a kitchen fire or grease fire

Camp-wide emergency drill

Simulated smoke-filled room evacuation

Tourniquet and wound packing practice

7. For **requirement 7b**, work with your home troop SPL to develop a troop mobilization plan. A sample chart is included at the end of this section or create your own calling tree. Write in names and phone numbers. Figure out what to do if a caller does not get an answer when the answering party has calling responsibility. Participate in a practice troop mobilization if you can.

See https://meritbadge.org/wiki/images/4/46/Troop_Mobilization_-_BLANK.doc

8. For **requirement 8b**, make a list of items for “personal emergency service pack” and assemble this pack. Read the merit badge book.

Read about the Ten Essentials for a Ready Pack used by Search and Rescue teams.

Here is a link to one article:

<http://www.rei.com/learn/expert-advice/ten-essentials.html>

The Boy Scout Handbook contains information on this topic also.

Remember that a Ten Essentials Ready Pack is different from a “personal emergency service pack.” Your requirement is to assemble a “personal emergency service pack.”

Also for **requirement 8b**, make a list of items for a “family emergency kit.” Assemble this kit.

You may bring both your personal pack and family kit with checklists to the merit badge class. Alternatively, you may present both your personal pack and your family kit, with your checklists of items, to your Scoutmaster for approval, which he or she should indicate on your blue card. If you can, please take a photo of your personal pack and kit, print the photos (black and white is fine), and bring your photos and checklists to class. You may follow the checklists at:

<http://boyslife.org/outdoors/outdoorarticles/16727/create-an-emergency-pack-or-kit/>

These lists are reproduced below.

To save weight and expense, do not bring bottled water but do represent your water with empty containers. Please do not to buy special items for these kits. Use your camping gear. Borrow items if needed.

9. Scouts must complete one of requirement **9a or 9b or 9c** at home before coming to class.

Scouts can use the Home Safety Checklist at the end of the workbook at http://meritbadge.org/wiki/images/2/26/Emergency_Preparedness.pdf

For **9a**, print out the checklist, perform your home survey, have a parent sign that you have completed this, bring to class.

For **9b**, write out your family fire escape plan, practice it, have a parent sign that you have completed this, bring to class.

For **9c**, write out your answers on paper or in the workbook.

Lost in the Woods

From <http://www.sarbc.org/sarbc/litw3.html>

by Gary O'Brien, SARBC

PREPARE YOURSELF and YOUR CHILD

A definition of Survival: Staying WARM and DRY, while waiting to be found.

9 Rules of Survival

1. Stay Together, DO NOT Separate - if with a friend or pet.

The reason for this rule is body heat. Cuddling up to a large dog or friend will help keep you warm. If with a dog, do not let it run loose, it can help you more by staying close and providing heat and companionship.

2. Stay in one place or area. DO NOT WANDER!

This is the MOST important rule of them all. If you wander - We Can not Find You. One reason is that people looking for you move very slowly while searching for clues. If you are out front running along, we won't be able to catch up. Another reason for not wandering is the possibility of falling and hurting yourself while traveling. Being lost and hurt could be tragic.

3. Keep Warm.

This rule means to keep warm with the clothes you are wearing. NEVER take any clothes off. Cover up all the exposed skin you can. If you are wearing a sweater or jacket, do it up. Watch out for your shoe laces. Branches have a tricky way of undoing them. The most important part of your clothing is a hat or something that covers your head. Over 70% of all your body heat escapes through your head.

4. Find a Cozy Waiting Place, Not a Hiding Place.

A cozy waiting place means, a warm place out of the wind and rain but not a place where searchers can not see you. Under a large tree is a good place.

5. Put Out Something Bright.

Put out something bright or make something to tell people searching for you where you are. Make a flag using what you have, but Do Not Take Off Any Clothes to do so. Some suggestions are white paper, money, hair ribbons, a strip from an orange garbage bag, etc. Spell the word "HELP" or "SOS" on the ground using rocks and sticks or make a large arrow with them, pointing to where you are. Do anything to attract attention!

6. Look Bigger For Searchers.

If possible, your waiting place should be near an open space. When you hear someone coming, move to the middle of the clearing and call. Do Not Run in the direction of the noise. If it is an aircraft you heard, lie down so the pilot has a bigger target to look at. Then wave with both your arms and legs, like making an angel in the snow. Stand up immediately after the aircraft has passed, as the ground can be very cold.

7. Do Not Lie on the Bare Ground.

The only exception to this rule is the one above. Laying on the cold ground for a very short period of time, attracting attention, is OK. Being in direct contact with the ground for any length

of time is dangerous. The cold ground can rob precious body heat from you. Build a mattress using available materials such as branches, moss, leaves, etc. This mattress should be as thick as the mattress you sleep on at home! After the mattress is completed, gather the same amount or more, of the same material and use it for the blankets. This is called a survival bed.

8. Do Not Eat Anything you are not sure of.

Do Not eat any berries, mushrooms or anything else unless you are 100% sure what they are. Being hungry is not too bad of a feeling compared with being violently sick. And remember, there won't be anyone there to look after you. You can go without food for a long time, but you cannot go without water.

9. Stay Away from Large Rivers and Lakes.

You must have drinking water to survive, but be careful where you get it from. Do NOT go near any large bodies of water. Instead, drink from a water supply that is smaller than you are, so you can not fall in. Another source of water can be found on leaves in the form of dew.



From <http://www.sarbc.org/sarbc/survival.html> [not working as of 03/13/2016]

Ground search: smoke, note, whistle, gear, block trail, signs, gunshots

Air search: smoke, mirror, gear, shake trees

Water search: flares, radio, mirror, flags, high profile, stay near wreck, do not swim to shore

Signaling for help

<http://www.outdoorlife.com/photos/gallery/2014/09/11-ways-signal-help/?image=0>

<http://www.wilderness-survival.net/chp19.php>

<http://www.chelansar.org/youre-lost-or-hurt/signal-for-help/>

Signal For Help

SAR Resources

Search and Rescue agencies use air and ground resources to find and reach lost or injured victims as quickly as possible.

Air

Helicopters or small planes fly search patterns, mostly during daytime hours, sometimes at night in extreme cases.

Helicopters are employed for air ambulance or medivac response, and will attempt to land as close to a victim as possible. They may be also used to transport advance ground teams to forward locations.

Air efforts may be restricted or canceled due to bad weather or poor visibility.

Ground

Personnel may be transported or assisted by 4x4 vehicles, ATVs, motorcycles, or horseback. Some groups use dogs. Ground teams may be deployed in addition to air searches, but may be the only response effort if air resources are not viable or available.

Make Yourself Seen and Heard

Consider your environment, and put yourself in the rescuer's shoes. What would it take to find yourself from a helicopter or fixed-wing aircraft? How about ground units walking area trails and cross-country routes, or vehicles driving remote roadways. What needs to be done for them to see or hear you?

Get Out in the Open, Get Noticed

Find a Large Open Area

Find a large, open area that you can reach quickly from your shelter.

An area large enough for a helicopter to land (very large, as flat as possible, level landing pad, no obstructing trees on approach or rocks on ground) is ideal, but do the best you can with what you have close by.

Avoid shadowed or shaded areas adjacent to or beneath trees, rocks, etc. Shady areas are good for hiding, not for being seen. You want an area large enough that you can be easily seen from the air or ground.

Review the Following:

Communication, Lighting, and Fire

Ten Essential Categories

Communication

Whistle, Signal Mirror

Lighting

Flashlight

Fire

Fire for smoke, light

Arrange and Identify signaling Tools

Look at your gear. Evaluate each item for its potential use as a signaling tool. Identify your signaling tools and arrange them so they're at hand on a moment's notice.

A signaling tool's only good if you know where it's at and can get to it quickly. If you have to dig down into your pack to find it, you may lose the opportunity to use it.

You should have the following items:

- Whistle— Provides audible random signaling (or response recognition to searchers or others who are using their own sound devices).
- Signal Mirror (or Mirrored Compass)— Used for contrast and motion in sunlight; capable of providing directed flashes of sunlight toward air or ground searchers.
- Flashlight— Useful for contrast and motion at night, or in heavily shaded areas.
- Matches and Firestarter— Fire during the day puts out the smoke. Fire at night provides light!

Put Yourself at Odds With Your Surroundings

Get noticed by putting yourself at odds with your surroundings.

Think in terms of contrast, motion, and sound.

Contrast

Contrast means displaying shapes and colors that are obviously different from those around you.

Contrast examples are items that stand out from the surrounding earth-tones:

- Bright Clothing
- Space Blanket
- Tents
- Tarps
- Flags
- Ribbons

Too warm for a tent? Set it up and stake it down anyway, or lay it flat and weigh it down (keeps the wind from taking it). Searchers routinely look for evidence of a victim's camp or camping equipment. Make it obvious and visible from the air and ground.

Motion

Motion means creating movement that's at odds with a still landscape. If you're able to safely do so, pick an area near your contrast items where you can walk back and forth. You'll be much more visible than if you sit still on a rock.

Carry a contrast item with you when you move to improve the effect. Wave it around...

Sound

Sound is noise of any kind that's obviously man-caused, and is distinctly different from surrounding natural sounds. Be a loud human. Blow your whistle. Bang your metal plate. Smack two sticks together...

Use Distress Signaling

In whistle-speak, universally-recognized distress code is three equal blasts on the whistle, to be repeated until others hear it and respond with two blasts of recognition.

Another universal distress code is the S.O.S (three short blasts, three long blasts, three

short blasts).

Other noise-making devices can follow the same pattern. If beating a metal plate, contrast short strikes by adding more pause between strikes to make long strikes. Make obvious human-caused noise. Don't sound like a bird or animal.

What About Yelling?

Yelling doesn't carry as far as a whistle or other mechanical device, requires vast amounts of energy, and damages the voice and throat with extended attempts.

By contrast, a whistle is easy to blow, very loud (almost too loud, most people are more comfortable putting their fingers in their ears as they blow), and uses very little effort or energy. You get the picture. Does this mean not to yell at all? No, as a rule, if you can hear others yelling, or distinct human voices, feel free to yell back. Assess the response, though. If you get no response, what you thought was a yell could have been a nature-sound instead. Go back to your whistle.

Be Creative

Combine contrast and motion. A metal plate, for example, hung up out in the open flutters in the breeze, creating random reflections.

Same thing with a mirrored compass hung by its lanyard (or a knife with shiny blade hung by its lanyard), and so forth...

Another example is a brightly-colored tarp made into a flag...

Watch and Listen for Rescue Response

Finally, be aware of any color, noise, or movement in the air or on the ground that may be created by rescuers. They may be using contrast, motion, and sound to get your attention as well. When making signal noise, stop periodically and listen carefully for any response. Someone may be signaling in recognition, and you don't want to miss it. Wait for a short while, then feel free to begin again.

Be Open to Any Response

This may be completely obvious, but I'll say it here anyway.

There may be other recreationists in the area that are attracted by your signal efforts.

They may be able to assist with first aid, share food or water, provide phone communication, or lead you out of the area if you're mobile.

Some of you may not be comfortable interacting with people you don't know ("strangers"), or those who don't look like rescue personnel. Weigh the consequences. Other recreationists are a viable resource, and a potential lifesaver when you're faced with a life-or-death scenario. You may not see anyone else.

Considerations at Night

In addition to the above, use your flashlight as a visible signaling device. Flash the light the same as whistle patterns. Be aware of battery usage, and conserve your light accordingly.

Fire by Day, Fire by Night

Fire, when used safely and appropriately, can be a signaling presence as well as the

obvious warmth and comfort benefits. Smoke created during the day may alert rescuers to a victim's presence. A nighttime fire is evident in the dark, and can be seen for very long distances.

Do consider the amount of fuel necessary to keep a fire going all night. Obtain and place your wood well in advance, in large quantities, in daylight (much more efficient, and safer than at night). You want to minimize having to find more wood at night. Make sure your wood storage location will keep wood dry if weather is an issue.

Ready Pack information from BSA SAR MB book pages 45-46-47:

Because SAR teams can be called out on short notice, team members pack their gear ready to go in a “ready pack” with supplies sufficient for 24 hours in the field.

Clothing:

Sturdy hiking boots
 Study work gloves
 Gloves and/or mittens
 Head cover(s)
 Socks and sock liners (and extras)
 Inner layers of basic underwear and long underwear
 Middle layer(s) for warmth
 Outer layer for wind and water protection

[Explain saying: “cotton kills”. An advantage of wool and synthetic fibers such as polypropylene and polar fleece is _____. Answers: Cotton does not keep you warm when wet. Wool and synthetic fibers can insulate you (keep you warm) when wet. Synthetic fibers offer comfort of cotton.]

Gear:

Pack
 Eye protection (sun glasses or goggles)
 Food for 24 hours (high calories)
 Water (2 quarts minimum)
 Multiple tool knife
 Fire starter
 Compass
 Map of search area
 Whistle
 Signal mirror
 List of phone numbers, including number for Incident Base
 Two light sources (flashlight and/or headlamp, with extra batteries, bulb)
 Personal first aid kit
 Space blanket
 Pencil or pen, waterproof paper
 20 feet of 1-inch tubular nylon webbing

Optional:

Special tools for navigation, record keeping, marking, communication
 Subject stabilization supplies (first aid equipment, extra space blanket)
 Safety equipment (ANSI Class 2 vest, other equipment)

[In 1999 and 2004, ANSI (American National Standards Institute) developed standards for reflective safety vests, with specifications for color, amounts of material and reflective material, reflectivity. See http://www.ehow.com/about_6107036_ansi-class-2_.html#ixzz27u9qPqIL

The 10 Essentials

By Karen Berger

Scouting Magazine, March-April 2004

<http://www.scoutingmagazine.org/issues/0403/d-outs.html>

Don't leave home for the outdoors without these basic items. They could save your life.

THE 10 ESSENTIALS are items every outdoor adventurer should include in his or her pack. The original list was devised in the 1930's by The Mountaineers, a Seattle-based hiking, climbing, and conservation organization, whose members get out in some truly dreadful weather—including in the rainy North Cascades, along the Olympic Peninsula, and on such snow-covered peaks as Mount Rainier.

The Mountaineers' essentials list was designed to keep climbers safe in case of accident, injury, or misadventure. Over time, like any classic, the list has been used and altered, but the core remains the same. Seventy years later, the list is included in many outdoor guides, including the latest edition of the Boy Scout Fieldbook.

Here's what you need—and why.

1. POCKETKNIFE OR MULTIPURPOSE TOOL.

These enable you to cut strips of cloth into bandages, remove splinters, fix broken eyeglasses, and perform a host of repairs on malfunctioning gear—not to mention cut cheese and open cans.

2. FIRST-AID KIT.

Prepackaged first-aid kits for hikers are available at outfitters, but you can customize your kit with your favorite blister treatment and ointments for common outdoor ailments (a topical antihistamine, for example, to take care of itches and rashes). Double your effectiveness with knowledge: Take a 16-hour Wilderness First Aid Basics course from the American Red Cross.

3. EXTRA CLOTHING.

Above timberline, bring one more clothing layer than you think you'll need. Two rules: Avoid cotton (it dries slowly and keeps moisture close to your skin), and always carry a hat. A windproof, water-resistant fleece jacket can help you withstand ornery mountain conditions. Plastic baggies or extra socks can help keep hands warm.

4. FLASHLIGHT OR HEADLAMP WITH EXTRA BATTERIES.

Headlamps and flashlights allow you to find your way in the dark or signal for help. Headlamps are convenient for hands-free use.

5. RAIN GEAR.

Remember that high mountains make their own weather, and storms can erupt suddenly and violently. Even in a temperate summer forest, a dousing rain can quickly chill you to the point of hypothermia. Rain gear protects against not only rain, but also wind, cold, and even insects.

6. WATER BOTTLE.

Without enough water, your body's muscles and organs simply can't perform as well. You'll be susceptible to hypothermia and altitude sickness, not to mention the abject misery of raging thirst. Always carry plenty of water and stop often to drink.

7. MAP AND COMPASS.

A map not only tells where you are and how far you have to go, it can help you find campsites, water, and an emergency exit route in case of an accident. A compass helps you find your way through unfamiliar terrain—especially in bad weather where you can't see the landmarks. A GPS (global positioning system) can also help—but it is no substitute for knowing how to read a map.

8. MATCHES AND FIRE STARTER.

The warmth of a fire and a hot drink can help prevent hypothermia. Also, a fire can be a signal for help if you get lost. Carry matches and a small amount of fire starter protected in zipper-locking bags. Dripping candle wax on match tips helps waterproof them. Commercially available windproof and waterproof matches are also a good choice.

Fire starter is anything flammable, from pocket lint to filled-in journal pages. Pine needles and birch bark make especially good starter, even when wet.

9. SUN PROTECTION AND SUNGLASSES.

Especially above timberline, when there is a skin-scorching combination of sun and snow, you'll need sun-glasses to prevent snow blindness and sunscreen to prevent sunburn. Buy sunglasses that are ultraviolet ray (UV) resistant and have side flaps (ventilating holes that keep them from fogging).

Don't use sunscreen that's been sitting in your medicine cabinet for a season or more: It has probably lost at least some of the effectiveness of its sun-protection factor (SPF), a rating of how well and how long the sunscreen will keep you from getting sunburned. A light-colored hat with a wide brim is also an effective sun deterrent. In desert conditions, consider using a long-sleeved light shirt and lightweight loose-fitting long pants. Zipper-off legs give more versatility.

10. TRAIL FOOD.

Nothing boosts energy and spirits as much as a quick trail snack. See the Outdoor Smarts column in Scouting's September 2003 issue for suggestions. You can make your own trail mix with nuts, raisins, banana chips, and chocolate bits. The combination of sugar, fats, and potassium tastes great and provides quick energy, long-lasting calories, and replacement electrolytes.

Always take a bit more food than you think you will need. A lot of things could keep you out longer than expected, like a lengthy detour, getting lost, an injury, or difficult terrain.

Karen Berger's latest book, *More Everyday Wisdom* (Mountaineers Books), answers scores of outdoor questions. Visit her at www.hikerwriter.com.

Create an emergency pack or kit

From <http://boyslife.org/outdoors/outdoorarticles/16727/create-an-emergency-pack-or-kit/>

The U.S. Department of Homeland Security says when preparing for an emergency situation, start with the basics of survival: clean water, food, clean air and warmth.

The following lists will help you Be Prepared for times of emergency.

Family Emergency Kit

If you must evacuate your home with little notice ...

- Three-day supply of water
- Nonperishable foods (including pet food) and a nonelectric can opener
- Eating utensils
- Special foods for any dietary restrictions, including baby foods
- Family first-aid kit
- Battery- or cranked-powered radio
- Flashlight
- Extra batteries (rotate these out regularly so they don't go stale in your closet)
- Matches in waterproof container
- Blanket or sleeping bag for each family member
- Extra clothing
- Face masks for air filtering
- Soap, wipes, antibacterial gel
- Toilet paper
- Copies of important family documents in waterproof containers
- Signal whistle
- Local maps
- Cash

Major Disaster Preparedness Items

If you can safely stay in your home during an emergency ...

- Fire extinguisher
- Tool kit (with ax, shovel, broom, screwdriver, pliers, hammer, coil of rope, coil of bailing wire, duct tape, razor blades, adjustable wrench for turning off gas or water)
- Chart showing location of shutoff valves in your home, including the main electrical switch
- Portable fire escape ladder for homes or buildings of more than one floor
- Portable butane or charcoal stove (to be used outdoors away from the garage)
- Gloves and cloths for cleaning up dangerous spills
- Covered containers for storing waste
- Garden hose kept near an outside faucet

Personal Emergency Service Pack

If you and your troop are called out to serve during an emergency ...

- Poncho or raincoat with hood
- Change of underwear and socks
- Small bag with toiletries
- Sleeping bag and waterproof ground cloth
- Map of area where you're going
- 50 feet of No. 5 sash cord
- Hand ax, folding saw or pocketknife
- Water treatment equipment
- Cook kit and canteen
- Flashlight
- Battery-powered radio
- Extra batteries
- Hard hat
- Personal first-aid kit
- Matches in waterproof container
- Emergency ration
- Pencil and small notebook
- Handkerchief
- Compass and map of the area (and GPS if you have one, with extra batteries)
- Watch
- Facial tissues
- Work gloves
- Face masks for air filtering

Requirement 7 a: Emergency Drill

When To Call 911

From <https://www.911.gov/whentocall911.html>

In an emergency, dial 911 or your local emergency number immediately.

An emergency is any situation that requires immediate assistance from the police, fire department or ambulance. Examples include:

- A fire
- A crime, especially if in progress
- A car crash, especially if someone is injured
- A medical emergency, especially symptoms that require immediate medical attention

Important: If you're not sure whether the situation is a true emergency, officials recommend calling 911 and letting the call-taker determine whether you need emergency help.

When you call 911, be prepared to answer the call-taker's questions, which may include:

- The location of the emergency, including the street address
- The phone number you are calling from
- The nature of the emergency
- Details about the emergency, such as a physical description of a person who may have committed a crime, a description of any fire that may be burning, or a description of injuries or symptoms being experienced by a person having a medical emergency

Remember, the call-taker's questions are important to get the right kind of help to you quickly. Be prepared to follow any instructions the call-taker gives you. Many 911 centers can tell you exactly what to do until help arrives, such as providing step-by-step instructions to aid someone who is choking or needs first aid or CPR. Do not hang up until the call-taker instructs you to.

If you dial 911 by mistake, or if a child in your home dials 911 when no emergency exists, do not hang up—that could make 911 officials think that an emergency exists, and possibly send responders to your location. Instead, simply explain to the call-taker what happened.

Requirement 7 b: Troop Mobilization Plan

			Scoutmaster			
			SPL			
	ASPL		Scribe		Historian	
	Patrol # 1	Patrol # 2	Patrol # 3	Patrol # 4	Patrol # 5	Patrol # 6
Name	Bear	Panther	Cobra	Shark	Moose	Eagle
PL						
APL						
Scout						
Scout						
Scout						
ASM						
APL						
Scout						
Scout						
Scout						
Guide						



Family Life Merit Badge

Requirements

1. Prepare an outline on what a family is and discuss this with your merit badge counselor. Tell why families are important to individuals and to society. Discuss how the actions of one member can affect other members.
2. List several reasons why you are important to your family and discuss this with your parents or guardians and with your merit badge counselor.
3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family.
4. With the approval of your parents or guardians and your merit badge counselor, decide on and carry out a project that you would do around the home that would benefit your family. Submit a report to your merit badge counselor outlining how the project benefited your family.
5. Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your merit badge counselor:
 - a. The objective or goal of the project
 - b. How individual members of your family participated
 - c. The results of the project
6. Do the following:
 - a. Discuss with your merit badge counselor how to plan and carry out a family meeting.
 - b. After this discussion, plan and carry out a family meeting to include the following subjects:
 - (1) Avoiding substance abuse, including tobacco, alcohol, and drugs, all of which negatively affect your health and well-being
 - (2) Understanding the growing-up process and how the body changes, and making responsible decisions dealing with sex*

*This conversation may take place with only one or both of your parents or guardians.

- (3) How your chores in requirement 3 contributed to your role in the family
- (4) Personal and family finances
- (5) A crisis situation within your family
- (6) The effect of technology on your family
- (7) Good etiquette and manners

Discussion of each of these subjects may carry over to more than one family meeting.

7. Discuss the following with your counselor:

- a. Your understanding of what makes an effective father and why, and your thoughts on the father's role in the family
- b. Your understanding of the responsibilities of a parent

Before Winter Camp:

- 1. Scouts must Be Prepared by reading the merit badge book.
- 1. Scouts should make notes for **requirements 1, 2, 3, 4, 5, 6, 7** and should bring their notes to Winter Camp class.

During Winter Camp:

- 1. Scouts will review **requirements 1, 2, 3, 4, 5, 6, 7** in class and should leave with written plans for family meetings, projects, and chores.

After Winter Camp:

- 1. After completing **requirement 3** and other requirements at home, Scouts can work with their home troop merit badge counselors or with their Winter Camp merit badge counselor to have their blue cards signed off as completed.



Fire Safety Merit Badge

Requirements

1. Do the following:
 - a. Demonstrate the technique of stop, drop, roll, and cool. Explain how burn injuries can be prevented.
 - b. List the most frequent causes of burn injuries.
 - c. Explain how to safely discard and store flammable liquids.

2. Explain the chemistry and physics of fire. Name the parts of the fire tetrahedron. Explain why vapors are important to the burning process. Name the products of combustion. Give an example of how fire grows and what happens.

3. Do the following:
 - a. Name the most frequent causes of fire in the home, and give examples of ways they can be prevented. Include a discussion about fires caused by smoking in the home, cooking, candles, fireplaces, and electrical appliances.
 - b. Find out whether smoke detectors are required in each dwelling in your municipality. If so, learn what types of smoke detectors are required or acceptable.

4. Explain the role of human behavior in the arson problem in this country.

5. List the actions and common circumstances that cause seasonal and holiday-related fires. Explain how these fires can be prevented.

6. Conduct a home safety survey with the help of an adult. Then do the following:
 - a. Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.
 - b. Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.
 - c. Explain what to do when you smell gas and when you smell smoke.
 - d. Explain how you would report a fire alarm.
 - e. Explain what fire safety equipment can be found in public buildings.
 - f. Explain who should use fire extinguishers and when these devices can be used.
 - g. Explain how to extinguish a grease pan fire.
 - h. Explain what fire safety precautions you should take when you are in a public building.

7. Do the following:

- a. Demonstrate lighting a match safely.
- b. Demonstrate the safe way to start a charcoal fire.
- c. Demonstrate how to safely light a candle. Discuss with your counselor how to safely use candles.

8. Explain the difference between combustible and noncombustible liquids and between combustible and noncombustible fabrics.

9. Do the following:

- a. Demonstrate the safe way to fuel a lawn mower.
- b. Demonstrate the safety factors, such as proper ventilation, for auxiliary heating devices and the proper way to fuel those devices.

10. Do the following:

- a. Explain the cost of outdoor and wildland fires and how to prevent them.
- b. Demonstrate setting up and putting out a cooking fire.
- c. Demonstrate using a camp stove and lantern.
- d. Explain how to set up a campsite safe from fire.

11. Visit a fire station. Identify the types of fire trucks. Find out about the fire prevention activities in your community.

12. Choose a fire safety–related career that interests you and describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
2. Scouts should make notes on requirements 1, 2, 3, 4, 5, 8, 10, 12.
3. Complete requirement # 6a and bring this homework to class.
Requirement 6a: Conduct a home safety survey with the help of an adult. Then do the following: Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.
Scouts can use the Home Safety Checklist at http://meritbadge.org/wiki/images/8/87/Fire_Safety.pdf
Print out the checklist, perform your home survey, do your fire drill, have a parent sign that you have completed this, bring to class.
4. Scouts should complete **requirement 11** by visiting their local fire station. Make

notes about your visit.



Inventing Merit Badge

Requirements

1. In your own words, define inventing. Then do the following:
 - a. Explain to your merit badge counselor the role of inventors and their inventions in the economic development of the United States.
 - b. List three inventions and state how they have helped humankind.

2. Do ONE of the following:
 - a. Identify and interview with a buddy (and with your parent's permission and merit badge counselor's approval) an individual in your community who has invented a useful item. Report what you learned to your counselor.
 - b. Read about three inventors. Select the one you find most interesting and tell your counselor what you learned.

3. Do EACH of the following:
 - a. Define the term intellectual property. Explain which government agencies oversee the protection of intellectual property, the types of intellectual property that can be protected, how such property is protected, and why protection is necessary.
 - b. Explain the components of a patent and the different types of patents available.
 - c. Examine your Scouting gear and find a patent number on a camping item you have used. With your parent's permission, use the Internet to find out more about that patent. Compare the finished item with the claims and drawings in the patent. Report what you learned to your counselor.
 - d. Explain to your counselor the term patent infringement.

4. Discuss with your counselor the types of inventions that are appropriate to share with others, and explain why. Tell your counselor about one unpatented invention and its impact on society.

5. Choose a commercially available product that you have used on an overnight camping trip with your troop. Make recommendations for improving the product, and make a sketch that shows your recommendations. Discuss your recommendations with your

counselor.

6. Think of an item you would like to invent that would solve a problem for your family, troop, chartered organization, community, or a special-interest group. Then do EACH of the following, while keeping a notebook to record your progress.

a. Talk to potential users of your invention and determine their needs. Then, based on what you have learned, write a statement describing the invention and how it would help solve a problem. This statement should include a detailed sketch of the invention.

b. Create a model of the invention using clay, cardboard, or any other readily available material. List the materials necessary to build a prototype of the invention.

c. Share the idea and the model with your counselor and potential users of your invention. Record their feedback in your notebook.

7. Build a working prototype of the item you invented for requirement 6*. Test and evaluate the invention. Among the aspects to consider in your evaluation are cost, usefulness, marketability, appearance, and function. Describe how your original vision and expectations for your invention are similar or dissimilar to the prototype you built. Have your counselor evaluate and critique your prototype.

*Before you begin building the prototype, you must have your counselor's approval, based on the design and building plans you have already shared.

8. Do ONE of the following:

a. Participate with a club or team (robotics team, science club, or engineering club) that builds a useful item. Share your experience with your counselor.

b. Visit a museum or exhibit dedicated to an inventor or invention, and create a presentation of your visit to share with a group such as your troop or patrol.

9. Discuss with your counselor the diverse skills, education, training, and experience it takes to be an inventor. Discuss how you can prepare yourself to be creative and inventive to solve problems at home, in school, and in your community. Discuss three

Instructor(s): Instructor and counselor for this course is Mr. Mike McCoy, an engineer and retired patent attorney formerly with Alston and Bird law firm.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
2. Scouts should work on **requirements 1, 2, 3, 4, 5, 6** before Winter Camp, do research, make notes, and bring these notes with you to Winter Camp.
3. For **requirements # 3c and 5**, bring these items with you to Winter Camp.
4. For **requirement # 6b**, bring your model to Winter Camp. Based on ideas, drawings, and model presented at Winter Camp, the merit badge counselor can approve plans for a prototype for **requirement 7**.
5. For **requirement 8**, if you have experience to qualify for **8a**, bring notes and/or a photo of your team or project and/or your “useful item” to Winter Camp to show the counselor.

If you wish to qualify for **8b**, please consider visiting the Discovery Place Science exhibition "**Da Vinci's Machines**" which opened 11/04/2017 and will close on 05/06/2018.

See <https://science.discoveryplace.org/explore/exhibitions/da-vincis-machines>

Attending this exhibition is optional for Inventing Merit Badge but could help Scouts to complete requirements 1a, 1b, 2b, and 8b. If you go to this exhibition, make notes to address requirements 1a and 1b and 8b and bring those notes to class.

We will not be attending this exhibit as a group. Entry to the exhibition is free with museum admission.

If a Scout visits the Da Vinci Machines exhibit before Winter Camp, he can develop a presentation and present it at Winter Camp to the merit badge class. Alternatively, a Scout could present to his troop or patrol or school class or science club.

After Winter Camp:

1. Scouts will build a prototype for **requirement 7** at home. Scouts can then contact Mr. McCoy and arrange a follow-up visit to complete any remaining requirements and to have him sign off their blue cards for completions.



Personal Management Merit Badge

Requirements

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. Track and record your actual income, expenses, and savings for 13 consecutive weeks. (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.
- b. Compare expected income with expected expenses.
 - (1) If expenses exceed income, determine steps to balance your budget.
 - (2) If income exceeds expenses, state how you would use the excess money (new goal, savings).

3. Discuss with your merit badge counselor FIVE of the following concepts:

- a. The emotions you feel when you receive money.
- b. Your understanding of how the amount of money you have with you affects your

spending habits.

- c. Your thoughts when you buy something new and your thoughts about the same item three months later. Explain the concept of buyer's remorse.
- d. How hunger affects you when shopping for food items (snacks, groceries).
- e. Your experience of an item you have purchased after seeing or hearing advertisements for it. Did the item work as well as advertised?
- f. Your understanding of what happens when you put money into a savings account.
- g. Charitable giving. Explain its purpose and your thoughts about it.
- h. What you can do to better manage your money.

4. Explain the following to your merit badge counselor:

- a. The differences between saving and investing, including reasons for using one over the other.
- b. The concepts of return on investment and risk.
- c. The concepts of simple interest and compound interest and how these affected the results of your investment exercise.

5. Select five publicly traded stocks. Explain to your merit badge counselor the importance of the following information for each stock:

- a. Current price
- b. How much the price changed from the previous day
- c. The 52-week high and the 52-week low prices

6. Pretend you have \$1,000 to save, invest, and help prepare yourself for the future. Explain to your merit badge counselor the advantages or disadvantages of saving or investing in each of the following:

- a. Common stocks
- b. Mutual funds
- c. Life insurance
- d. A certificate of deposit (CD)
- e. A savings account or U.S. savings bond

7. Explain to your merit badge counselor the following:

- a. What a loan is, what interest is, and how the annual percentage rate (APR) measures the true cost of a loan.
- b. The different ways to borrow money.
- c. The differences between a charge card, debit card, and credit card. What are the costs and pitfalls of using these financial tools? Explain why it is unwise to make only the minimum payment on your credit card.
- d. Credit reports and how personal responsibility can affect your credit report.
- e. Ways to reduce or eliminate debt.

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. Always be sure to have proper permission before using the Internet. To learn about appropriate behavior and etiquette while online, consider earning the BSA Cyber Chip. Go to www.scouting.org/Training/YouthProtection/CyberChip.aspx for more information.

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. Review your “to do” list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. With your merit badge counselor, discuss and understand what you learned from this requirement and 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.

10. Do the following:

a. Choose a career you might want to enter after high school or college graduation.

b. Research your anticipated career and discuss with your merit badge counselor what you have learned about qualifications such as education, skills, and experience.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
2. Write your answers to **requirements # 1, 3, 4, 5, 6, 7**, before Winter Camp. Bring your written notes with you to and be prepared to discuss and explain these topics.
3. Review requirements 2, 8, 9, 10 begin or complete one or more and bring your work with to camp. (**Requirements 2 and 8** are probably the two easiest to do before camp.)

After Winter Camp:

1. After completing **requirements 2, 8, 9, 10** and other requirements at home, Scouts can work with their home troop merit badge counselors or with their Winter Camp merit badge counselor to have their blue cards signed off as completed.



Photography Merit Badge

Requirements

1. Safety. Do the following:
 - a. Explain to your counselor the most likely hazards you may encounter while working with photography and what you should do to anticipate, mitigate, prevent, and respond to these hazards. Explain how you would prepare for exposure to environmental situations such as weather, sun, and water.
 - b. Show your counselor your current, up-to-date Cyber Chip.

2. Explain how the following elements and terms can affect the quality of a picture:
 - a. Light—natural light (ambient/existing), low light (such as at night), and artificial light (such as from a flash)
 - b. Exposure—aperture (f-stops), shutter speed, ISO
 - c. Depth of field
 - d. Composition—rule of thirds, leading lines, framing, depth
 - e. Angle of view
 - f. Stop action and blur motion
 - g. Decisive moment (action or expression captured by the photographer)

3. Explain the basic parts and operation of a camera. Explain how an exposure is made when you take a picture.

4. Do TWO of the following, then share your work with your counselor.
 - a. Photograph one subject from two different angles or perspectives.
 - b. Photograph one subject from two different light sources—artificial and natural.
 - c. Photograph one subject with two different depth of fields.
 - d. Photograph one subject with two different compositional techniques.

5. Photograph THREE of the following, then share your work your counselor.
 - a. Close-up of a person
 - b. Two to three people interacting
 - c. Action shot

- d. Animal shot
- e. Nature shot
- f. Picture of a person—candid, posed, or camera aware

6. Describe how software allows you to enhance your photograph after it is taken. Select a photo you have taken, then do ONE of the following, and share what you have done with your counselor.

- a. Crop your photograph.
- b. Adjust the exposure or make a color correction.
- c. Show another way you could improve your picture for impact.

7. Using images other than those created for requirements 4, 5, or 6, produce a visual story to document an event to photograph OR choose a topic that interests you to photograph. Do the following:

- a. Plan the images you need to photograph for your photo story.
- b. Share your plan with your counselor, and get your counselor's input and approval before you proceed.
- c. Select eight to 12 images that best tell your story. Arrange your images in order and mount the prints on a poster board, OR create an electronic presentation. Share your visual story with your counselor.

8. Identify three career opportunities in photography. Pick one and explain to your counselor how to prepare for such a career. Discuss what education and training are required, and why this profession might interest you.

Instructor(s): Instructor and counselor for this course is Mr. John Mahaffey, a retired executive from Kodak Corporation and an avid photographer.

Preparation before class:

1. Scouts must Be Prepared by reading the merit badge book.
2. Scouts should make notes on **requirements 1, 2, 3, 8** and bring these notes to Winter Camp to show the merit badge counselor.
3. For **requirement 1b**, Scouts should complete their Cyber Chip. Requirements are included in this Guide.
4. Scouts should bring a camera. Scouts will be responsible for the care and safekeeping of their camera equipment. Electronic devices will be stored on arrival to camp and will be returned to Scouts for Photography Merit Badge sessions. The devices will be stored again after the class sessions and returned at the end of Winter Camp.

If you have a conventional film camera, please bring it. Winter Camp will not a way for you to develop film on site, but Mr. Mahaffey can help you to learn how to use your camera effectively.

If you have a digital camera, whether a compact camera or a digital single lens reflex (DSLR) camera or a cell phone with a camera, please bring it.

5. Scouts should work on **requirements 4, 5, 6**, at home and bring their photos to Winter Camp either printed or copied onto a USB flash drive for presentation and discussion.

6. For those Scouts who would like to **fully complete** all requirements for the Photography MB, they will need to submit in advance of the workshop (by December 8th, information as outlined in **requirement # 7 a b c** for review by the merit badge counselor, Mr. Mahaffey.) They can submit information about their plan for a photo story, then with Mr. Mahaffey's approval, take photographs and arrange the images in order to tell the story. Please bring these images to camp on a USB flash drive. When emailing this information to Mr. Mahaffey at jmahaffey@mac.com, Scouts must send a COPY of their email to another ADULT Leader or to a parent to follow BSA Youth Protection guidelines.

After Winter Camp:

1. Scouts who are not able to complete all requirements before and during Winter Camp can complete remaining requirements at home, and then can work with their home troop merit badge counselors or with their Winter Camp merit badge counselor to have their blue cards signed off as completed.



Scouting Heritage Merit Badge

Requirements

1. Discuss with your counselor the life and times of Lord Baden-Powell of Gilwell. Explain why he felt a program like Scouting would be good for the young men of his day. Include in your discussion how Scouting was introduced in the United States, and the origins of Boy Scouting and Cub Scouting under Baden-Powell.

2. Do the following:
 - a. Give a short biographical summary of any TWO of the following, and tell of their roles in how Scouting developed and grew in the United States prior to 1940.
 - (1) Daniel Carter Beard
 - (2) William D. Boyce
 - (3) Waite Phillips
 - (4) Ernest Thompson Seton
 - (5) James E. West
 - b. Discuss the significance to Scouting of any TWO of the following:
 - (1) Brownsea Island
 - (2) The First World Scout Jamboree
 - (3) Boy Scout Handbook
 - (4) Boys' Life magazine

3. Discuss with your counselor how Scouting's programs have developed over time and been adapted to fit different age groups and interests (Cub Scouting, Boy Scouting, Exploring, Venturing).

4. Do ONE of the following:
 - a. Attend either a BSA national jamboree, OR world Scout jamboree, OR a national BSA high-adventure base. While there, keep a journal documenting your day-to-day experiences. Upon your return, report to your counselor what you did, saw, and learned. You may include photos, brochures, and other documents in your report.
 - b. Write or visit the National Scouting Museum in Irving, Texas. Obtain information about this facility. Give a short report on what you think the role of this museum is in the Scouting program.
 - c. Visit an exhibit of Scouting memorabilia or a local museum with a Scouting history

gallery, or (with your parent's permission and counselor's approval) visit with someone in your council who is recognized as a dedicated Scouting historian or memorabilia collector. Learn what you can about the history of Boy Scouting. Give a short report to your counselor on what you saw and learned.

5. Learn about the history of your unit or Scouting in your area. Interview at least two people (one from the past and one from the present) associated with your troop. These individuals could be adult unit leaders, Scouts, troop committee members, or representatives of your troop's chartered organization. Find out when your unit was originally chartered. Create a report of your findings on the history of your troop, and present it to your patrol or troop or at a court of honor, and then add it to the troop's library. This presentation could be in the form of an oral/written report, an exhibit, a scrapbook, or a computer presentation such as a slide show.

6. Make a collection of some of your personal patches and other Scouting memorabilia. With their permission, you may include items borrowed from family members or friends who have been in Scouting in the past, or you may include photographs of these items. Show this collection to your counselor, and share what you have learned about items in the collection. (There is no requirement regarding how large or small this collection must be.)

7. Reproduce the equipment for an old-time Scouting game such as those played at Brownsea Island. You may find one on your own (with your counselor's approval), or pick one from the Scouting Heritage merit badge pamphlet. Teach and play the game with other Scouts.

8. Interview at least three people (different from those you interviewed for requirement 5) over the age of 40 who were Scouts. Find out about their Scouting experiences. Ask about the impact that Scouting has had on their lives. Share what you learned with your counselor.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
3. Do Your Best to research and write your answers to **requirements 1, 2, 3, 4** before the course begins. Bring your written notes with you to present to the Merit Badge Counselor as the course begins.
4. Complete **requirement 5** before the course starts. Bring evidence of your presentation to a Scout group. Be Prepared to share what you found out with your merit badge class at Winter Camp.
5. Bring your collection for **requirement 6** and Be Prepared to tell about the items in your collection. Examples might include Cub Scout uniform with rank badges, belt

loops, pins, Cuboree patches, camporee and summer camp patches, any other Scouting items.

6. For **requirement # 7**, find out about old Scouting games and make notes
6. Complete your interviews for **requirement 8** before arriving to Winter Camp. Be Prepared to tell the merit badge class about what you found out.

During Winter Camp:

1. For **requirement # 7**, Scouts will play some old-fashioned Scouting games.



Signs, Signals, and Codes Merit Badge

Requirements

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. To satisfy the braille writing requirement 5b for this merit badge, you do not need to

emboss braille dots in thick paper. Rather, you may use a pencil or pen to draw the dots on ordinary paper, copying the characters of the braille alphabet to spell out your message letter by letter.

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.

Before Winter Camp:

1. Scouts must Be Prepared by reading the merit badge book.
3. Do Your Best to research and write your answers to **requirements 1, 2, 3, 4** before the course begins.

During Winter Camp:

1. Scouts will build their own Morse code device from a kit.

Boy Scout Graces

Northern Tier Wilderness Grace

For food, for raiment,
 For life, for opportunity,
 For sun and rain,
 For water and portage trails,
 For friendship and fellowship,
 We thank Thee, O Lord. Amen.

Philmont Grace

For food, for raiment,
 For life, for opportunity,
 For friendship and fellowship,
 We thank Thee, O Lord. Amen.

Sea Base Grace

Bless the creatures of the sea,
 Bless this person I call me,
 Bless these Keys, You made so grand,
 Bless the sun that warms this land,
 Bless the fellowship we feel,
 As we gather for this meal. Amen.

Summit Grace

For this time and this place,
 For Your goodness and grace,
 For each friend we embrace,
 We thank Thee, O Lord. Amen

OA Grace

For night alone that rests our thought
 For quiet dawn that lights our trail
 For evening fire that warms and cheers
 For each repast that fuels our work
 We give thanks, O Lord.

<http://www.oa-bsa.org/pages/content/oa-grace>