

## 2017 Camp Lavigne Merit Badge Prerequisites

The following requirements must be completed prior to arrival at camp, if the Scout is to complete the merit badge at the end of his long term camping experience this summer. A Scout should decide with his Scoutmaster's counseling and approval what merit badges he will work on at summer camp at least six weeks prior to his arrival. Numbers and letters refer to the requirements listed in the Merit Badge's worksheet/handbook. *If a Merit Badge is not listed below, the requirements can be completed at camp, unless otherwise specified while there. Be sure to be using the most recent handbook. A Scout should bring proof of the completion of his prerequisites to camp.*

### American Heritage

- Research your family's history. Find out how various events and situations in American history affected your family. If your family immigrated to America, tell the reasons why.
- Do ONE of the following:
  - a. Watch two motion pictures (with the approval and permission of your counselor and parent) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed.
  - b. Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage.
  - c. Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.

### Astronomy

- ➔ 5. Do the following:
  - a. List the names of the five most visible planets. Explain which ones can appear in phases similar to lunar phases and which ones cannot, and explain why.
  - ➔ b. Using the Internet (with your parent's permission), books, and other resources, find out when each of the five most visible planets that you identified in requirement 5a will be observable in the evening sky during the next 12 months, then compile this information in the form of a chart or table.

### BSA Lifeguard:

- ➔ 1. Before doing requirements 2 through 17: a. Complete Second Class rank requirements 5a through 5d and First Class rank requirements 6a, 6b, and 6e. Second Class rank requirements 5a through 5d:

### Camping

- 9. Show experience in camping by doing the following:
  - a. Camp a total of at least 20 nights at a designated Scouting activity or event. One long-term camping experience up to six consecutive nights may be applied toward this requirement. Sleep each night under the sky or in a tent you have pitched. If the camp provides a tent that has already been pitched, you need not pitch your own tent.
  - b. On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision:
    1. Hike up a mountain, gaining at least 1,000 vertical feet.
    2. Backpack, snowshoe, or cross-country ski for a least 4 miles.
    3. Take a bike trip of at least 15 miles or at least 4 hours.
    4. Take a non-motorized trip on the water of at least 4 hours or 5 miles.
    5. Plan and carry out an overnight snow camping experience.
    6. Rappel down a rappel route of 30 feet or more.

### **Chemistry –**

1. Purchase the Chemistry Merit Badge book and read each section.
2. Download the chemistry merit badge worksheet from the website [http://meritbadge.org/wiki/index.php/Main\\_Page](http://meritbadge.org/wiki/index.php/Main_Page) and bring it with you to camp.
3. Complete section 1c from the chemistry worksheet. You can obtain a SDS for a common household chemical by using Google. Google search “SDS for Chemical Name.” This will take you to the manufactures website and a SDS will be available there for free.

### **Communications:** Must do Requirements 4, 5, 7 & 8 before camp

Requirement 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.

Requirement 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.

Requirement 7: Do ONE of the following:

1. 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.
2. 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.

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

Requirement 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.

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

Then do the following: a. Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal. b. Share and discuss your meal plan and shopping list with your counselor. c. Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned. \* d. Time you're cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.

### **Cyber Chip (available during open)**

#### **Grades 6-8**

- 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.

#### **Grades 9-12**

- 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.
- Discuss with your parents the benefits and potential dangers teenagers might experience when using social media. Give examples of each.

### **Cycling –**

- (c) On trails approved by your counselor, take two rides of 2 miles each, two rides of 5 miles each, and two rides of 8 miles each. You must make a report of the rides taken. List dates for the routes traveled, and interesting things seen.
- (d) After fulfilling the previous requirement, lay out on a trail map a 22-mile trip. You may include multiple trail systems, if needed. Stay away from main highways. Using your map, make this ride in six hours.

### **Disabilities Awareness**

- 2. Visit an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education.
- 4. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.
  - a. Your school
  - b. Your place of worship
  - c. Your Scout camping site
  - d. A public exhibit or attraction (such as a theater, museum, or park)
- 5. Explain what advocacy is. Do ONE of the following advocacy activities:
  - a. Present a counselor approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person first language.
  - b. Find out about disability awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours.
  - c. Using resources such as disability advocacy agencies, government agencies, the Internet (with your parent's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.

### **Environmental Science (2 requirements)**

- ➔ Make a timeline of the history of environmental science in America. Identify the contribution made by the Boy Scouts to environmental science. Include dates, names of 30 people or organizations, and important events. (Note: Information required for this timeline is found in the Environmental Science merit badge book)
- ➔ 3e. Endangered Species
- ➔ 1. Do research on one endangered species found in your state. Find out what its natural habitat is, why it is endangered, what is being done to preserve it, and how many individual organisms are left in the wild? Prepare a 100-word report about the organism,

including a drawing. Present your report to your patrol or troop. (You will present to the patrol you are placed in for the week at summer camp.)

**OR**

2. Do research on one species that was endangered or threatened but which has now recovered. Find out how the organism recovered, and what its new status is. Write a 100-word report on the species and discuss it with your counselor.

**Fire Safety** - requirement 2, 6a &b, 8 and 13

**First-Aid:**

1. A copy of the current *First Aid Merit Badge Book*, available at the Council Scout Store.
2. A written statement from your Scoutmaster certifying that the Scout *“has current knowledge of all first aid requirements for Tenderfoot, Second Class and First Class ranks”*. (See Page 8 in the *Merit Badge Book*)
3. Bring with you to camp your *“Personal First Aid Kit”* (See Tenderfoot requirement 4d.) and be prepared to explain the contents and their correct use.
4. Your *“First Aid Kit for the Home”* (See Page 22 in the *Merit Badge Book*) is important and you should try to have one there. Due to the extensive nature of the kit and the significant cost to complete one as described, we will review one at camp during your course. Please review the contents list and be prepared to ask questions about how to correctly use those items.

**Fish and Wildlife Conservation** (2 Requirements)

- ➔ 5. Do ONE of the following:
- a. Construct, erect, and check regularly at least two artificial nest boxes (wood duck, bluebird, squirrel, etc.) and keep written records for one nesting season.
  - b. Construct, erect, and check regularly bird feeders and keep written records of the kinds of birds visiting the feeders in the winter.
  - c. Design and implement a back-yard wildlife habitat improvement project and report the results.
- ➔ 7. Do ONE of the following:

- a. Determine the age of five species of fish from scale samples or identify various age classes of one species in a lake and report the results.
- b. Conduct a creel census on a small lake to estimate catch per unit effort.
- c. Examine the stomach contents of three species of fish and record the findings. It is not necessary to catch any fish for this option. You must visit a cleaning station set up for fishermen or find another, similar alternative.
- d. Make a freshwater aquarium. Include at least four species of native plants and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners. After 60 days of observation, discuss with your counselor the life cycles, food chains, and management needs you have recognized. After completing requirement 7d to your counselor's satisfaction, with your counselor's assistance, check local laws to determine what you should do with the specimens you have collected.

## **Fishing**

7. Obtain and review a copy of the regulations affecting game fishing where you live. Explain why they were adopted and what you accomplish by following them.
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## **Forestry**

- ➔ 7. Visit one or more local foresters and write a brief report about the person (or persons). Or, write about a forester's occupation including the education, qualifications, career opportunities, and duties related to forestry.
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## **Geocaching**

1. Do ONE of the following:
  - a. If a Cache to Eagle<sup>®</sup> series exists in your council, visit at least three of the locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle<sup>®</sup> program helps share our Scouting service with the public.
  - b. Create a Scouting-related Travel Bug<sup>®</sup> that promotes one of the values of Scouting. "Release" your Travel Bug into a public geocache and, with your parent's permission, monitor its progress at [www.geocaching.com](http://www.geocaching.com) for 30 days. Keep a log, and share this with your counselor at the end of the 30-day period.
  - c. Set up and hide a public geocache, following the guidelines in the Geocaching merit badge pamphlet. Before doing so, share with your counselor a six-month maintenance

plan for the geocache where you are personally responsible for the first three months. After setting up the geocache, with your parent's permission, follow the logs online for 30 days and share them with your counselor.

d. Explain what Cache In Trash Out (CITO) means, and describe how you have practiced CITO at public geocaches or at a CITO event. Then, either create CITO containers to leave at public caches, or host a CITO event for your unit or for the public.

2. Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Tell your counselor about your experience, and share the materials you used and developed for this event.

### **Indian Lore**

1. Give the history of one American Indian tribe, group, or nation that lives or has lived near you. Visit it if possible. Tell about traditional dwellings, way of life, tribal government, religious beliefs, family and clan relationships, language, clothing styles, arts and crafts, food preparation, means of getting around, games, customs in warfare, where members of the group now live, and how they live.
2. Purchase a kit at the camp trading post after attending the first session.

### **Journalism –**

1. Do either A OR B:

#### **a. Newspaper, magazine, and online journalism**

1. All on the same day, read a local newspaper, a national newspaper, a newsmagazine, and (with your parent's permission) an online news source. From each source, clip, read, and compare a story about the same event. Tell your counselor how long each story is and how fair and accurate the stories are in presenting different points of view. Tell how each source handled the story differently, depending on its purpose or audience

2. Visit the office of a newspaper, magazine, or internet news site. Ask for a tour of the various divisions (editorial, business, and printing). During your tour, talk to an executive from the business side about management's relations with reporters, editors, and photographers and what makes a "good" newspaper, magazine, or internet news site.

#### **b. Radio and television journalism**

1. All on the same day, watch a local and national network newscast, listen to a radio newscast, and (with your parent's permission) view a national broadcast news source online. List the different news items and features presented, the different elements used, and the time in minutes and seconds and the online space devoted to each story. Compare the story lists, and discuss whether the stories are fair and accurate. Explain

why different news outlets treated the stories differently and/or presented a different point of view.

2. Visit a radio or television station. Ask for a tour of the various departments, concentrating on those related to news broadcasts. During your tour, talk to the station manager or other station management executive about station operations, particularly how management and the news staff work together, and what makes a “good” station. If possible, go with a reporter to cover a news event.

### **Leatherworking-purchase kit at trading post after attending the first session**

5. Do ONE of the following:

- a. Learn about the commercial tanning process. Report about it to merit badge couns.
- b. Tan the skin of a small animal. Describe the safety precautions you will take and the tanning method that you used.
- c. Braid or plait an article out of leather or vinyl lace.
- d. Visit a leather-related business. This could be a leathercraft supply company, a tannery, a leather goods or shoe factory, or a saddle shop. Report on your visit to your counselor.

### **Mammal Study**

➔ 3c. From study and reading, write a simple history of one non-game mammal that lives in your area. Tell how this mammal lived before its habitat was affected in any way by man. Tell how it reproduces, what it eats, what eats it, and its natural habitat. Describe its dependency upon plants, upon other animals (including man), and how they depend upon it. Tell how it is helpful or harmful to man.

1. **Music** Do one of the following and bring documentation to camp:

- a) Attend a live performance, or listen to three hours of recordings from any two of the following musical styles: blues, jazz, classical, country, bluegrass, ethnic, gospel, musical theater, opera. Describe the sound of the music and the instruments used. Identify the composers or songwriters, the performers, and the titles of the pieces you heard. If it was a live performance, describe the setting and the reaction of the audience. Discuss your thoughts about the music.
- b) Interview an adult member of your family about music. Find out what the most popular music was when he or she was your age. Find out what his or her favorite music is now, and listen to three of your relative’s favorite tunes with him or her. How do those favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for your relative, and explain why you like these songs. Ask what he or she thinks of your favorite music.

- c) Serve for six months as a member of a school band, choir, or other organized musical group, or perform as a soloist in public six times.
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### **Nature (2 Requirements)**

→ 4a. Birds

1. In the field, identify eight species of birds.

→ 2. Make and set out a birdhouse OR a feeding station OR a birdbath.

List what birds used it during a period of one month.

### **Nuclear Science/Energy- Energy Merit Badge Must do Requirement 4**

Requirement 4: Conduct an energy audit of your home. Keep a 14 day log that records what you and your family did to reduce energy use. Include the following in your report and, after the 14 day period, discuss what you have learned with your counselor.

- a. List the types of energy used in your home such as electricity, wood, oil, liquid petroleum, and natural gas, and tell how each is delivered and measured, and the current cost; OR record the transportation fuel used, miles driven, miles per gallon, and trips using your family car or another vehicle.
- b. Describe ways you and your family can use energy resources more wisely. In preparing your discussion, consider the energy required for the things you do and use on a daily basis (cooking, showering, using lights, driving, watching TV, using the computer). Explain what is meant by sustainable energy sources. Explain how you can change your energy use through reuse and recycling.

**Nuclear Science Merit Badge** No pre-reqs. All of the requirements will be done at camp

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### **Orienteering**

7. Do the following:

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

8. Do ONE of the following:

- a. Set up a cross-country course that is at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet.
- b. Set up a score orienteering course with at least 12 control points and a time limit of at least 60 minutes. Set point values for each control. Prepare the master map and control description sheet.

9. Act as an official during an orienteering event. This may be during the running of the course you set up for requirement 8.

10. Teach orienteering techniques to your patrol, troop, or crew.

**Personal Fitness** - b. Have a dental examination. Get a statement saying that your teeth have been checked and cared for. Tell how to care for your teeth.

7. Outline a comprehensive 12-week physical fitness program using the results of your fitness tests. Be sure your program incorporates the endurance, intensity, and warm-up guidelines discussed in the Personal Fitness merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parents.

8. Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam, or biked; how many exercise repetitions you completed; your exercise heart rate; etc.). Repeat the aerobic fitness, muscular strength, and flexibility tests every two weeks and record your results. After the 12th week, repeat all of the required activities in each of the three test categories, record your results, and show improvement in each one. For the body composition evaluation, compare and analyze your preprogram and post program body composition measurements. Discuss the meaning and benefit of your experience, and describe your long-term plans regarding your personal fitness.

**Personal Management** – Prereq's, must be supplied first day of camp.

1 all parts Do the following:

- Choose an item that your family might want to purchase that is considered a major expense.
- 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.
- 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 rating 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?

2a Must start immediately and will finish after camp if not complete. Keep receipts of expenditures.

- 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.

#### 5 all parts

- 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

#### 8 all

- Demonstrate to your merit badge counselor your understanding of time management by doing the following:
  - a. Write a "to do" list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.
  - b. Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or church 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.

**Photography** - Show your counselor your current, up-to-date Cyber Chip.

#### **Reptile and Amphibian Study**

- ➔ 8. Maintain one or more reptiles or amphibians for at least a month. Record the food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders).

**Scholarship:** 1. Do ONE of the following: (a) Show that your school grades have been an average of B or higher (80 percent or higher) for one term or semester. (b) Show that for one term or semester you have improved your school grades over the previous period.

2. Do TWO of the following: (a) Make a list of educational places located where you live (other than schools). Visit one, and report on how you used the place for self-education. (b) With your counselor's and your parent's approval, interview two professionals (other than teachers or other professionals at your school) with established careers. Find out where they were educated, what training they received, and how their education and training have helped prepare them for the career they have chosen. Find out how they continue to educate themselves. Discuss what you find out with your counselor. (c) Using a daily planner, show your counselor how you keep track of assignments and activities, and discuss how you manage your time. (d) Discuss the advantages and disadvantages of the different methods of research available to you for school assignments, such as the library, books and periodicals, and the internet.

3. Get a note from the principal\* of your school (or another school official named by the principal) that states that during the past year your behavior, leadership, and service have been satisfactory.

5. Do ONE of the following: (a) Write a report of 250 to 300 words about how the education you receive in school will be of value to you in the future and how you will continue to educate yourself in the future. (b) Write a report of 250 to 300 words about two careers that interest you and how specific classes and good scholarship in general will help you achieve your career goals.

### **Soil and Water Conservation**

7. Do TWO of the following:

a. Make a trip to two of the following places. Write a report of more than 500 words about the soil and water and energy conservation practices you saw.

1. An agricultural experiment.
2. A managed forest or woodlot, range, or pasture.
3. A wildlife refuge or a fish or game management area.
4. A conservation-managed farm or ranch.
5. A managed watershed.
6. A waste-treatment plant.
7. A public drinking water treatment plant.
8. Industry water use installation.

#### 9. Desalinization plant

- b. Plant 100 trees, bushes and/or vines for a good purpose.
- c. Seed an area of at least 1/5 acre for some worthwhile conservation purpose, using suitable grasses or legumes alone or in a mixture.
- d. Study a soil survey report. Describe the things in it. On tracing paper over any of the soil maps, outline an area with three or more different kinds of soil. List each kind of soil by full name and map symbol.
- e. Make a list of places in your neighborhood, camps, school ground, or park that have erosion, sedimentation, or pollution problems. Describe Carry out any other soil and water conservation project approved by your merit badge counselor.

**Sports – Bring documentation to camp from your coach. This can be started immediately and may need to be completed after camp.**

- With guidance from your counselor, establish a personal training program suited to the activities you choose for requirement 5. Then do the following:
  - a. Create a chart and use it to track your training, practice, and development in these sports for one season (or four months).
  - b. Demonstrate proper technique for your two chosen sports
  - c. At the end of the season, share your completed chart with your counselor and discuss how your participation in the sports you chose has affected you mentally and physically.
- Take part for one season (or four months) as a competitive individual or as a member of an organized team in TWO of the following sports: baseball, basketball, bowling, cross-country, field hockey, football, golf, gymnastics, ice hockey, lacrosse, soccer, softball, swimming, table tennis, tennis, track and field, volleyball, water polo, wrestling. Your counselor may approve in advance other recognized sports, but not any sport that is restricted and not authorized by the Boy Scouts of America. Then with your chosen sports do the following:
  - a. Give the rules and etiquette for the two sports you picked.
  - b. List the equipment needed for the two sports you chose. Describe the protective equipment and appropriate clothing (if any) and explain why it is needed.
  - c. Draw diagrams of the playing areas for your two sports.

**Theater** - See or read three full-length plays or scripts. These can be from the stage, movies, television, or video. Write a review of each. Comment on the story, acting, and staging.

#### **Wilderness Survival**

4. Make up a personal survival kit and be able to explain how each item in it is useful. **Bring to camp.**

#### **Woodcarving**

2<sup>nd</sup> year+ Camper and Earn the Totin' Chip card which you must bring with you to camp. Purchase kit at camp trading post after attending the first session