



Archery

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Art

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Astronomy

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Basketry

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Camping

Requirement # 8 D

Cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.

Requirement # 9 Show experience in camping by doing the following:

- A. Camp a total of at least 20 days and 20 nights. Sleep each night under the sky or in a tent you have pitched. The 20 days and 20 nights must be at a designated Scouting activity or event. You may use a week of long-term camp toward this requirement. If the camp provides a tent that has already been pitched, you need not pitch your own tent.
- B. On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision:
 - 1. Hike up a mountain, gaining at least 1,000 vertical feet.
 - 2. Backpack, snowshoe, or cross-country ski for at least 4 miles.
 - 3. Take a bike trip of at least 15 miles or at least four hours.
 - 4. Plan and carry out a float trip of at least four hours.
 - 5. Plan and carry out an overnight snow camping experience.
 - 6. Rappel down a rappel route of 30 feet or more.
- C. Perform a conservation project approved by the landowner or land managing agency.



Canoeing

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Citizenship in the Community

Pre-requisites include: # 2A, 2B, 3A, 5, 7, 8 see below

***This Merit Badge is Required
to earn the Eagle Scout Rank***

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, locate and point out the following:
 1. Chief government buildings such as your city hall, county courthouse, and public works/services facility

2. Fire station, police station, and hospital nearest your home
 3. Historical or other interesting points
- 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 city or town council or school board meeting, or 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. Choose a charitable organization outside of Scouting that interests you and brings people in your community together to work for the good of your community.
 - B. 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 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.



Citizenship in the Nation

Pre-requisites include: #2, 3 see below

***This Merit Badge is Required
to earn the Eagle Scout Rank***

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 the history.
 - C. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.
 - D. Choose a national monument that interests you. Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.
3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor. Choose one of the issues and explain how it affects you and your family.
4. Discuss each of the following documents with your counselor. Tell your counselor how you feel life in the United States might be different without each one.
 - 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 are involved in each branch. For each branch of government, explain the importance of the system of checks and balances.

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



Citizenship in the World

It is advised that materials be brought to camp in order to complete this badge.

***This Merit Badge
is Required to earn the Eagle Scout Rank***

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
3. Do the following:
 - A. Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as" its security, its economy, its values, and the health of its citizens.
 - B. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.
4. Do TWO of the following:
 - A. Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
 - B. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
 - C. Select TWO of the following organizations and describe their role in the world.
 1. The United Nations
 2. The World Court
 3. World Organization of the Scout Movement
 4. The World Health Organization
 5. Amnesty International
 6. The International Committee of the Red Cross
 7. CARE
5. Do the following:
 1. Discuss the differences between constitutional and nonconstitutional governments.
 2. Name at least five different types of governments currently in power in the world.
 3. Show on a world map countries that use each of these five different forms of government.

6. Do the following:
 - . Explain how a government is represented abroad and how the United States government is accredited to international organizations.
 - A. Describe the roles of the following in the conduct of foreign relations.
 1. Ambassador
 2. Consul
 3. Bureau of International Information Programs
 4. Agency for International Development
 5. United States and Foreign Commercial Service
 - B. Explain the purpose of a passport and visa for international travel.
7. Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:
 - . Visit the Web site of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.
 - A. Visit the Web site of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
 - B. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
 - C. Attend a world Scout jamboree.
 - D. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.



Climbing

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP

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Communications

Pre-requisites include: # 5, 8

This Merit Badge is Required to earn the Eagle Scout Rank

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 your teachers or the radio, watching television, reading books, and other print media, and communicating online. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communications 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. A persuasive argument
 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 effective each one is in telling 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, e-mail, fax). 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. Present 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 for your scout troop, school, or other organization. Include at least one article and one photograph or illustration, and one link to some other web page that would be helpful to someone who visits the web page you have created. It is not necessary to post your web page 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 scout troop, class at school, or other group. Include at least one article and one photograph or illustration.
 8. Plan a troop court of honor or campfire program. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.
 9. Learn about opportunities in the field of communication. Choose one career in which you are interested and discuss with your counselor the major responsibilities of that position and the qualifications, education, and preparation it requires.



Emergency Preparedness

Pre-requisites include: #1, 6c, 8c Provide a list for each

***Either this Merit Badge or Lifesaving MB
is Required to earn the Eagle Scout Rank***

1. Earn the First Aid Merit Badge.
2. Do the following:
 - A. Discuss with your counselor these three aspects of emergency preparedness:
 1. **Recognition** of a potential emergency situation
 2. **Prevention** of an emergency situation
 3. **Reaction** to an emergency situation

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 three aspects of emergency preparedness in requirement 2a (recognition, prevention, and reaction) with regard to 10 of the

situations listed below. **You must use situations 1, 2, 3, 4, and 5*** but may choose any other five 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 accident***
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 the country
10. Mountain/backcountry accident
11. Boating accident
12. Gas leak in a building
13. Tornado or hurricane
14. Major flood
15. Nuclear power plant emergency
16. Avalanche (snowslide or rockslide)
17. Violence in a public place

- C. Meet with and teach your family how to recognize, prevent, and react to the situations on the chart you created for requirement 2b. Then meet with your counselor and report on your family meeting, discussing their responses.
3. Show how you could safely save a person from the following:
 - A. Touching a live electric wire.
 - B. A room 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 move 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. Tell the things a group of Scouts should be prepared to do, the training needed, 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. Identify the government or community agencies that normally handle and prepare for the emergency services listed under 6a, and explain to your counselor 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 disaster/emergency response coordinator and learn what this person does to recognize, prevent and respond to 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. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
8. Do the following:
 - A. 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.
 - B. Take part in at least one troop mobilization. Before the exercise, describe your part to your counselor. Afterward, conduct an "after-action" lesson, discussing what you learned during the exercise that required changes or adjustments to the plan.

- C. Prepare a personal emergency service pack for a mobilization call. Prepare a family kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. 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



Environmental Science

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Farm Mechanics

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



First Aid

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP

1. Satisfy your counselor that you have current knowledge of all first aid requirements for [Tenderfoot](#), [Second Class](#), and [First Class](#) ranks.
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Fish and Wildlife Management

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP

It would be advantageous if requirements # 5 and 6 were done prior to coming to camp.

Requirements were REVISED effective January 1, 2005.

To see the changes which were made, [Click here](#).

For the previous requirements, [Click here](#).

1. 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 backyard wildlife habitat improvement project and report the results.
 - D. Design and construct a wildlife blind near a game trail, water hole, salt lick, bird feeder, or birdbath and take good photographs or make sketches from the blind of any combination of 10 wild birds, mammals, reptiles, or amphibians.

2. 6: Do ONE of the following:
- A. Observe and record 25 species of wildlife. Your list may include mammals, birds, reptiles, amphibians, and fish. Write down when and where each animal was seen.
 - B. List the wildlife species in your state that are classified as endangered, threatened, exotic, game species, furbearers, or migratory game birds.
 - C. Start a scrapbook of North American wildlife. Insert markers to divide the book into separate parts for mammals, birds, reptiles, amphibians, and fish. Collect articles on such subjects as life histories, habitat, behavior, and feeding habits on all of the five categories and place them in your notebook accordingly. Articles and pictures may be taken from newspapers or science, nature and outdoor magazines; or from other sources including the Internet (with your parent's permission). Enter at least five articles on mammals, five on birds, five on reptiles, five on amphibians, and five on fish. Put each animal in alphabetical order. Include pictures whenever possible.



Fishing

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Forestry

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Geology

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Indian Lore

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Leatherwork

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Lifesaving

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP

Please read requirement 1.

1. Before doing requirements 2 through 15
 - A. Complete Second Class requirements 7a through 7c and First Class requirements 9a through 9d.
 - Second Class requirements 7a through 7c
 - A. Tell what precautions must be taken for a safe swim.
 - B. Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.
 - C. Demonstrate water rescue methods by reaching with your arm or leg, reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.



Mammal Study

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Nature

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Oceanography

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Orienteering

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP

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Pioneering

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Reptile and Amphibian Study

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP

Except Number 8

8 Do ONE of the following:

- A. Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders).
 - B. Choose a reptile or amphibian that you can observe at a local zoo, aquarium, nature center, or other such exhibit (such as your classroom or school). Study the specimen weekly for a period of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators. Also identify any human caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.
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Rifle Shooting

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Rowing

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Shotgun Shooting

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Small-Boat Sailing

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Soil and Water Conservation

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Swimming

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Weather

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP



Wilderness Survival

1. **#8** Improvise a natural shelter. For the purpose of this demonstration, use techniques that have little negative impact on the environment. Spend a night in your shelter.
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Wood Carving

ALL REQUIREMENTS CAN BE COMPLETED AT SUMMER CAMP