

Black Creek District Merit Badge University 2012

****REVISED**** Merit Badge Prerequisites:

Art

- 1: Bring model or pictures to MBU. We will be presenting them during the MBU session.
- 2: a, b or c. Must bring the sketch, promo or logo. Application of the logo is optional, or can be done to a piece of loose fabric.
- 3: Must bring the 4 drawings to MBU.
- 4: Museum/gallery admission stub with the name of the museum or gallery legible, dated between 12/8/11 and 2/24/12
- 5: Brief outline/description of careers (4) to be handed in to MB Counselor. Must have Scout name, Rank, and Troop number on the pages.

Camping

- 4A: "Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member. We can do this during the event, but the Scout will have to take the roster back to his troop for actual use, then get it back to the MB Counselor.
- 4B: Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.
- 5E: Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
- 8D: Cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.
- 9A: Camp a total of at least 20 days and 20 nights. Sleep each night under the sky or in a tent you have pitched. The 20 days and 20 nights must be at a designated Scouting activity or event. You may use a week of long-term camp toward this requirement. If the camp provides a tent that has already been pitched, you need not pitch your own tent.
- 9B: On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision:
 - i) Hike up a mountain, gaining at least 1,000 vertical feet.
 - ii) Backpack, snowshoe, or cross-country ski for at least 4 miles.
 - iii) Take a bike trip of at least 15 miles or at least four hours.
 - iv) Take a nonmotorized trip on the water of at least four hours or 5 miles.
 - v) Plan and carry out an overnight snow camping experience.
 - vi) Rappel down a rappel route of 30 feet or more.
- 9C: Perform a conservation project approved by the landowner or land managing agency.

Citizenship in the Community

- 2: Get a map of your town, village, city.... Follow the requirements under #2 –a1,2,3
- #2b: Print the chart of your local or state government – Available on line...
- #3a: Visit a city, town, court session or school board meeting.
- #3b: Choose one of the issues discussed at the meeting. Write a sentence about this topic – Telling opinions and details.
- #4: Choose an issue (service) that is important to the citizens of your community.
- #4a: Identify which branch of local government is responsible for this issue (service).
- #4b: Go ahead and interview a person from the branch you identified from 4a and answer the questions:
What is being Done? How can young people help? Write down the answers and share them at the class.
- #5: Watch a movie that shows how the actions of one individual or group can have a positive effect on a community. Write down what you learned. (MB Counselor will accept whatever the parents allow.) *We might do this one in class.
- #7: This will take some time: With the parents' approval, complete all sections of this requirement. Bring in some kind of proof of the 8 hours of time spent volunteering for this organization.

****REVISED**** Citizenship in the Nation

Complete in writing and bring to the session. Come prepared to discuss your answers with the whole group.

- 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.
- 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.

Energy

- 1: Do the following
 - a. Find an article on the use or conservation of energy. Discuss with your counselor what in the article was interesting to you, the questions it raises, and what ideas it addresses that you do not understand.
 - 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.
 - b. 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.
 - c. 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 how you can change your energy use through reuse and recycling.
- Beginning of 5:** In a notebook, identify and describe five examples of energy waste in your school or community.

Communications

- 3:** Write a five-minute speech. Give it at a meeting of a group.
- 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.
- 7:** Do ONE of the following:
- 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.
- 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.*
- 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, campfire program, or an 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 the field of 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.

Personal Management

- 2:** Do the following:
1. Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings. Track your actual income, expenses, and savings for 13 consecutive weeks (3 months.) Compare expected income with expected expenses. If expenses exceed income, determine steps to balance your budget. If income exceeds expenses, state how you would use the excess money (new goal, savings).
- 8:** Demonstrate to your merit badge counselor your understanding of time management by doing the following:
- a. Write a "to do" list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.
 - b. Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or 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.
- 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. If necessary, develop a budget for your project.

Scholarship

Do ONE of the following:

- a. Show that you have had an average grade 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.

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.
- e. 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.

Do ONE of the following:

- a. Show that you have taken part in an extracurricular school activity, and discuss with your counselor the benefits of participation and what you learned about the importance of teamwork.
- b. Discuss your participation in a school project during the past semester where you were a part of a team. Tell about the positive contributions you made to the team and the project.

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.

Scouting Heritage

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.

If you visit the BSA's national traveling tour, Adventure Base 100, in 2010, you may use this experience to fulfill requirement 4b.

Visit www.adventurebase100.org (with your parent's permission) for the schedule and for more information.

- 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 50 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.