

Pre-Requisites for Camp Turrell Merit Badges

2016 Program Year

OUTDOOR SKILLS

Pioneering:

2a. Successfully complete [Tenderfoot](#) requirements 4a and 4b and [First Class](#) requirements 7a, 7b, and 8a.

Wood Working:

1b. Earn the Totin' Chip prior to camp

7. Talk with a cabinetmaker or carpenter. Find out about the training, apprenticeship, Career opportunities, work conditions, pay rates and union organization for woodworking experts in your area.

Wilderness Survival:

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

Camping:

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.

Engineering:

1. Select a manufactured item in your home (such as a toy or an appliance) and, under adult supervision and with the approval of your counselor, investigate how and why it works as it does. Find out what sort of engineering activities were needed to create it. Discuss with your counselor what you learned and how you got the information.

4. Visit with an engineer (who may be your counselor or parent) and do the following:
 - a. Discuss the work this engineer does and the tools the engineer uses.
 - b. Discuss with the engineer a current project and the engineer's particular role in it.
 - c. Find out how the engineer's work is done and how results are achieved.
 - d. Ask to see the reports that the engineer writes concerning the project.
 - e. Discuss with your counselor what you learned about engineering from this visit.

9. Find out about three career opportunities in engineering. Pick one and research the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

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.

AQUATICS

Lifesaving:

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.

FIELD SPORTS

Personal Fitness:

- 1b. Have a dental examination. Get a statement saying that your teeth have been checked and cared for.

6. Before doing requirements 7 and 8, complete the aerobic fitness, flexibility, and muscular strength tests along with the body composition evaluation as described in the *Personal Fitness* merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.

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

8. Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam, or biked; how many exercise repetitions you completed; your

exercise heart rate; etc.). 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 postprogram body composition measurements. Discuss the meaning and benefit of your experience, and describe your long-term plans regarding your personal fitness.

9. Find out about three career opportunities in personal fitness. Pick one and find out the education, training, and experience required for these professions. Discuss what you learned with your counselor, and explain why this profession might interest you.

Sports:

4. 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, ice hockey, lacrosse, soccer, softball, table tennis, tennis, volleyball, water polo.

5. With guidance from your counselor, establish a personal training program suited to the activities you chose for requirement 4. Then do the following:

- a. Organize a chart to track your training, practice, and development in these sports for one season (or four months).

Athletics:

5. Complete the activities in FOUR of the groups listed in Req. 5 & show improvement over a 3-month period.

6. Do the following

- a. Prepare plans for conducting a sports meet or field day that includes 10 activities, at least five of which must come from the groups mentioned in requirement 5. Outline the duties of each official needed and list the equipment the meet will require.
- b. With your parent's and counselor's approval, serve as an official or volunteer at a sports meet to observe officials in action.

RELATED ARTS

Citizenship in the World:

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.

7. Do TWO of the following and share with your counselor what you have learned:

- a. Visit the Web site (With your parent/guardian's permission) of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.
- b. Visit the Web site (With your parent/guardian's permission) of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Public Speaking:

(Suggested to be done prior to camp)

4. Select a topic of interest to your audience. Collect and organize information about this topic and prepare an outline. Write an eight- to 10-minute speech, practice it, then deliver it in the conversational way.

Theater:

1. 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.
2. Write a one-act play that will take at least eight minutes to perform. The play must have a main character, conflict, and a climax.

Music:

3. Do TWO of the following:

- 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 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 local musical group; or perform as a soloist in public six times.

d. List five people who are important in the history of American music and explain to your counselor why they continue to be influential. Include at least one composer, one performer, one innovator, and one person born more than 100 years ago.

NATURE

Sustainability:

2. Do the following:

Water. Do A AND either B OR C.

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

Food. Do A AND either B OR C.

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

Energy. Do A AND either B OR C.

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

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

Stuff. Do A AND either B OR C.

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

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

6. Learn about career opportunities in the sustainability field. Pick one and find out the education, training, and experience required. Discuss what you have learned with your counselor and explain why this career might interest you.

Mining in Society:

8. Do one of the following:

a. With your parent's and counselor's approval, meet with a worker in the mining industry. Discuss the work, equipment, and technology used in this individual's position, and learn about a current project. Ask to see reports, drawings, and/or maps made for the project. Find out about the educational and professional requirements for this individual's position. Ask how the individual's mining career began. Discuss with your counselor what you have learned.

b. Find out about three career opportunities in the mining industry. 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.

c. With your parent's permission and counselor's approval, visit a career academy or community college to learn about educational and training requirements for a position in the mining industry that interests you. Find out why this position is critical to the

Energy:

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.

8. Find out what opportunities are available for a career in energy. Choose one position that interests you and describe the education and training required.

Environmental Science:

(Suggested to be done prior to camp)

1. Make a timeline of the history of environmental science in America. Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.

(Suggested to be done prior to camp)

2. Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.

6. Find out about three career opportunities in environmental science. 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.

Weather:

(Suggested to be done prior to camp)

9a. Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, and Internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.

(Suggested to be done prior to camp)

11. Find out about a weather-related career opportunity that interests you. Discuss with and explain to your counselor what training and education are required for such a position, and the responsibilities required of such a position.

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.

Mammal Study:

3. Do ONE of the following:

a. Spend three hours in each of two different kinds of natural habitats or at different elevations. List the different mammal species and individual members that you identified by sight or sign. Tell why all mammals do not live in the same kind of habitat.

b. Spend three hours on each of five days on at least a 25-acre area (about the size of 3 1/2 football fields). List the mammal species you identified by sight or sign.

c. From study and reading, write a simple life history of one nongame 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.

WELLNESS

First Aid:

1. Knowledge of all first aid requirements for [Tenderfoot rank](#), [Second Class rank](#), and [First Class rank](#).

2d. Prepare a [first aid kit](#) for your home. Display and discuss its contents with your counselor.

Search & Rescue:

10. Find out about three career or volunteer opportunities in search and rescue. Pick one and find out the education, training, and experience required for this professional or volunteer position. Discuss this with your counselor, and explain why this position might interest you.

Emergency Preparedness:

1. Earn the [First Aid](#) merit badge.

2c. Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

6c. Find out who is your community's emergency management director and learn what this person does to **prepare for, respond to, recover from, prevent, and mitigate** emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.

8b. Prepare a [personal emergency service pack](#) for a mobilization call. Prepare a [family kit](#) (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed.

Public Health:

7. With your parent's and counselor's approval, visit your city, county or state public health agency. Discuss how the agency addresses the concerns raised in requirements 1 through 6 and how the services provided by this agency affect your family. Then do the following:
 - a. Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.
 - b. Explain the role of the health agency you visited related to the outbreak of diseases.
 - c. Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after a disaster occurs.
8. Pick a profession in the public health sector that interests you. Find out the education, training, and experience required to work in this profession. Discuss what you learn with your counselor.

Safety:

8. Learn about three career opportunities in the field of safety. Pick one career and find out the education, training, and experience required for this profession. Discuss this choice with your counselor, and explain why this profession might interest you.

Traffic Safety:

5. Do ONE of the following:
 - b. Using the Internet (with your parent's permission), visit five Web sites that cover safe driving for teenagers. As a group, discuss what you learn with your counselor and at least three other teenagers.

TECHNOLOGY

Photography:

**** Must bring own camera or phone for taking pictures and charging device****

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.

Digital Technology:

1. Have current, up-to-date Cyber Chip. (Must have card to show counselor)

(Suggested to be done prior to camp)

6. Do THREE of the following. For each project you complete, copy the files to a backup device and share the finished projects with your counselor.

- a. Using a spreadsheet or database program, develop a food budget for a patrol weekend campout OR create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the roster by each of the following categories: rank, patrol, and alphabetically by name.
- b. Using a word processor, write a draft letter to the parents of your troop's Scouts, inviting them to a troop event
- c. Using a graphics program, design and draw a campsite plan for your troop OR create a flier for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration.
- d. Using a presentation software program, develop a report about a topic approved by your counselor. For your presentation, create at least five slides, with each one incorporating text and some type of visual such as a photograph or an illustration.
- e. Using a digital device, take a picture of a troop activity. Send or transfer this image to a device where it can be shared with your counselor.
- f. Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording.
- g. Create a blog and use it as an online journal of your Scouting activities, including group discussions and meetings, campouts, and other events. Include at least five entries and two photographs or illustrations. Share your blog with your counselor. You need not post the blog to the Internet; however, if you choose to go live with your blog, you must first share it with your parents AND counselor AND get their approval.
- h. Create a Web page for your troop, patrol, school, or place of worship. Include at least three articles and two photographs or illustrations. Include at least one link to a website of interest to your audience. You need not post the page to the Internet; however, if you decide to do so, you must first share the Web page with your parents AND counselor AND get their approval.

9. Do ONE of the following:

- a. Investigate three career opportunities that involve digital technology. 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.

- b. Visit a business or an industrial facility that uses digital technology. Describe four ways digital technology is being used there. Share what you learned with your counselor.

Geo-Caching:

**** The following requirements are POST-REQUIREMENTS to be done after the first six requirements are completed at home. ****

7. With your parent's permission*, go to www.geocaching.com. Type in your zip code to locate public geocaches in your area. Share the posted information about three of those geocaches with your counselor. Then, pick one of the three and find the cache.

*To fulfill this requirement, you will need to set up a free user account with www.geocaching.com. Ask your parent for permission and help before you do so.

8. Do ONE of the following:

- a. If a Cache to Eagle® series exists in your council, visit at least three of the 12 locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle® program helps share our Scouting service with the public.
- b. Create a Scouting-related Travel Bug® 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 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.

9. 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.

Personal Management:

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.)

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.

10. Do the following:
 - a. Choose a career you might want to enter after high school or college graduation.
 - b. Research the limitations of your anticipated career and discuss with your merit badge counselor what you have learned about qualifications such as education, skills, and experience.

Game Design:

8. Do ONE of the following:
 - a. With your parent's permission and your counselor's approval, visit with a professional in the game development industry and ask him or her about his or her job and how it fits into the overall development process. Alternately, meet with a professional in game development education and discuss the skills he or she emphasizes in the classroom.
 - b. List three career opportunities in game development. Pick one and find out about the education, training, and experience required for the profession. Discuss this with your counselor. Explain why this profession might interest you.