

## 2011 Camp Rotary Summer Camp Merit Badge Pre-Work Requirements

Here are the merit badges offered at Camp Rotary that have pre-work requirements. These will not be covered in merit badge classes and must be completed prior to summer camp. If the scout does not bring evidence of completing these requirements, he will receive a blue card showing partial completion.

If a scout does not complete all requirements, it is his responsibility to locate a counselor for the merit badge locally and meet with him or her to determine if work completed at camp is acceptable, and then finish the requirements for that counselor, in order to receive a completion. (There is no time limit on the completion of merit badges other than the scout's 18th birthday.) Incomplete merit badges from last year's summer camp *may* be able to be completed this year if the scout brings evidence of completion of missing items and discusses it with the merit badge counselor while at summer camp.

In some cases, work cannot proceed on a merit badge if the pre-work requirements are not done (for instance, the BSA swimmer test for aquatics merit badges).

Camp Rotary uses the requirements as set forth in the publication *2010 Boy Scout Requirements*. These may not exactly agree with the requirements that are currently posted on the BSA website and in 2011 editions of the merit badge pamphlets (for example, individual requirements may have changed or been renumbered). If you are in doubt about any of these requirements, see Mr. Maynard or Mr. Thompson for a copy of the 2010 Requirements book.

### Bird Study

- 8. Do ONE of the following. For the option you choose, describe what birds you hope to attract, and why.
  - (a) Build a bird feeder and put it in an appropriate place in your yard or another location.
  - (b) Build a birdbath and put it in an appropriate place.
  - (c) Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.

### Camping

- 9. Show experience in camping by doing the following:
  - (a) Camp a total of at least 20 days and 20 nights. The 20 days and 20 nights must be at a designated Scouting activity or event. Sleep each night under the sky or in a tent you have pitched. 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 two 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, showshoe, 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) Take a nonmotorized trip on the water of at least four hours or 5 miles.
    - (5) Plan and carry out an overnight snow camping experience.
    - (6) Rappel down a rappel course of 30 feet or more.

### Canoeing

- 3. Before doing requirements 4-10, successfully complete the BSA swimmer test.

### Citizenship in the Nation

- 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 US 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 nights 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. Chose one of the issues and explain how it affects you and your family.
- 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**

- 7. Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:
  - (a) 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.
  - (b) 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.
  - (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.

### **Coin Collecting**

- 7. Collect from circulation a set of current U.S. coins. Include one coin of each denomination (cent, nickel, dime, quarter, half dollar, dollar). For each coin, locate the mint marks, if any, and the designer's initials, if any.
- 9. Do ONE of the following:
  - (a) Collect and identify 50 foreign coins from at least 10 different countries.
  - (b) Collect and identify 20 bank notes from at least five different countries.
  - (c) Collect and identify 15 different tokens or medals.
  - (d) For each year since the year of your birth, collect a date set of a single type of coin.

### **Collections**

- 5b: Bring a collection (or photo of your collection) from home

### **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:
  - (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, e-mail, or regular mail.
  - (b) Create a Web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration, and one link to some other Web page or blog that would be helpful to someone who visits the Web page or blog you have created. *It is not necessary to post your Web page or blog to the Internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.*
  - (c) Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your Scout troop or crew, 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.

### **Computers**

- 6. Do THREE of the following:
  - Using a spreadsheet program, develop a food budget for a patrol weekend campout.
  - Using a word processor, write a letter to the parents of your troop's Scouts, inviting them to a court of honor.
  - Using a computer graphics program, design and draw a campsite plan for your troop.
  - Using a computer graphics program, create a flier for an upcoming troop event, incorporating both text and some type of visual such as a photograph or illustration.
  - Using an Internet search engine (with your parent's permission), find ideas about how to conduct a troop court

of honor or campfire program. Print out a copy of the ideas from at least three different Web sites. Share what you found with your counselor, and explain how you used the search engine to find this information. (f) Using a presentation software program of your choice, develop a report about a topic that has been approved by your counselor. For your presentation, create at least 10 slides.

- Using a digital camera, take a picture of a troop activity. Transfer the picture file to a computer and use photographic software to make it small enough to send easily as an e-mail attachment. Then, using a computer connected to the Internet (with your parent's permission), send an e-mail to someone you know. In your message, include the photograph as an attachment. Verify that the person received your e-mail and was able to view the attachment.
- Using a database manager, create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the register by each of the following categories: rank, patrol, and alphabetically by name.

### **Cooking**

- 7. Plan a menu for three full days of meals (breakfast, lunch, and dinner) to be cooked at home.
  - When preparing your menu, follow the nutritional guidelines set by the food pyramid. All meals are to be cooked or properly prepared.
  - Using the menu planned for requirement 7, make a food list showing cost and amount needed to feed yourself and at least one adult (parent, family member, guardian, or other responsible adult).
  - Tell what utensils were needed to cook and serve these meals.
  - Prepare and serve a breakfast, lunch, and dinner from the menu you planned for requirement 7. Time your cooking to have each course ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.

### **Cycling**

- 6. Take a road test with your counselor and demonstrate the following:
  - 6(b) On an urban street with light traffic, properly execute a left turn from the center of the street; also demonstrate an alternate left-turn technique used during periods of heavy traffic.
  - 6(f) Cross railroad tracks properly.
- 8. Avoiding main highways, take two rides of 10 miles each, two rides of 15 miles each, and two rides of 25 miles each. You must make a report of the rides taken. List dates, routes traveled, and interesting things seen.
- 9. After fulfilling requirement 8, lay out on a road map a 50-mile trip. Stay away from main highways. Using your map, make this ride in eight hours.

### **Environmental Science**

- 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.

### **First Aid**

- 1. Satisfy your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class, and First Class ranks.
- 2(d) Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.
- 7. Teach another Scout a first-aid skill selected by your counselor.

### **Fish & Wildlife Management**

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

### **Fly Fishing**

- 4. Explain how and when each of the following types of flies is used: dry flies, wet flies, nymphs, streamers, bass bugs, poppers, and saltwater flies. Tell what each one imitates. Tie at least two types of the flies mentioned in this requirement.
- 10. Catch at least one fish and identify it. If local fishing and health regulations allow, clean and cook a fish you have caught. Otherwise, acquire a fish and cook it.

### **Forestry**

- 5(a) Visit a managed public or private forest area with the manager or a forester who is familiar with it. Write a brief report describing the type of forest, the management objectives, and the forestry techniques used to achieve the objectives.
- or 5(b) With a knowledgeable individual, visit a logging operation or wood-using manufacturing plant. Write a brief report describing the following:
  - The species and size of trees being harvested or used and the location of the harvest area or manufacturer
  - The origin of the forest or stands of trees being utilized (e.g., planted or natural)
  - The forest's successional stage. What is its future?
  - Where the trees are coming from (land ownership) or where they are going (type of mill or processing plant)
  - The products that are made from the trees
  - How the products are made and used
  - How waste materials from the logging operation or manufacturing plant are disposed of or utilize.

### **Insect Study**

- 7. Raise an insect through complete metamorphosis from its larval stage to its adult stage (e.g., raise a butterfly or moth from a caterpillar).

### **Lifesaving**

- 1a. Complete Second Class rank requirements 8a through 8c (2011 Scout Handbook) or 7a through 7c (earlier Handbooks), and First Class rank requirements 9a through 9c.

### **Motorboating**

- 2a. Before doing requirements 3 through 6, successfully complete the BSA swimmer test.

### **Music**

- 3. Do TWO of the following:
  - 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.
  - Interview your parents and grandparents about music. Find out what the most popular music was when they were your age. Find out what their favorite music is now, and listen to three of their favorite tunes with them. How do their favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for them, and explain to them why you like these songs. Ask them what they think of your favorite music.
  - 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.
  - 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**

- Complete Req. 2 from each of the categories:
  - Birds: Make and set out a birdhouse OR a feeding station OR a birdbath. List what birds used it during a period of one month.
  - Insects or Spiders: Hatch an insect from a pupa or a cocoon, OR hatch adults from nymphs OR keep larvae until they form pupae or cocoons OR keep a colony of ants or bees through one season.
  - Mollusks and Crustaceans: Collect, mount and label six shells.

### **Public Speaking**

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

### **Reptile and Amphibian Study**

- 8. Do ONE of the following:
  - 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).
  - 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.

### **Rowing**

- 3. Successfully complete the BSA swimmer test.

### **Scouting Heritage** (introduced in 2011; not in 2010 *Requirements*)

- 4. Do ONE of the following:
  - 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.
  - 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](http://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.)

### **Shotgun Shooting**

- Strongly recommended to be taking or have taken Rifle Shooting merit badge

### **Small Boat Sailing**

- 2. Successfully complete the BSA swimmer test.

### **Swimming**

- 3. Complete Second Class rank requirements 8a through 8c (2011 Scout Handbook) or 7a through 7c (earlier Handbooks), and First Class rank requirements 9a through 9c.