

Yawgoog Scout Reservation 2016

The following merit Badges can all be completed at camp.

Archery:	Forestry:	Pioneering:
Art:	Geology:	Plumbing:
Astronomy:	Indian Lore:	Rifle Shooting:
Basketry:	Kayaking:	Robotics:
Canoeing:	Leatherwork:	Rowing:
Climbing:	Lifesaving:	Shotgun Shooting:
Farm Mechanics:	Mammal Study:	Small Boat Sailing:
Fingerprinting:	Nature:	Soil and Water Conservation:
Fish and Wildlife Management:	Oceanography:	Swimming:
Fishing:	Orienteering:	Woodcarving:

The following Merit Badges have requirements that need to be completed before you come to camp in order for you to get a “PASS” at the end of your week.

You may use the “Merit Badge Requirements Sign Off” as proof that you have completed these requirements.

Camping

Number 4: Do the following:

a. Make a duty roster showing how your [patrol](#) is organized for an actual overnight campout. List assignments for each member.

b. 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.

Number five-e: Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.

Number seven: Prepare for an overnight campout with your patrol by doing the following:

- a. Make a checklist of personal and patrol gear that will be needed.
- b. Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.

Number 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.

Number 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.

*All campouts since becoming a Boy Scout or Varsity Scout may count toward this requirement.

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. 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 route of 30 feet or more.
- c. Perform a conservation project approved by the landowner or land managing agency.

Citizenship in the Community:

Number 3: Do the following:

- a. Attend a meeting of your city, town, or county council or school board; OR attend 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.

Number 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.

Number 7: Do the following:

- a. Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.
- b. Pick ONE of the organizations you chose for requirement 7a. 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 you chose for requirement 7b, 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.

Citizenship in the Nation:

Number 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.

Number 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.

Citizenship in the World:

Number 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.

Communications:

Number 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.

Number 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 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, class at school, or other group. Include at least one article and one photograph or illustration.

Number 8: Plan a troop or crew 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.

Cooking:

Number 4: **Cooking at home.** Using the MyPlate food guide or the current USDA nutrition model, plan a menu for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menu 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 your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.
- e. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure a successful meal.

Number 5: **Camp cooking.** Do the following:

- a. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. Your menu should include enough food for each person,

keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. These five meals must include at least one breakfast, one lunch, one dinner, AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals.

b. 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.

c.

d. In the outdoors, using your menu plan for this requirement, cook two of the five meals you planned using either a lightweight stove or a low-impact fire. Use a different cooking method from requirement 3 for each meal. You must also cook a third meal using either a Dutch oven OR a foil pack OR kabobs. Serve all of these meals to your patrol or a group of youth. **

e. In the outdoors, prepare a dessert OR a snack and serve it to your patrol or a group of youth.**

f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

Number 6: **Trail and backpacking meals.** Do the following:

a. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must not require refrigeration and are to be consumed by three to five people (including you). Be sure to keep in mind any special needs (such as food allergies) and how you will keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

b. 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.

c.

d. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**

e. After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.

f.

Emergency Prep:

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

Number 2: b. Make a chart that demonstrates your understanding of each of the aspects of emergency preparedness in requirement 2a (prepare, respond, recover, prevent, and mitigate) with regard to 10 of the situations listed below. **You must use situations 1, 2, 3, 4, and 5 below in boldface**, but you may choose any other five listed here 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 crash**
- 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 or water accident
12. Gas leak in a home or a building
13. Tornado or hurricane
14. Major flood
15. Toxic chemical spills and releases
16. Nuclear power plant emergency

17. Avalanche (snowslide or rockslide)

18. Violence in a public place

c. 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.

Number 7: Do the following:

a. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.

b. 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.

Environmental Science

Number 3 F: Pollution Prevention, Resource Recovery, and Conservation

1. Look around your home and determine 10 ways your family can help reduce pollution. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.

2. Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.

3. Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusions with your counselor.

First Aid

Number 1: Satisfy your counselor that you have current knowledge of all first aid requirements for Tenderfoot rank, Second Class rank, and First Class rank.

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

Medicine:

Number 10: Serve as a volunteer at a health-related event or facility in your community (e.g. blood drive, "health fair", blood pressure screening, etc.) approved by your counselor.

Reptile and Amphibian Study:

Number 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.

Weather:

Number 9: Do ONE of the following:

a. 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.

b. Visit a National Weather Service office or talk with a local radio or television weathercaster, private meteorologist, local agricultural extension service officer, or university meteorology instructor. Find out what type of weather is most dangerous or damaging to your community. Determine how severe weather and flood warnings reach the homes in your community.