

## Merit Badge requirements to complete after Camp Phillips

May have more requirements to complete dependent on what was completed at Camp Phillips

### **Camping-Mr. Darryl Fargo**

**\*\*\*Requirement #8.** Do the following:

- a. Explain the safety procedures for:
  1. Using a propane or butane/propane stove
  2. Using a liquid fuel stove
  3. Proper storage of extra fuel
- b. Discuss the advantages and disadvantages of different types of lightweight cooking stoves.
- c. Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.
- 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.  
\*All campouts since becoming a Boy Scout or Varsity Scout may count toward this requirement.
- a. 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 non-motorized 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.
- b. Perform a conservation project approved by the landowner or land managing agency.

### **Citizenship in the Nation-Mr. Mark Werner**

**\*\*\*Requirement #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.

**\*\*\*Requirement #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 Nation Test\*\*\*\*\***

### **Citizenship in the World-Mr. Sarbpal Hundal**

**\*\*\*Requirement #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.

### **Communications-Mr. Darryl Fargo**

**\*\*\*Requirement #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.

**\*\*\*Requirement #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.

**\*\*\*Requirement #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-Mr. Darryl Fargo**

**\*\*\*Requirement #5.** 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) of those to be served. 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 seven cooking methods from requirement 4, 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.
- f. Explain how you kept perishable foods safe and free from cross-contamination.

**\*\*\*Requirement #6.** 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. Include five meals AND at least one snack OR one dessert. 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. In the outdoors, cook two of the meals you planned in requirement 6 using either a lightweight stove or a low-impact fire. Use a different cooking method for each meal. The same fireplace may be used for both meals. Serve this meal to your patrol or a group of youth.
- d. In the outdoors, cook one of the meals you planned in requirement 6. Use either a Dutch oven, OR a foil pack, OR kabobs. Serve this meal 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 better planning and preparation help ensure successful outdoor cooking.
- g. Explain how you kept perishable foods safe and free from cross-contamination.

**\*\*\*Requirement #7.** 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). 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. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.
- c. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for requirement 7. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).
- d. For each meal prepared in requirement 7c, use safe food-handling practices. Clean up equipment, utensils, and the site thoroughly after each meal. Properly dispose of dishwater, and pack out all garbage.
- 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 better planning and preparation help ensure successful trail hiking or backpacking meals.

### **Emergency Preparedness**-Mr. Darryl Fargo

**\*\*\*Requirement #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.

**\*\*\*Requirement #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.

### **Environmental Science**-Mr. Samuel Lopez, some Scouts complete this requirement at Camp

**\*\*\*Requirement #4.** Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:

- a. Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Write a report that adequately discusses the biodiversity and population density of these study areas. Discuss your report with your counselor.
- b. Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Then, write a short report that adequately addresses your observations, including how the differences of the study areas might relate to the differences noted, and discuss this with your counselor.

**\*\*\*Requirement #5.** Using the construction project provided or a plan you create on your own, identify the items that would need to be included in an environmental impact statement for the project planned.

**\*\*\*Requirement #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.

### **Insect Study**-Mr. Samuel Lopez

**\*\*\*Requirement #7.** Raise an insect through the complete metamorphosis from its larval stage to its adult stage (e.g. raise a butterfly or moth from a caterpillar).

### **Reptile and Amphibian Study**-Mr. Samuel Lopez

**\*\*\*Requirement #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.

### **Wilderness Survival**-Mr. Darryl Fargo

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