

Pacifica Merit Badge Day – 7th February 2026

The merit badge day is Saturday, February 7th at the Torrance Scout House, located at 2365 Plaza del Amo, Torrance, CA 90501. If you have questions on your class, please send them to Sheila at sheandjc@yahoo.com

Do not drop off your Scout and leave until checkin has been completed and it has been confirmed that all of the required paperwork has been received and is current. If there is a problem, you will be required to return to the Scout house.

For some merit badges, you may not be able to complete all of the requirements on Saturday. Your merit badge counselor will instruct you on how to complete the requirements and get signed off. If you need to get approval in your unit to take a merit badge class, obtain approval before you register. Changes can only be made on site if there is space available.

Remind your Scout that this is a Scouting Event and to behave according to the Scout Oath and Law. Any incidents should be reported to your merit badge counselor immediately and then to Sheila at the registration desk.

There are no refunds for the \$25.00 registration fee once you have registered for a class.

As a reminder, Scouting is program designed to help your Scout grow into strong leaders and to be independent. Have your Scout check in at the front desk and ask any questions. Remind your Scout to get the contact information from their merit badge councilor and email them with questions and copy you. Everything in Scouting is a learning experience for your Scout.

Here are some guidelines for the day:

- **Scouts must be in full class A uniforms**
- **Scouts need to bring a copy of their A&B med form.** Please remember to pick it up when checking out at the end of their day
- Bring paper and pencil
- Bring a signed blue card. Some councilors may use Scoutbook.
- Have available the requirements for your merit badge. You can print merit badge requirements from this site." [All Merit Badges A-Z | Scouting America](#)
- Bring the merit badge book or have the online version ready/bookmarked if you have access to wifi. Recommend downloading a version before you get to the Scout House.
- Bring a lunch if you are staying for multiple sessions. There is not a refrigerator available, so plan accordingly.
- Contact your merit badge counselor with any questions you have. Make sure your Scout gets the merit badge councilor's name, email address and phone number before they leave.
- Checkin begins at 8:30 for the 9:00 session. Checkin begins at 10:00 for the 11:00 session. Come about 30 minutes before your first class of the day if you don't have a 9:00 or 11:00 session. You only have to be onsite for the classes you are registered for. If you have a break between sessions, we have an area that you can hang out in. (No wifi is available)
- Classes that have pre-requisites are listed below. Please try to complete the pre-requisites before the class.
- Scouts need to Check-in and out at the registration desk.

- Remind your Scouts to remain inside the Scout house until you arrive. Scouts are not permitted to hang out or wait for you in the front of the building.

Let me know if you have any questions. I may be working late, so replies may not be immediate, please be patient.

Pre-Requisites for merit badge classes are listed below.

Crime Prevention

Requirement #2 - Prepare a journal from various sources that addresses crime and crime prevention efforts in your community.

Requirement #4B - After doing EACH of the following, discuss with your counselor what you have learned.

- b. Using the checklist in this (*the merit badge*) pamphlet, conduct a security survey of your home and discuss the results with your family.

Requirement #6C - Help raise awareness about one school safety issue facing students by doing ONE of the following:

- c. Make a presentation to a group such as a Cub Scout den that addresses the issue.

Public Speaking

2. Prepare a three- to five-minute talk on a topic of your choice that incorporates body language and visual aids.

- Prepare an outline of an informative speech that will be 8-10 minutes in length, but done in a conversational style so they need to add questions that the audience will answer, and
- Bring a copy of Roberts Rules of Order and know at least two rules. In class you will complete the following:
 - o 1 - Give an Introduction Speech about themselves for 3 minutes; review #2;
 - o 3 - Give an impromptu speech for 2 minutes
 - o 4 - Give the speech you wrote
 - o 5 - Answer questions on procedural rules in public meetings.

We will complete this Merit Badge this day, so please bring a BLUE CARD.

Artificial Intelligence

7. Practical Application. Do ONE of the following:

- (a) With your counselor's approval, choose an artificial intelligence project based on your personal interest or a community need. Develop a plan outlining the project's objectives, data requirements, and potential ethical considerations. Implement the project utilizing appropriate artificial intelligence tools, languages, or platforms. Share your project with your counselor. Discuss the steps you followed to create the project and your experience during the process.
- (b) With your counselor's approval, design a short lesson plan on AI and teach it to your patrol or a group of Scouts. The lesson should include an AI-generated age-appropriate explanation of AI, examples of how AI is used in both everyday life as well as in the workplace, and an interactive demonstration of how Scouts could utilize AI to assist them with a school assignment, Scouting activity, or rank advancement. Share information on the development process and teaching experience with your counselor.

8. Career Exploration. Do ONE of the following:

- (a) Identify three career opportunities that would use skills and knowledge in artificial intelligence or automation. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.
- (b) Interview an artificial intelligence or automation professional. Learn about their day-to-day work, the challenges they face, and their vision for the future of artificial intelligence or automation. Inquire about training, education, certification requirements, experience, and expenses associated with entering the field. Share what you learned with your counselor.

Animal Science

There is a \$5.00 material fee that will be paid directly to the merit badge councilors at the class.

6. Complete ONE of the following options:

- **Option A—Beef Cattle.** Do ALL of the following:
 - (1) Visit a farm or ranch where beef cattle are produced under any of these systems: feeding market cattle for harvest, cow/calf operation (producing cattle for sale to commercial feeders), or producing purebred cattle for sale as breeding stock to others.

Talk with the operator to learn how the cattle were handled, fed, weighed, and shipped. Describe what you saw and explain what you learned. If you cannot visit a cattle ranch or farm, view a video from a breed association, or research the internet (with your parent or guardian's permission) for information on beef cattle production. Tell about your findings.

- (2) Sketch a plan of a feedlot to include its forage and grain storage facilities, and loading chute for 30 or more fattening steers; or sketch a corral plan with cutting and loading chutes for handling 50 or more beef cows and their calves at one time.
- (3) Make a sketch showing the principal wholesale and retail cuts of beef. Tell about the U.S. Department of Agriculture (USDA) dual grading system of beef. Tell the basis of each grade in each system.
- (4) Define the following terms: bull, steer, bullock, cow, heifer, freemartin, heiferette, and calf.
- **Option B—Dairy.** Do ALL of the following:
 - (1) Tell how a cow or a goat converts forage and grain into milk. Explain the differences in feeds typically used for dairy cows versus those fed to beef cows.
 - (2) Make a chart showing the components in cow's milk or goat's milk. Chart the amount of each component.
 - (3) Explain the requirements for producing grade A milk. Tell how and why milk is pasteurized.
 - (4) Tell about the kinds of equipment used for milking and the sanitation standards that must be met on dairy farms.
 - (5) Define the following terms: bull, cow, steer, heifer, springer, buck, doe, and kid.
 - (6) Visit a dairy farm or a milk processing plant. Describe what you saw and explain what you learned. If you cannot visit a dairy farm or processing plant, view a video from a breed or dairy association, or research the internet (with your parent or guardian's permission) for information on dairying. Tell about your findings.
- **Option C—Horse.** Do ALL of the following:
 - (1) Make a sketch of a useful saddle horse barn and exercise yard.
 - (2) Tell about the history of the horse and the benefits it has brought to people. Using the four breeds of horses you chose in requirement 1, discuss the different special uses of each breed.
 - (3) Define the following terms: mare, stallion, gelding, foal, colt, filly; mustang, quarter horse, draft horse, pacer, trotter; pinto, calico, palomino, roan, overo, and tobiano.
 - (4) Visit a horse farm. Describe what you saw and explain what you learned. If you cannot visit a horse farm, view a video from a breed association, or research the internet (with your parent or guardian's permission) for information on horses. Tell about your findings.
 - (5) Outline the proper feeding of a horse doing light work. Explain why the amount and kind of feed will change according to the kind of horse and the work it does. Describe what colic is, what can cause it, and its symptoms.
- **Option D—Sheep or Goat.** Choose one and do ALL of the following based upon the choice:
 - (1) Make a sketch of a live lamb or goat. Show the location of the various wholesale and retail cuts.
 - (2) Discuss how wools are sorted and graded.
 - (3) List products that can be made from the milk.
 - (4) Based on your choice, do ONE of the following:
 - (1) Sketch a plan of a feedlot to include its forage and grain storage facilities, and loading chute for 30 or more fattening steers; or sketch a corral plan with cutting and loading chutes for handling 50 or more beef cows and their calves at one time.
 - (2) Make a sketch showing the principal wholesale and retail cuts of beef. Tell about the U.S. Department of Agriculture (USDA) dual grading system of beef. Tell the basis of each grade in each system.
 - (3) Define the following terms: bull, steer, bullock, cow, heifer, freemartin, heiferette, and calf.

- (a) Raise a lamb or goat from weaning to market weight. Keep records of feed intake, weight gains, medication, vaccination, and mortality. Present your records to your counselor for review.
 - (b) Visit a farm or ranch where sheep or goats are raised. Describe what you saw and explain what you learned. If you cannot visit a sheep or goat farm or ranch, view a video from a breed association, or research the internet (with your parent or guardian's permission) for information on sheep or goats. Tell about your findings.
 - (5) Define the following terms for a sheep (wether, ewe, ram, and lamb) OR a goat (doe, nanny, kid, buck, and billy).
- **Option E—Hog.** Do ALL of the following:
 - (1) Make a sketch showing the principal wholesale and retail cuts of pork. Tell about the recommended USDA grades of pork. Tell the basis for each grade.
 - (2) Outline in writing the proper feeding programs used from the breeding of a gilt or sow through the weaning of the litter. Discuss the feeding programs for the growth and finishing periods.
 - (3) Do ONE of the following:
 - (a) Raise a feeder pig from weaning to market weight. Keep records of feed intake, weight gains, medication, vaccination, and mortality. Present your records to your counselor for review.
 - (b) Visit a farm where hogs are produced, or visit a packing plant handling hogs. Describe what you saw and explain what you learned. If you cannot visit a hog production unit or packing plant, view a video from a packer or processor, or research the internet (with your parent or guardian's permission) for information on hogs. Tell about your findings.
 - (4) Define the following terms: gilt, sow, barrow, and boar.
- **Option F—Avian.** Do ALL of the following:
 - (1) Make a sketch of a layer house or broiler house showing nests, roosts, feeders, waterers, and means of ventilation. Explain how insulation, ventilation, temperature controls, automatic lights, and other environmental controls are used to protect birds from heat, cold, and bad weather. Explain the importance of light for egg production.
 - (2) Explain why overcrowding is dangerous for poultry flocks.
 - (3) Tell about the grading of eggs. Describe the classes of chicken meat.
 - (4) Do ONE of the following:
 - (a) Manage an egg-producing flock for five months. Keep records of feed purchased, eggs sold, medication, vaccination, and mortality. Present your records to your counselor for review.
 - (b) Raise five chickens from hatching. Keep records of feed intake, weight gains, medication, vaccination, and mortality. Present your records to your counselor for review.
 - (c) Visit a commercial avian production facility. Describe what you saw and explain what you learned. If you cannot visit a commercial facility, view a video from a poultry association, or research the internet (with your parent or guardian's permission) for information on poultry production. Tell about your findings.
 - (5) Define the following terms: chick, pullet, hen, cockerel, cock, and capon.

7. Find out about three career opportunities in animal 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.

Sports

5. Start this requirement for the two sports selected prior to attending class:

- (a) With guidance from your counselor, establish a suitable personal training program that you will follow throughout your competition season (or for three months).
- (b) Create a chart or other tracking system, and document your training, practice, and development during this time.
- (c) Demonstrate proper technique to play each sport effectively and avoid injury.
- (d) List and describe the equipment needed for each sport, including protective equipment and any specialized clothing.
- (e) List and explain the rules and proper etiquette of each sport.
- (f) Draw and explain a diagram of the playing area for each sport.
- (g) Participate in each sport as a competitive individual or as a member of an organized team for one season (or for three months).
- (h) At the end of the season, share your completed chart with your counselor and discuss how your participation in the sports you chose has affected you mentally and physically.

6. Do ONE of the following:

- (a) Identify three career opportunities that would use skills and knowledge related to a sport. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.
- (b) Identify how you might use skills and knowledge related to a sport to pursue a personal hobby and/or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Shotgun

There is a \$15 material cost that needs to be paid directly to the merit badge councilor for materials. The shooting portion for this merit badge will be completed on a separate date and will require an additional payment of \$75. More information will be provided from your merit badge councilor.

American Labor

2. With your counselor's and parent or guardian's approval and permission, visit the office or attend a meeting of a local union, a central labor council, or an employee organization, or contact one of these organizations via the internet. Then do the following:

- (a) Find out what the organization does.
- (b) Share the list of issues and concerns you made for requirement 1. Ask the people you communicate with which issues are of greatest interest or concern to them and why.
- (c) Draw a diagram showing how the organization is structured, from the local to the national level, if applicable.

5. Do ONE of the following:

- (a) Develop a time line of significant events in the history of the American labor movement from the 1770s to the present.
- (b) Prepare an exhibit, a scrapbook, or a computer presentation, such as a slide show, illustrating three major achievements of the American labor movement and how those achievements affect American workers.
- (c) With your counselor's and parent or guardian's approval and permission, watch a movie that addresses organized labor in the United States. Afterward, discuss the movie with your counselor and explain what you learned.
- (d) Read a biography (with your counselor's approval) of someone who has made a contribution to the American labor movement. Explain what contribution this person has made to the American labor movement.