2025 Pre-Requisites for Operation Icicle

***Citizenship in the Community***

**2. Bring a map of your community**

**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.

**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 or guardian'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.

**5. With the approval of your counselor and a parent, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.**

**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 or guardian'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.

**8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.**

***Citizenship in the Nation***

**5. Watch the national evening news for five days in a row or read the main stories in a national media organization (e.g., a newspaper or news website) for five days in a row. Discuss the national issues that you learned about with your counselor. Choose one issue and explain how it affects you, your family, and community.**

**6. With your counselor's approval, choose a speech of national historical importance. Explain:**

* (a) Who the author was
* (b) What the historical context was
* (c) What difficulties the nation faced that the author wished to discuss
* (d) What the author said
* (e) Why the speech is important to the nation's history.
* (f) Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.

**7. 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 or guardian'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.

**8. Name your representatives in the United States Congress. Write a letter to your representative in Congress explaining your views on a national issue. Show your letter, along with any response you receive, to your counselor.**

***Citizenship in the World***

**4. Do TWO of the following:**

* (a) Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
* (b) Using resources such as major daily newspapers, the Internet (with your parent or guardian's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
* (c) Select TWO of the following organizations and describe their role in the world.
* (1) The United Nations and UNICEF
* (2) The World Court
* (3) Interpol
* (4) World Organization of the Scout Movement
* (5) The World Health Organization
* (6) Amnesty International
* (7) The International Committee of the Red Cross
* (8) CARE (Cooperative for American Relief Everywhere)
* (9) European Union

**7. Do TWO of the following (with your parent or guardian'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.

***Communication***

**4. Interview someone you know fairly well, like, or respect because of his or her position, talent, career, or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak. Show how you would call to invite this person to speak.**

**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.**

**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 troop or crew, class at school, or other group. Include at least one article and one photograph or illustration.

**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.**

**9. Find out about three career opportunities in communication. 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.**

***Emergency Preparedness***

**1. Earn the First Aid merit badge.**

**6. Do the following:**

* (c) Find out who is your community's emergency management director and learn what this person does to **prevent, protect, mitigate, respond to, and recover from** emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.

**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.

**8. Do the following:**

* (b) Prepare a personal emergency service pack for a mobilization call. Prepare a family emergency 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.

**9. Do ONE of the following:**

* (a) Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected.
* (b) Review or develop a plan of escape for your family in case of fire in your home.
* (c) Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose.

***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.**

**2. Select an engineering achievement that has had a major impact on society. Using resources such as the internet (with your parent or guardian's permission), books, and magazines, find out about the engineers who made this engineering feat possible, the special obstacles they had to overcome, and how this achievement has influenced the world today. Tell your counselor what you learned.**

**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.

**5. Use the systems engineering approach to design an original piece of patrol equipment, a toy or a useful device for the home, office or garage.**

**6. Do TWO of the following:**

* (a) *Transforming motion.* Using common materials or a construction set, make a simple model that will demonstrate motion. Explain how the model uses basic mechanical elements like levers and inclined planes to demonstrate motion. Describe an example where this mechanism is used in a real product.
* (b) *Using electricity.* Make a list of 10 electrical appliances in your home. Find out approximately how much electricity each uses in one month. Learn how to find out the amount and cost of electricity used in your home during periods of light and heavy use. List five ways to conserve electricity.
* (c) *Understanding electronics.* Using an electronic device such as a smartphone or tablet computer, find out how sound, video, text or images travel from one location to another. Explain how the device was designed for ease of use, function, and durability.
* (d) *Using materials.* Do experiments to show the differences in strength and heat conductivity in wood, metal, and plastic. Discuss with your counselor what you have learned.
* (e) *Converting energy.* Do an experiment to show how mechanical, heat, chemical, solar, and/or electrical energy may be converted from one or more types of energy to another. Explain your results. Describe to your counselor what energy is and how energy is converted and used in your surroundings.
* (f) *Moving people.* Find out the different ways people in your community get to work. Make a study of traffic flow (number of vehicles and relative speed) in both heavy and light traffic periods. Discuss with your counselor what might be improved to make it easier for people in your community to get where they need to go.
* (g) *Building an engineering project.* Enter a project in a science or engineering fair or similar competition. (This requirement may be met by participation on an engineering competition project team.) Discuss with your counselor what your project demonstrates, the kinds of questions visitors to the fair asked you, and how well you were able to answer their questions.

**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.**

***First Class Trail***

**Scout**

6. With your parent or guardian, complete the exercises in the pamphlet How to Protect Your Children From Child Abuse: A Parent's Guide and view the Personal Safety Awareness videos (with your parent or guardian’s permission)

7. Since joining the troop and while working on the Scout rank, participate in a Scoutmaster conference.

**Tenderfoot**

1a. Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.

1b. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.

1c. Explain how you demonstrated the Outdoor Code and Leave No Trace on campouts or outings.

2a. On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.

2b. While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.

2c. Explain the importance of eating together as a patrol.

4d. Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.

6a. Record your best in the following tests:

• Pushups (Record the number done correctly in 60 seconds.)

• Situps or curl-ups (Record the number done correctly in 60 seconds.)

• Back-saver sit-and-reach (Record the distance stretched.)

• 1-mile walk/run (Record the time.)

6b. Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days.

6c. Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days.

• Pushups (Record the number done correctly in 60 seconds.)

• Situps or curl-ups (Record the number done correctly in 60 seconds.)

• Back-saver sit-and-reach (Record the distance stretched.)

• 1-mile walk/run (Record the time.)

7b. Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.

10. While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.

11. Successfully complete your board of review for the Tenderfoot rank.

**2nd Class**

1a. Since joining Scouts BSA, participate in five separate troop/patrol activities, at least three of which must be held outdoors. Of the outdoor activities, at least two must include overnight camping. These activities do not include troop or patrol meetings. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee. (See pages 260 and 276–277.)

1c. On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent. (See pages 265–266.) COOKING AND TOOLS

2e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected. (See pages 290–294, 300–301, 309, and 311–325.)

3b. Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.2 (See pages 340–345.)

3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.2 (See page 252.) 2If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute “trip” for “hike” in requirement 3b and 3c. S DER IAL ATE S 444 ✓ LEADER INITIAL & DATE

4. Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken. (See pages 199–212.) AQUATICS

5b. Demonstrate your ability to pass the BSA beginner test: Jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.3 (See pages 168–170.)

5c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. (See pages 177–181.)

5d. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim. (See pages 177 and 181.) FIRST AID AND EMERGENCY PREPAREDNESS

6b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning. (See pages 115–122 and 124.)

6c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b. (See pages 150–151.)

6d. Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder. (See pages 151–155.)

6e. Tell how you should respond if you come upon the scene of a vehicular accident. (See page 152.) 3 Under certain exceptional conditions, where the climate keeps the outdoor water temperature below safe levels year round, or where there are no suitably safe and accessible places (outdoors or indoors) within a reasonable traveling distance to swim at any time during the year, the council Scout executive and advancement committee may, on an individual Scout basis, authorize an alternative for requirements 5b and 5c. The local council may establish appropriate procedures for submitting and processing these types of requests. All the other requirements, none of which necessitate entry in the water or entry in a watercraft on the water, must be completed as written. 445RANK REQUIREMENTS ✓ LEADER INITIAL & DATE FITNESS

7a. After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities. (See pages 76–77 and 79–81.)

7b. Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so. (See pages 76–77.)

7c. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned. (See pages 94–98.) CITIZENSHIP

8c. With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal. (See pages 14–15.)

8d. At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose. (See pages 14–15.)

8e. Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath. (See pages 11-12 and 68.) PERSONAL SAFETY AWARENESS

9a. Explain the three R’s of personal safety and protection. (See page 400.)

9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person. (See pages 406–408.) SCOUT SPIRIT

10. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life. (See pages 11–16 and 23.)

11. While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference. (See page 418.)

12. Successfully complete your board of review for the Second Class rank.

**1st** **Class**

1a. Since joining Scouts BSA, participate in 10 separate troop/patrol activities, at least six of which must be held outdoors. Of the outdoor activities, at least three must include overnight camping. These activities do not include troop or patrol meetings. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee. (See pages 260 and 276–277.)

2a. Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout. (See pages 290–301 and 311–325.)

2b. Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more youth. Secure the ingredients. (See pages 296–299.)

2c. Show which pans, utensils, and other gear will be needed to cook and serve these meals. (See pages 302–304.)

2d. Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, waste water, and other rubbish. (See pages 306–309.)

2e. On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup. (See pages 304–311.) TOOLS

5a. Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken. (See pages 188–199.)

5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event. (See pages 212–218.) LEADER RANK REQUIREMENTS 447 ✓ LEADER INITIAL & DATE

5c. Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take. (See pages 212–218.)

5d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions. (See pages 212–218.) AQUATICS

6a. Successfully complete the BSA swimmer test.4,5 (See pages 168–170.)

6b. Tell what precautions must be taken for a safe trip afloat. (See pages 172–174.)

6c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar. (See pages 174–175.)

6d. Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat. (See page 176.)

6e. With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)5 (See page 180.) FIRST AID AND EMERGENCY PREPAREDNESS

7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. (See pages 142–148.)

7b. By yourself and with a partner, show how to: • Transport a person from a smoke-filled room. (See pages 149–150.) • Transport for at least 25 yards a person with a sprained ankle. (See page 150.)

7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). (See pages 116–119.)

7d. Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations. (See pages 154–155.)

7e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage. (See pages 153–155.)

7f. Explain how to obtain potable water in an emergency. (See page 240.) FITNESS

8a. After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities. (See pages 76–77 and 79–81.)

8b. Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life. (See pages 76–77.) CITIZENSHIP

9a. Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations of a U.S. citizen. (See pages 54–55 and 66–67.)

 9b. Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern. (See pages 55–56.)

9c. On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results. (See pages 55–56.)

9d. Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e. Explain how your service to others relates to the Scout Law. (See pages 13–16.) LEADERSHIP

10. Tell someone who is eligible to join Scouts BSA, or an inactive Scout, about your Scouting activities. Invite this person to an outing, activity, service project, or meeting. Provide information on how to join, or encourage the inactive Scout to become active. Share your efforts with your Scoutmaster or other adult leader. (See the inside front cover.) SCOUT SPIRIT

12. While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference. (See page 418.)

13. Successfully complete your board of review for the First Class rank.

***Nature***

**4. Do all the requirements in FIVE of the following fields:**

* **(a) Birds**
* (1) In the field, identify eight species of birds.
* (2) Make and set out a birdhouse OR a feeding station OR a birdbath. List what birds used it during a period of one month.
* **(b) Mammals**
* (1) In the field, identify three species of wild mammals.
* (2) Make plaster casts of the tracks of a wild mammal.
* **(c) Reptiles and Amphibians**
* (1) Show that you can recognize the venomous snakes in your area.
* (2) In the field, identify three species of reptiles or amphibians.
* (3) Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.
* **(d) Insects and Spiders**
* (1) Collect and identify either in the field or through photographs 10 species of insects or spiders.\*
* (2) Hatch an insect from the pupa or 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.
* **(e) Fish**
* (1) Identify two species of fish native to your area.
* (2) Collect four kinds of animal food eaten by fish in the wild.
* **(f) Mollusks and Crustateans**
* (1) Identify five species of mollusks and crustaceans.
* (2) Collect, mount, and label six shells.
* **(g) Plants**
* (1) In the field, identify 15 species of wild plants.
* (2) Do ONE of the following options:
* (a) Collect and label the seeds of six plants OR the leaves of 12 plants.
* (b) Photograph the seeds of six plants OR the leaves of 12 plants and create a catalog of your photos.
* **(h) Soils and Rocks**
* (1) Collect and identify three different types of soil that represent soils high in sand, clay and humus.
* (2) Collect and identify five different types of rocks from your area.

***Personal Management***

**1. Do the following:**

* (a) Choose an item that your family might want to purchase that is considered a major expense.
* (b) Write a plan that tells how your family would save money for the purchase identified in requirement 1a.
* (1) Discuss the plan with your merit badge counselor.
* (2) Discuss the plan with your family.
* (3) Discuss how other family needs must be considered in this plan.
* (c) Develop a written shopping strategy for the purchase identified in requirement 1a.
* (1) Determine the quality of the item or service (using consumer publications or rating systems).
* (2) Comparison shop for the item. Find out where you can buy the item for the best price. (Provide prices from at least two different price sources.) Call around; study ads. Look for a sale or discount coupon. Consider alternatives. Can you buy the item used? Should you wait for a sale?

**2. Do the following:**

* (a) Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings for a period of 13 consecutive weeks.
* (b) Compare expected income with expected expenses.
* (1) If expenses exceed budget income, determine steps to balance your budget.
* (2) If income exceeds budget expenses, state how you would use the excess money (new goal, savings).
* (c) Track and record your actual income, expenses, and savings for 13 consecutive weeks (the same 13-week period for which you budgeted). (You may use the forms provided in this pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your merit badge counselor.
* (d) Compare your budget with your actual income and expenses to understand when your budget worked and when it did not work. With your merit badge counselor, discuss what you might do differently the next time.

**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 place of worship 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) With your merit badge counselor, review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. Discuss what you might do differently the next time.

**9. Prepare a written project plan demonstrating the steps below, including the desired outcome. This is a project on paper, not a real-life project. Examples could include planning a camping trip, developing a community service project or a school or religious event, or creating an annual patrol plan with additional activities not already included in the troop annual plan. Discuss your completed project plan with your merit badge counselor.**

* (a) Define the project. What is your goal?
* (b) Develop a timeline for your project that shows the steps you must take from beginning to completion.
* (c) Describe your project.
* (d) Develop a list of resources. Identify how these resources will help you achieve your goal.
* (e) Develop a budget for your project.

**10. Do the following:**

* (a) Choose a career you might want to enter after high school or college graduation. Discuss with your counselor the needed qualifications, education, skills, and experience.
* (b) Explain to your counselor what the associated costs might be to pursue this career, such as tuition, school or training supplies, and room and board. Explain how you could prepare for these costs and how you might make up for any shortfall.

**\*Always be sure to have proper permission before using the internet. To learn about appropriate behavior and etiquette while online, consider earning the BSA Cyber Chip. Go to www.scouting.org/training/youth-protection/cyber-chip/ for more information.**

***Snow Sports***

**Bring with you the equipment you choose for this requirement**

 **If you have it.**

**7. Complete ALL of the requirements for ONE of the following options: downhill (Alpine) skiing OR cross-country (Nordic) OR snowboarding OR snowshoeing.**

* **Downhill (Alpine) Skiing Option**
* (a) Show how to wax and maintain your skis and use/maintain your release bindings. Explain the international DIN standard and what it means to skiers.
* (b) Explain the American Teaching System and a basic snow-skiing progression.
* (c) Discuss the five types of Alpine skis. Demonstrate two ways to carry skis and poles safely and easily.
* (d) Demonstrate how to ride one kind of lift and explain how to ride two others.
* (e) On a gentle slope, demonstrate some of the beginning maneuvers learned in skiing. Include the straight run, gliding wedge, wedge stop, sidestep, and herringbone maneuvers.
* (f) On slightly steeper terrain,show linked wedge turns.
* (g) On a moderate slope, demonstrate five to 10 christies.
* (h) Make a controlled run down an intermediate slope.
* (i) Demonstrate the ability to ski in varied conditions, including changes in pitch, snow conditions, and moguls. Maintain your balance and ability to turn.
* (j) Name the major ski organizations in the United States and explain their functions.
* **Cross-Country (Nordic) Skiing Option**
* (a) Show your ability to select, use, and maintain equipment for cross-country skiing in safety and comfort.
* (b) Discuss classic, skating, touring, and telemark skis.
* (c) Discuss the basic principles of waxing for cross-country ski touring.
* (d) Discuss the differences between cross-country, backcountry/ski touring, ski mountaineering, and downhill/telemark skiing.
* (e) List the items you would take on a one-day ski tour.
* (f) Demonstrate the proper use of a topographic map and compass.
* (g) On a gentle, packed slope, show some basic ways to control speed and direction. Include the straight run, traverse, side slip, step turn, wedge stop, and wedge turn maneuvers.
* (h) On a cross-country trial, demonstrate effective propulsion by showing proper weight transfer form ski to ski, pole timing, rhythm, flow, and glide.
* (i) Demonstrate your ability, on a tour, to cope with an average variety of snow conditions.
* (j) Demonstrate several methods of dealing with steep hills or difficult conditions. Include traverses and kick turns going uphill and downhill, sidesteps, pole drag, and ski-pole 'glissade'.
* **Snowboarding Option**
* (a) Discuss forward-fall injuries.
* (b) Show your ability to select the correct equipment for snowboarding and to use it for safety and comfort.
* (c) Show how to use and maintain your own bindings, and explain the use of the different binding methods. Explain the need for leashes.
* (d) Discuss the four types of snowboards. Demonstrate how to carry a snowboard easily and safely.
* (e) Demonstrate how to ride one kind of lift and explain how to ride two others.
* (f) Demonstrate the basic principles of waxing a snowboard.
* (g) Do the following:
* (1) On a gentle slope, demonstrate beginning snowboarding maneuvers. Show basic ways to control speed and direction. Include the sideslipping maneuver.
* (2) On slightly steeper terrain, show traversing.
* (h) On a moderate slope, demonstrate an Ollie, a nose-end grab, and a wheelie.
* (i) Make a controlled run down an intermediate slope.
* (j) Demonstrate your ability to ride in varied conditions, including changes in pitch, snow conditions, and moguls. Maintain your balance and ability to turn.
* (k) Name the major snowboarding organizations in the United States and explain their functions.
* **Snowshoeing Option**
* (a) Name the parts of a snowshoe.
* (b) Explain how to choose the correct size of snowshoe.
* (c) Describe the different types of snowshoes and their specialized uses. Discuss factors to consider when choosing a snowshoe.
* (d) Explain how to properly care for and maintain snowshoes.
* (e) List the items you would take on a one-day snowshoe hike.
* (f) Describe areas that are best for snowshoeing. Discuss some advantages and dangers of backcountry snowshoeing.
* (g) Discuss the benefits of snowshoeing.
* (h) Demonstrate the most efficient ways to break trail, climb uphill, travel downhill and traverse a slope.
* (i) Demonstrate your ability, on a 2-mile snowshoe hike, to cope with an average variety of snow conditions
* (j) Demonstrate the proper use of a topographic map and compass

***Wilderness Survival***

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