



# Goose Creek Merit Badge University 2020

## Class Catalog

### Event Contacts

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Registration opens January 15, 2020  
Visit [www.scoutingevent.com/082-GCMeritBadge](http://www.scoutingevent.com/082-GCMeritBadge) to register



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## Class Catalog

Goose Creek Merit Badge University 2020: Merit Badge University at Riverside High School

### Merit Badge - General use (Scheduled Classes)

**MB111** 8:30-12 PM  
Room 1602  
Dave Weitzel



#### **Astronomy**

In learning about astronomy, Scouts study how activities in space affect our own planet and bear witness to the wonders of the night sky: the nebulae, or giant clouds of gas and dust where new stars are born; old stars dying and exploding; meteor showers and shooting stars; the moon, planets, and a dazzling array of stars.

**Maximum number of participants: 20**

**NOTE: Classroom 1602**

**Prerequisites:**

**8: With your counselor's approval and guidance, do ONE of the following (bring to class for discussion):**

**A: Visit a planetarium or astronomical observatory. Submit a written report, a scrapbook, or a video presentation afterward to your counselor that includes the following information: (1) Activities occurring there (2) Exhibits and displays you saw (3) Telescopes and other instruments being used (4) Celestial objects you observed**

**B: Plan and participate in a three-hour observation session that includes using binoculars or a telescope. List the celestial objects you want to observe, and find each on a star chart or in a guidebook. Prepare a log or notebook. Discuss with your counselor what you hope to observe prior to your observation session. Review your log or notebook with your counselor afterward.**

**C: Plan and host a star party for your Scout troop or other group such as your class at school. Use binoculars or a telescope to show and explain celestial objects to the group.**

**D: Help an astronomy club in your community hold a star party that is open to the public. (e) Personally take a series of photographs or digital images of the movement of the Moon, a planet, an asteroid, meteor, or a comet. In your visual display, label each image and include the date and time it was taken. Show all positions on a star chart or map. Show your display at school or at a troop meeting. Explain the changes you observed.**

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

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**MB122** 8:30-4 PM  
Room 1609  
Clarence Hoop



### Citizenship in the Community

A nation is a patchwork of communities that differ from each other and may be governed differently. But regardless of how local communities differ, they all have one point in common: In the United States, local government means self-government. Good citizens help to make decisions about their community through their elected local officials.

**Maximum number of participants: 25**

**NOTE: Classroom 1609- FULL DAY Class**

**Prerequisites:**

**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.

**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.

**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.**

**MB132** 8:30-12 PM  
Room 1607  
Greg Johnson



### Crime Prevention

Preventing crime, which can be as simple as reducing the opportunities for crime to occur, is far less costly than apprehending and bringing legal action against those who break the law and it helps save people from the anguish of being victims.

**Maximum number of participants: 20**

**NOTE: Classroom 1607**

**Prerequisites:**

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

**4. After doing EACH of the following, discuss with your counselor what you have learned.**

a. Inspect your neighborhood for opportunities that may lead to crime.

b. Using the checklist in this (the merit badge) pamphlet, conduct a security survey of your home and discuss the results with your family. (A copy of the Home Safety Checklist can be found at the end of this workbook.)

**5. Teach your family or patrol members how to protect themselves from crime at home. (Bring a note from your parents or scoutmaster that you have completed this.)**

**6: A bring your poster to class to discuss & for sign off**

**7: Do EITHER A OR B**

**-2. Prepare a journal from various sources that address crime and crime prevention efforts in your community. (Bring your journal to class to discuss & for sign off)**

**-4. After doing EACH of the following, discuss with your counselor what you have learned. (a) Inspect your neighborhood for opportunities that may lead to crime. Learn how to do a crime prevention survey. (b) Using the checklist**

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in this pamphlet, conduct a security survey of your home and discuss the results with your family. (Bring both to class to discuss & for sign off)

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

(a) Create a poster for display on a school bulletin board (Bring to MBU to show & discuss in class)

7. Do ONE of the following:

A: Assist in the planning and organization of a crime prevention program in your community such as Neighborhood Watch, Community Watch, or Crime Stoppers. Explain how this program can benefit your neighborhood.

B: With your parent's and counselor's approval, visit a jail or detention facility or a criminal court hearing. Discuss your experience with your counselor.

**MB132** 12:30-4 PM  
Room 1607  
Greg Johnson



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**MB145** 8:30-12 PM  
Room 1606  
Shannon Hunter



### Family Life

The family is the basic unit of society and is important to both individuals and communities. The world is rapidly changing, making today's society much more complex than ever before. As Scouts earn this merit badge, they will realize why it is important to know more about family life and how to strengthen their families.

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**Maximum number of participants: 20**

**NOTE: Classroom 1606**

**3: Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family.**

**4: With the approval of your parents or guardians and your merit badge counselor, decide on and carry out a project that you would do around the home that would benefit your family. Submit a report to your merit badge counselor outlining how the project benefited your family.**

**5: Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your merit badge counselor: (a) The objective or goal of the project (b) How individual members of your family participated (c) The results of the project**

**6: Do the following:**

**A: Discuss with your merit badge counselor how to plan and carry out a family meeting. (Parents & scouts may read how to plan & carry out a family meeting in the Family Life merit badge book)**

**B: After this discussion, plan and carry out a family meeting to include the following subjects: (1) Avoiding substance abuse, including tobacco, alcohol, and drugs, all of which negatively affect your health and well-being (2) Understanding the growing-up process and how the body changes, and making responsible decisions dealing with sex\* (3) How your chores in requirement 3 contributed to your role in the family (4) Personal and family finances (5) A crisis situation within your family (6) The effect of technology on your family (7) Good etiquette and manners Discussion of each of these subjects will very likely carry over to more than one family meeting.**

**MB145** 12:30-4 PM  
Room 1606  
Shannon Hunter



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**MB149** 8:30-4 PM  
Room 1611  
William Hooper



### First Aid

First aid - caring for injured or ill persons until they can receive professional medical care - is an important skill for every Scout. With some knowledge of first aid, a Scout can provide immediate care and help to someone who is hurt or who becomes ill. First aid can help prevent infection and serious loss of blood. It could even save a limb or a life.

**Maximum number of participants: 20**

**NOTE: Classroom 1611 FULL DAY CLASS**

**Prerequisites:**

**5. Do the following:**

**A: Prepare a first-aid kit for your home. Display and discuss its contents with your counselor. Bring your first aid kit with you.**

**B: With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader).**

**MB149** 8:30-4 PM  
Room 1612  
Robert Fagen



### First Aid

First aid - caring for injured or ill persons until they can receive professional medical care - is an important skill for every Scout. With some knowledge of first aid, a Scout can provide immediate care and help to someone who is hurt or who becomes ill. First aid can help prevent infection and serious loss of blood. It could even save a limb or a life.

**Maximum number of participants: 20**

**NOTE: Classroom 1612 FULL DAY CLASS**

**Prerequisites:**

**5. Do the following:**

**A: Prepare a first-aid kit for your home. Display and discuss its contents with your counselor. Bring your first aid kit with you.**

**B: With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader).**

**MB224** 12:30-4 PM  
Room 1602  
Dave Weitzel



### Geocaching

The word geocache is a combination of "geo," which means "earth," and "cache," which means "a hiding place." Geocaching describes a hiding place on planet Earth - a hiding place you can find using a GPS unit. A GPS (Global Positioning System) unit is an electronic tool that shows you where to go based on information it gets from satellites in space.

**Maximum number of participants: 20**

**NOTE: Classroom 1602**

**Prerequisites:**

**3. Explain the following terms used in geocaching: waypoint, log, cache, accuracy, difficulty and terrain ratings, attributes, trackable. Choose five additional terms to explain to your counselor.**

**7. With your parent's permission\*, go to [www.geocaching.com](http://www.geocaching.com). Type in your city and state to locate public geocaches in your area. Share with your counselor the posted information about three of those geocaches. Then, pick one of the three and find the cache. Take pictures of where you found your cache & what's inside.**

**9. Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Tell your counselor about your experience, and share the materials you used and developed for this event. 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.**

**MB234** 12:30-4 PM  
Room 1604  
Jim Sheaffer



### Programming

Programming

**Maximum number of participants: 15**

**NOTE: Classroom 1604- PM**

**1. Safety. Do the following:**

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a. Show your counselor your current, up-to-date Cyber Chip.  
6. Careers. - Find out about three career opportunities that require knowledge in programming.  
Pick one and find out the education, training, and experience required.  
Discuss this with your counselor and explain why this career might be of interest to you.

Scouts should prepare & be ready to discuss the following requirements

2. History. Do the following:

A. Give a brief history of programming, including at least three milestones related to the advancement or development of programming.

B. Discuss with your counselor the history of programming and the evolution of programming languages.

3. General knowledge. Do the following:

A. Create a list of 10 popular programming languages in use today and describe which industry or industries they are primarily used in and why.

B. Describe three different programmed devices you rely on every day.

4. Intellectual property. Do the following:

A. Explain the four types of intellectual property used to protect computer programs.

B. Describe the difference between licensing and owning software.

C. Describe the differences between freeware, open source, and commercial software, and why it is important to respect the terms of use of each.

5. Projects. Do the following:

A. With your counselor's approval, choose a sample program. Modify the code or add a function or subroutine to it. Debug and demonstrate the modified program to your counselor.

B. With your counselor's approval, choose a second programming language and development environment, different from those used for requirement 5a and in a different industry from 5a. Then write, debug, and demonstrate a functioning program to your counselor, using that language and environment.

C. With your counselor's approval, choose a third programming language and development environment, different from those used for requirements 5a and 5b and in a different industry from 5a or 5b. Then write, debug, and demonstrate a functioning program to your counselor, using that language and environment.

D. Explain how the programs you wrote for requirements 5a, 5b, and 5c process inputs, how they make decisions based on those inputs, and how they provide outputs based on the decision making.

**MB190** 8:30-12 PM  
Room 1605  
Jim Sheaffer



### Public Speaking

A lot happens during the course of every person's life and your ability to communicate your feelings and ideas is the best way to connect to the larger world. Even if you haven't stood at a podium on the stage and find the whole idea scary, sooner or later, someone is going to ask you to get up and say a few words. If you are prepared, it won't be scary. It can even be fun.

**Maximum number of participants: 12**

**NOTE: Classroom 1605- If scouts come prepared with their requirements complete & ready to go they should be able to complete this merit badge.**

**Prerequisites:**

**1: The Scout should prepare ahead of time to deliver during class.**

**2: The Scout should prepare ahead of time to deliver during class. Bring visual aids as needed to complete this requirement.**

**3: Will do in class. No preparation required.**

**4: The Scout should prepare ahead of time to deliver during class.**

**5: Scouts should read about parliamentary procedure and rules of order and be prepared to discuss as a group.**

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**MB190** 12:30-4 PM  
Room 1605  
Jim Christman



### Public Speaking

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**Maximum number of participants: 12**

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**Prerequisites:**

- 1: The Scout should prepare ahead of time to deliver during class.
- 2: The Scout should prepare ahead of time to deliver during class. Bring visual aids as needed to complete this requirement.
- 3: Will do in class. No preparation required.
- 4: The Scout should prepare ahead of time to deliver during class.
- 5: Scouts should read about parliamentary procedure and rules of order and be prepared to discuss as a group.

**MB192** 8:30-12 PM  
Room 1603  
Don Lewis



### Radio

Radio is a way to send information, or communications, from one place to another. Broadcasting includes both one-way radio (a person hears the information but can't reply) as well as two-way radio (where the same person can both receive and send messages).

**Maximum number of participants: 10**

**NOTE: classroom 1603**

**Prerequisites:**

2. Do the following: (a) Sketch a diagram showing how radio waves travel locally and around the world.
3. Do the following:
  - A: Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3,000 megahertz (MHz).
  - B: Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.
  - C: Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), and public service (police and fire).
5. Do the following:
  - B: Draw a block diagram for a radio station that includes a transceiver, amplifier, microphone, antenna, and feed line.
  - D: Explain how NOAA Weather Radio (NWR) can alert you to danger. (e) Explain how cellular telephones work. Identify their benefits and limitations in an emergency.
8. Find out about three career opportunities in radio. 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.

**MB192** 12:30-4 PM  
Room 1603  
Don Lewis



### Radio

Radio is a way to send information, or communications, from one place to another. Broadcasting includes both one-way radio (a person hears the information but can't reply) as well as two-way radio (where the same person can both receive and send messages).

**Maximum number of participants: 10**

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2. Do the following: (a) Sketch a diagram showing how radio waves travel locally and around the world.
3. Do the following:
  - A: Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3,000 megahertz (MHz).
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your diagram.

**C: Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), and public service (police and fire).**

**5. Do the following:**

**B: Draw a block diagram for a radio station that includes a transceiver, amplifier, microphone, antenna, and feed line.**

**D: Explain how NOAA Weather Radio (NWR) can alert you to danger. (e) Explain how cellular telephones work. Identify their benefits and limitations in an emergency.**

**8. Find out about three career opportunities in radio. 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.**

**MB206** 8:30-12 PM  
Room 1604  
Kerry Rice



### Soil and Water Conservation

Conservation isn't just the responsibility of soil and plant scientists, hydrologists, wildlife managers, landowners, and the forest or mine owner alone. It is the duty of every person to learn more about the natural resources on which our lives depend so that we can help make sure that these resources are used intelligently and cared for properly.

**Maximum number of participants: 15**

**NOTE: Classroom 1604**

**Prerequisites:**

**-Review all requirements and be prepared to discuss.**

**-Recommend study of BSA Soil and Water Conservation Merit Badge Pamphlet and/or other sources of information (internet, etc.)**

**-Recommend use of Soil and Water Conservation Merit Badge Worksheet as a tool for organizing notes and thoughts for discussion.**

**-Strongly recommend taking notes in advance for requirements 1—6. NOTE: Requirements 4b and 4c may be completed at the MBU. [https://meritbadge.org/wiki/images/4/49/Soil\\_and\\_Water\\_Conservation.pdf](https://meritbadge.org/wiki/images/4/49/Soil_and_Water_Conservation.pdf)**

**- Complete Requirement 7, option a, b, c, or e; OR complete option 7f after getting approval from the counselor. Requirement 7d may be completed at the MBU.**

**NOTE: A scout is prepared. Scouts should not expect to be able to complete the merit badge without preparing in advance of the MBU. While we will cover most of the material as part of the session, scouts must demonstrate completion of all requirements to successfully earn the merit badge.**

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### Leader Training (Scheduled Classes)

<b>LDR103</b> 8:30-10 AM Room 1608 Jamie MacDonald		<b>REVIVE</b> Opioid Overdose and Naloxone Education (OONE) program for the Commonwealth of Virginia. REVIVE! provides training on how to recognize and respond to an opioid overdose emergency using naloxone. <b>Maximum number of participants: 20</b>
<b>LDR103</b> 10:30-12 PM Room 1608 Jamie MacDonald		<b>REVIVE</b> Opioid Overdose and Naloxone Education (OONE) program for the Commonwealth of Virginia. REVIVE! provides training on how to recognize and respond to an opioid overdose emergency using naloxone. <b>Maximum number of participants: 20</b>
<b>LDR103</b> 12:30-2 PM Room 1608 Jamie MacDonald		<b>REVIVE</b> Opioid Overdose and Naloxone Education (OONE) program for the Commonwealth of Virginia. REVIVE! provides training on how to recognize and respond to an opioid overdose emergency using naloxone. <b>Maximum number of participants: 20</b>
<b>LDR102</b> 9-10 AM Room 1610 Jordan Tyczka		<b>Stop the Bleed</b> No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, therefore it is important to quickly stop the blood loss. Those nearest to someone with life threatening injuries are best positioned to provide first care. <b>Maximum number of participants: 10</b> <a href="https://www.dhs.gov/stopthebleed">https://www.dhs.gov/stopthebleed</a> <b>NOTE: registrants 18 or older.</b>
<b>LDR102</b> 10:15-11:15 AM Room 1610 Jordan Tyczka		<b>Stop the Bleed</b> No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, therefore it is important to quickly stop the blood loss. Those nearest to someone with life threatening injuries are best positioned to provide first care. <b>Maximum number of participants: 10</b> <a href="https://www.dhs.gov/stopthebleed">https://www.dhs.gov/stopthebleed</a> <b>NOTE: registrants 18 or older.</b>
<b>LDR102</b> 12:30-1:30 PM Room 1610 Jordan Tyczka		<b>Stop the Bleed</b> No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, therefore it is important to quickly stop the blood loss. Those nearest to someone with life threatening injuries are best positioned to provide first care. <b>Maximum number of participants: 10</b> <a href="https://www.dhs.gov/stopthebleed">https://www.dhs.gov/stopthebleed</a> <b>NOTE: registrants 18 or older.</b>