

**Class Title****Prerequisite**

American Heritage

2. Do TWO of the following: a. Select two individuals from American history, one a political leader (a president, senator, etc.) and the other a private citizen (a writer, religious leader, etc.). Find out about each person's accomplishments and compare the contributions each has made to America's heritage. b. With your counselor's approval, choose an organization that has promoted some type of positive change in American society. Find out why the organization believed this change was necessary and how it helped to accomplish the change. Discuss how this organization is related to events or situations from America's past.

3. Do the following: c. Research your family's history. Find out how various events and situations in American history affected your family. If your family immigrated to America, tell the reasons why. Share what you find with your counselor.

4. Do TWO of the following: a. Explain what is meant by the National Register of Historic Places. Describe how a property becomes eligible for listing. Make a map of your local area, marking the points of historical interest. Tell about any National Register properties in your area. Share the map with your counselor, and describe the historical points you have indicated. b. Research an event of historical importance that took place in or near your area. If possible, visit the place. Tell your counselor about the event and how it affected local history. Describe how the area looked then and what it now looks like.

5. Do ONE of the following: a. Watch two motion pictures (with the approval and permission of your counselor and parent) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed. b. Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage. c. Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.

Art

6. With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.

Chess

Bring a chess set

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.

Crime Prevention

2. Prepare a notebook of newspaper and other clippings that addresses crime and crime prevention efforts in your community. <br /><br />4. After doing EACH of the following, discuss with your counselor what you have learned. <br />a. Inspect your neighborhood for opportunities that may lead to crime. Learn how to do a crime prevention survey. <br />b. Using the checklist in this (the merit badge) pamphlet, conduct a security survey of your home and discuss the results with your family. <br /><br />5. Teach your family or patrol members how to protect themselves from crime at home. at school, in your community, and while traveling. <br /><br />7. Do ONE of the following: <br />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. <br />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.

Dog Care

4. For two months, keep and care for your dog.\* Maintain a log of your activities during this period that includes these items: feeding schedule, types of food used, amount fed, exercise periods, training schedule, a weekly body weight record, grooming and bathing schedules, veterinary care, if necessary, and costs. Also include a brief description of the type of housing/shelter arrangements you have for your dog. <br />\*The activities used to fulfill the requirements for the Dog Care merit badge may not be used to help fulfill the requirements for other merit badges. <br /><br />8. Visit a veterinary hospital or an animal shelter and give a report about your visit to your counselor. <br />

Electricity

2. Complete an electrical home safety inspection of your home, using the checklist found in this pamphlet or one approved by your counselor. Discuss what you find with your counselor.

Energy

1. Do the following: <br />a. Find an article on the use or conservation of energy. Discuss with your counselor what in the article was interesting to you, the questions it raises, and what ideas it addresses that you do not understand<br /><br />4. Conduct an energy audit of your home. Keep a 14 day log that records what you and your family did to reduce energy use. Include the following in your report and, after the 14 day period, discuss what you have learned with your counselor. a. List the types of energy used in your home such as electricity, wood, oil, liquid petroleum, and natural gas, and tell how each is delivered and measured, and the current cost; OR record the transportation fuel used, miles driven, miles per gallon, and trips using your family car or another vehicle. <br />b. Describe ways you and your family can use energy resources more wisely. In preparing your discussion, consider the energy required for the things you do and use on a daily basis (cooking, showering, using lights, driving, watching TV, using the computer). Explain what is meant by sustainable energy sources. Explain how you can change your energy use through reuse and recycling. <br /><br />6. Prepare pie charts showing the following information, and explain to your counselor the important ideas each chart reveals. Tell where you got your information. Explain how cost affects the use of a nonrenewable energy resource and makes alternatives practical. (Pick any 2 a-e)<br />a. The energy resources that supply the United States with most of its energy <br />b. The share of energy resources used by the United States that comes from other countries <br />c. The proportion of energy resources used by homes, businesses, industry, and transportation <br />d. The fuels used to generate America's electricity <br />e. The world's known and estimated primary energy resource reserves

Entrepreneurship

3. Identify and interview an individual who has started a business. Learn about this person's educational background, early work experiences, where the idea for the business came from, and what was involved in starting the business. Find out how the entrepreneur raised the capital (money) to start the business, examples of successes and challenges faced, and how the business is currently doing (if applicable). Discuss with your counselor what you have learned. <br /><br />"Be Prepared" regarding all other requirements.

## Fingerprinting

## Fire Safety

6. Conduct a home safety survey with the help of an adult. Then do the following: a. Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill. <br /><br />7. Do the following: <br />a. Demonstrate lighting a match safely. <br />b. Demonstrate the safe way to start a charcoal fire. <br />c. Demonstrate how to safely light a candle. Discuss with your counselor how to safely use candles. <br /><br />9. Do the following: <br />a. Demonstrate the safe way to fuel a lawnmower. <br />b. Demonstrate the safety factors, such as proper ventilation, for auxiliary heating devices and the proper way to fuel those devices. <br /><br />10. Do the following: <br />b. Demonstrate setting up and putting out a cooking fire. <br />c. Demonstrate using a camp stove and lantern. <br /><br />11. Visit a fire station. Identify the types of fire trucks. Find out about the fire prevention activities in your community. <br /><br />b. Demonstrate setting up and putting out a cooking fire. c. Demonstrate using a camp stove and lantern.

## Law

2.a. Be familiar with Justinian's Code, the Code of Hammurabi, and the Magna Carta and be prepared to discuss them. <br /><br />4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them. Go to a law enforcement officer in your neighborhood and ask about his or her responsibilities and duties. Report your findings. (I suggest they use the questions in the pamphlet as a guide.) <br /><br />6.a. Attend a session of a civil or criminal court. Write 250 words or more on what you saw. (They should write down what Court, where, Judge's name(s), type of hearing, and outcome if known as part of the 250 words.) <br />

## Nuclear Science

4. Do TWO of the following; then discuss with your counselor the different kinds of radiation and how they can be used: <br />a. Build an electroscope. Show how it works. Place a radiation source inside and explain the effect it causes. <br />b. Make a cloud chamber. Show how it can be used to see the tracks caused by radiation. Explain what is happening. <br />c. Obtain a sample of irradiated and non-irradiated foods. Prepare the two foods and compare their taste and texture. Store the leftovers in separate containers and under the same conditions. For a period of 14 days, observe their rate of decomposition or spoilage, and describe the differences you see on days 5, 10, and 14. <br />d. Visit a place where radioisotopes are being used. Using a drawing, explain how and why they are used. <br /><br />5. Do ONE of the following; then discuss with your counselor the principles of radiation safety: <br />a. Using a radiation survey meter and a radioactive source, show how the counts per minute change as the source gets closer to or farther from the radiation detector. Place three different materials between the source and the detector, then explain any differences in the measurements per minute. Explain how time, distance, and shielding can reduce an individual's radiation dose. <br />b. Describe how radon is detected in homes. Discuss the steps taken for the long-term and short-term test methods, tell how to interpret the results, and explain when each type of test should be used. Explain the health concern related to radon gas and tell what steps can be taken to reduce radon in buildings. <br />c. Visit a place where X-rays are used. Draw a floor plan of this room. Show where the unit, the unit operator, and the patient would be when the X-ray unit is operated. Explain the precautions taken and the importance of those precautions Recommended for Scouts with 6th grade Science or higher

Orienteering	<p>7. Do the following: &lt;br /&gt;a. Take part in three orienteering events. One of these must be a cross-country course.* &lt;br /&gt;Note to the Counselor: While orienteering is primarily an individual sport, BSA Youth Protection procedures call for using the buddy system. Requirement 7a can be completed by pairs or groups of Scouts. &lt;br /&gt;b. After each event, write a report with (1) a copy of the master map and control description sheet, (2) a copy of the route you took on the course, (3) a discussion of how you could improve your time between control points, and (4) a list of your major weaknesses on this course . Describe what you could do to improve. &lt;br /&gt;&lt;br /&gt;8. Do ONE of the following: &lt;br /&gt;a. Set up a cross-country course that is at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet. &lt;br /&gt;b. Set up a score-orienteering course with at least 12 control points and a time limit of at least 60 minutes. Set point values for each control. Prepare the master map and control description sheet. &lt;br /&gt;&lt;br /&gt;9. Act as an official during an orienteering event. This may be during the running of the course you set up for requirement 8. &lt;br /&gt;&lt;br /&gt;10. Teach orienteering techniques to your patrol, troop, or crew.</p>
Photography	<p>Bring your own camera (NOT a cell phone)</p>
Public Speaking	<p>1. Create a 3-5 minute Video Speech introducing themselves to an audience such as another troop, a class at school, or some other group. This video introduction should be emailed to tmayrend@gmail.com&lt;br /&gt;&lt;br /&gt;5. View this module and take the quiz prior to the session:  <a href="https://docs.google.com/forms/d/1y7185HTavkH8KTPxTD_oyuDUqA3OyTd9N-BiyDFtsw/viewform">https://docs.google.com/forms/d/1y7185HTavkH8KTPxTD_oyuDUqA3OyTd9N-BiyDFtsw/viewform</a>&lt;br /&gt;</p>
Space Exploration	<p>Substitute Req. # 3: Make &amp; bring a model of a NASA type rocket. Explain the functions of the parts (as outlined in Req. #3) and then give a brief history of the rocket.</p>
Traffic Safety	<p>3. Do the following: &lt;br /&gt;&lt;br /&gt;a. Using your family car or another vehicle, demonstrate that all lights and lighting systems in the vehicle are working. Describe the function and explain why each type of light is important to safe driving. &lt;br /&gt;&lt;br /&gt;b. Using your family car or another vehicle, demonstrate how to check tire pressure and identify the correct tire pressure for the vehicle. Explain why proper tire pressure is important to safe driving.</p>
Weather	<p>9. Do ONE of the following: &lt;br /&gt;a. Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, and Internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out. &lt;br /&gt;b. Visit a National Weather Service office or talk with a local radio or television weathercaster, private meteorologist, local agricultural extension service officer, or university meteorology instructor. Find out what type of weather is most dangerous or damaging to your community. Determine how severe weather and flood warnings reach the homes in your community. &lt;br /&gt;&lt;br /&gt;10. Do ONE of the following: &lt;br /&gt;a. Give a talk of at least five minutes to a group (such as your unit or a Cub Scout pack) explaining the outdoor safety rules in the event of lightning, flash floods, and tornadoes. Before your talk, share your outline with your counselor for approval. &lt;br /&gt;b. Read several articles about acid rain and give a prepared talk of at least five minutes to a group (such as your unit or a Cub Scout pack) about the articles. Before your talk, share your outline with your counselor for approval.</p>

## Wilderness Survival

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

6. Using three different methods (other than matches), build and light three fires.

8. Improvise a natural shelter. For the purpose of this demonstration, use techniques that have little negative impact on the environment. Spend a night in your shelter.

11. Show that you know the proper clothing to wear in your area on an overnight in extremely hot weather and in extremely cold weather.