

Eagle's Camp 2018

Thank you for choosing to participate in the Eagle's Camp Program. This will be different compared to any other Boy Scout Camp you have attended.

Being an Eagle Scout is not as much about what you have done, but what you can do. When an employer sees "Eagle Scout" on your resume, it tells them that you are someone who sets goals and accomplishes them, that you have developed and demonstrated an ability to take initiative and to show leadership. Eagle's Camp is committed to maintaining the high standards of the Badge you are pursuing.

Eagle's Camp is intended to provide campers the resources of time, people, and equipment to complete a majority of the merit badge requirements in 11 of the 13 "Eagle Required" categories, however success is entirely dependent on each camper's ability to remain focused and complete the work. Each Scout will be asked at the beginning of the week to create or present a plan for his week's goals and daily to evaluate his progress.

- This is a Day Camp. Campers are expected to arrive between 7:45-8 AM & depart at 7:00 PM.
- Any Merit Badge requirement may be completed in advance of the camp, but must have been completed while registered as a Boy Scout. Please take special note of any requirement which requires counselor approval or discussion in advance, contact information below.
- Merit Badge requirements which cannot be completed at Eagle's Camp are highlighted in yellow. Any incomplete requirements will result in a "partial."
- Where requirements provide options for completion, requirements which may be completed at Eagle's Camp are highlighted in green.
- Special project opportunities schedule to complete specific requirements will be provided at least 14 days in advance of camp. (i.e. Movie Screening to complete Citizenship in the Community requirement 5, or a group meeting to complete Communications requirement 1c).
- All meals will be prepared by Scouts working on the cooking merit badge. A duty roster for meals will be distributed one week in advance of camp. Menu plans must be submitted 30 days in advance.
- Opportunities for free time activities will be regularly available. Participation in those activities is completely voluntary.
- Campers must bring an Annual Health Record with Parts A & B completed to the first day of camp.
- Lunch and dinner will be provided. Please provide a list any food allergies at least 30 days in advance of camp. Scouts may bring additional food items from home or purchase them from the trading post.
- With parental approval Scouts may bring laptops, tablets and other devices. **Wi-Fi will be available, for Merit Badge work only.**

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

Contents

Camping	3
Citizenship in the Community.....	5
Citizenship in the Nation.....	6
Citizenship in the World	7
Communications	9
Cooking	11
Emergency Preparedness	14
Environmental Science	16
Family Life	18
Personal Fitness	19
Personal Management	21

Camping

1. Do the following:
 - a. Explain to your counselor the most likely hazards you may encounter while participating in camping activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
 - b. Show that you know first aid for and how to prevent injuries or illnesses that could occur while camping, including hypothermia, frostbite, heat reactions, dehydration, altitude sickness, insect stings, tick bites, snakebite, blisters, and hyperventilation.
2. Learn the Leave No Trace principles and the Outdoor Code and explain what they mean. Write a personal and group plan for implementing these principles on your next outing.
3. Make a written plan for an overnight trek and show how to get to your camping spot using a topographical map and compass OR a topographical map and a GPS receiver. If no GPS receiver unit is available, explain how to use one to get to your camping spot.
4. Do the following:
 - a. Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.
 - b. Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.
5. Do the following:
 - a. Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term "layering."
 - b. Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.
 - c. Explain the proper care and storage of camping equipment (clothing, footwear, bedding).
 - d. List the outdoor essentials necessary for any campout, and explain why each item is needed.
 - e. Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
6. Do the following:
 - a. Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent.
 - b. Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water.
 - c. Describe the factors to be considered in deciding where to pitch your tent.
 - d. Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each.
 - e. Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.
7. Prepare for an overnight campout with your patrol by doing the following:
 - a. Make a checklist of personal and patrol gear that will be needed.
 - b. Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.
8. Do the following:
 - a. Explain the safety procedures for
 1. Using a propane or butane/propane stove
 2. Using a liquid fuel stove
 3. Proper storage of extra fuel

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

- b. Discuss the advantages and disadvantages of different types of lightweight cooking stoves.
 - c. Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.
 - d. Cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.
9. Show experience in camping by doing the following:
- a. Camp a total of at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Sleep each night under the sky or in a tent you have pitched. If the camp provides a tent that has already been pitched, you need not pitch your own tent.
 - b. On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.
 - 1. Hike up a mountain, gaining at least 1,000 vertical feet.
 - 2. Backpack, snowshoe, or cross-country ski for at least 4 miles.
 - 3. Take a bike trip of at least 15 miles or at least four hours.
 - 4. Take a nonmotorized trip on the water of at least four hours or 5 miles.
 - 5. Plan and carry out an overnight snow camping experience.
 - 6. Rappel down a rappel route of 30 feet or more.
 - c. Perform a conservation project approved by the landowner or land managing agency.
10. Discuss how the things you did to earn this badge have taught you about personal health and safety, survival, public health, conservation, and good citizenship. In your discussion, tell how Scout spirit and the Scout Oath and Scout Law apply to camping and outdoor ethics.

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

Citizenship in the Community

1. Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.
2. Do the following:
 - a. On a map of your community, locate and point out the following:
 1. Chief government buildings such as your city hall, county courthouse, and public works/services facility
 2. Fire station, police station, and hospital nearest your home
 3. Historical or other interesting points
 - b. Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.
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'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.
6. List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.
7. Do the following:
 - a. Choose a charitable organization outside of Scouting that interests you and brings people in your community together to work for the good of your community.
 - b. 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 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.

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

Citizenship in the Nation

1. Explain what citizenship in the nation means and what it takes to be a good citizen of this country. Discuss the rights, duties, and obligations of a responsible and active American citizen.
2. Do TWO of the following: Option D can be completed at Eagle's Camp
 - a. Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.
 - b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.
 - c. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.
 - d. Choose a national monument that interests you. Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.
3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor. Choose one of the issues and explain how it affects you and your family.
4. Discuss each of the following documents with your counselor. Tell your counselor how you feel life in the United States might be different without each one.
 - a. Declaration of Independence
 - b. Preamble to the Constitution
 - c. The Constitution
 - d. Bill of Rights
 - e. Amendments to the Constitution
5. List the six functions of government as noted in the preamble to the Constitution. Discuss with your counselor how these functions affect your family and local community.
6. With your counselor's approval, choose a speech of national historical importance. Find out about the author, and tell your counselor about the person who gave the speech. Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today. Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.
7. Name the three branches of our federal government and explain to your counselor their functions. Explain how citizens are involved in each branch. For each branch of government, explain the importance of the system of checks and balances.
8. Name your two senators and the member of Congress from your congressional district. Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her. Show your letter and any response you receive to your counselor.

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

Citizenship in the World

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
3. Do the following:
 - a. Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
 - b. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.
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'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
 2. The World Court
 3. World Organization of the Scout Movement
 4. The World Health Organization
 5. Amnesty International
 6. The International Committee of the Red Cross
 7. CARE
5. Do the following:
 - a. Discuss the differences between constitutional and nonconstitutional governments.
 - b. Name at least five different types of governments currently in power in the world.
 - c. Show on a world map countries that use each of these five different forms of government.
6. Do the following:
 - a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.
 - b. Describe the roles of the following in the conduct of foreign relations.
 1. Ambassador
 2. Consul
 3. Bureau of International Information Programs
 4. Agency for International Development
 5. United States and Foreign Commercial Service
 - c. Explain the purpose of a passport and visa for international travel.
7. Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:
 - a. Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

- b. Visit the website of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.**
- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Communications

1. Do ONE of the following:
 - a. For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers or the radio, watching television, using social media, reading books and other print media, and using any electronic communication device. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communication skills.
 - b. For three days, keep a journal of your listening experiences. Identify one example of each of the following, and discuss with your counselor when you have listened to:
 1. Obtain information
 2. Be persuaded
 3. Appreciate or enjoy something
 4. Understand someone's feelings
 - c. In a small-group setting, meet with other Scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each Scout participates in the group discussion and how effectively he communicates his story. Report what you have learned to your counselor about the differences you observed in effective communication.
 - d. List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, email, text messages, and so on). For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.
2. Do ONE of the following:
 - a. Think of a creative way to describe yourself using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.
 - b. Choose a concept, product, or service in which you have great confidence. Build a sales plan based on its good points. Try to persuade the counselor to agree with, use, or buy your concept, product, or service. After your sales talk, discuss with your counselor how persuasive you were.
3. Write a five-minute speech. Give it at a meeting of a group.
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.
6. With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.
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

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

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 interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies. (Bring a copy of script with you)
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.

Cooking

The Cooking merit badge introduces principles of cooking that can be used both at home or in the outdoors. Scouts who earn this badge will learn about food safety, nutritional guidelines, meal planning, and methods of food preparation, and will review the variety of culinary (or cooking) careers available.

1. Do the following:
 - a. Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
 - b. Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
 - c. Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross contamination.
 - d. Discuss with your counselor food allergies, food intolerance, and food-related diseases of these concerns. Explain why someone who handles or prepares food needs to be aware of these concerns.
 - e. Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.
2. Do the following:
 - a. Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:
 1. Fruits
 2. Vegetables
 3. Grains
 4. Proteins
 5. Dairy
 - b. Explain why you should limit your intake of oils and sugars.
 - c. Determine your daily level of activity and your caloric need based on your activity level. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
 - d. Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.
3. Do the following:
 - a. Discuss EACH of the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, steaming, microwaving, and grilling, foil cooking, and use of a Dutch oven.
 - b. Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement. Meals prepared in the outdoors, using your menu plan for this requirement, cook two of the five meals you planned in requirement 6 using either a lightweight stove or a low-impact fire. Use a different cooking method

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

from requirement 3 for each meal.** The same fireplace may be used for both meals. You must also cook a third meal using either a Dutch oven OR a foil pack OR kabobs. Serve this meal all of these meals to your patrol or a group of youth for rank advancement may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5 and 6.

4. **Cooking at Home: Using the MyPlate food guide or the current USDA nutrition model, plan a menu for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menu should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) of those to be served. List the equipment and utensils needed to prepare and serve these meals. Then do the following:**
 - a. **Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal.**
 - b. Share and discuss your meal plan and shopping list with your counselor.
 - c. Using at least five of the ten cooking methods from requirement 4, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.*
 - d. Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.
 - e. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure a successful meal.
 - f. Explain how you kept foods safe and free from cross-contamination.
5. **Using the MyPlate food guide or the current USDA nutrition model, plan a menu for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. Include five meals AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals. Then do the following:**
 - a. **Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal.**
 - b. **Share and discuss your meal plan and shopping list with your counselor.**
 - c. In the outdoors, cook two of the meals you planned in requirement 6 using either a lightweight stove or a low-impact fire. Use a different cooking method for each meal.** The same fireplace may be used for both meals. Serve this meal to your patrol or a group of youth.
 - d. In the outdoors, cook one of the meals you planned in requirement 6. Use either a Dutch oven, OR a foil pack, OR kabobs. Serve this meal to your patrol or a group of youth.
 - e. In the outdoors, prepare a dessert OR a snack and serve it to your patrol or a group of youth.
 - f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure successful outdoor cooking.
 - g. Explain how you kept foods safe and free from cross contamination.
6. **Camp Cooking do the following:**
 - a. **(a) Using the MyPlate food guide or the current USDA nutrition model, plan a menu for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. Your menu should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross contamination. These five meals must include at least one breakfast, one lunch,**

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

- one dinner, AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals.
- b. Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
 - c. Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.
 - d. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for requirement 7. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**
 - e. For each meal prepared in requirement 7c, use safe food-handling practices. Explain how you kept foods safe and free from cross-contamination. Clean up equipment, utensils, and the site thoroughly after each meal. Properly dispose of dishwater, and pack out all garbage.
 - f. After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure successful trail hiking or backpacking meals.
7. Find out about three career opportunities in cooking. Select 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.

Submit prerequisites to the camp at least 30 days in advance. Food items necessary will be provided at the camp for use in requirement 5, 6, & 7

** The meals for requirement 5 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.*

Emergency Preparedness

1. Earn the First Aid merit badge.

2. Do the following:

a. Discuss with your counselor the aspects of emergency preparedness:

1. Prepare for emergency situations.
2. Respond to emergency situations.
3. Recover from emergency situations.
4. Mitigate and prevent emergency situations. Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

b. Make a chart that demonstrates your understanding of each of the aspects of emergency preparedness in requirement 2a (prepare, respond, recover, mitigate, and prevent) with regard to 10 of the situations listed below. You must use situations 1, 2, 3, 4, and 5 below in boldface, but you may choose any other five listed here for a total of 10 situations. Discuss this chart with your counselor.

1. Home kitchen fire
2. Home basement/storage room/garage fire
3. Explosion in the home
4. Automobile crash
5. Food-borne disease (food poisoning)
6. Fire or explosion in a public place
7. Vehicle stalled in the desert
8. Vehicle trapped in a blizzard
9. Flash flooding in town or in the country
10. Mountain/backcountry accident
11. Boating or water accident
12. Gas leak in a home or a building
13. Tornado or hurricane
14. Major flood
15. Nuclear power plant emergency
16. Avalanche (snowslide or rockslide)
17. Violence in a public place

c. Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan. (This may be completed during Eagle's Camp week at home)

3. Show how you could safely save a person from the following:

- a. Touching a live household electric wire
- b. A room filled with carbon monoxide
- c. Clothes on fire
- d. Drowning, using nonswimming rescues (including accidents on ice)

4. Show three ways of attracting and communicating with rescue planes/aircraft.

5. With another person, show a good way to transport an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.

6. Do the following:

a. Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:

1. Crowd and traffic control
2. Messenger service and communication

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

3. Collection and distribution services

4. Group feeding, shelter, and sanitation

- b. Identify the government or community agencies that normally handle and prepare for the emergency services listed under 6a, and explain to your counselor how a group of Scouts could volunteer to help in the event of these types of emergencies.
 - c. Find out who is your community's emergency management director and learn what this person does to prepare, respond to, recover from, and mitigate and prevent emergency situations in your community. Discuss this information with your counselor, and apply what you discover to the chart you created for requirement 2b.
7. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
 8. Do the following:
 - a. Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.
 - b. Take part in at least one troop mobilization. Before the exercise, describe your part to your counselor. Afterward, conduct an "after-action" lesson, discussing what you learned during the exercise that required changes or adjustments to the plan.
 - c. Prepare a personal emergency service pack for a mobilization call. Prepare a family 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.

Environmental Science

1. Make a time line of the history of environmental science in America. Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.
2. Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.
3. Do ONE activity from EACH of the following categories (using the activities in this pamphlet as the basis for planning and projects):
 - a. Ecology
 1. Conduct an experiment to find out how living things respond to changes in their environments. Discuss your observations with your counselor.
 2. Conduct an experiment illustrating the greenhouse effect. Keep a journal of your data and observations. Discuss your conclusions with your counselor.
 3. Discuss what is an ecosystem. Tell how it is maintained in nature and how it survives.
 - b. Air Pollution
 1. Perform an experiment to test for particulates that contribute to air pollution. Discuss your findings with your counselor.
 2. Record the trips taken, mileage, and fuel consumption of a family car for seven days, and calculate how many miles per gallon the car gets. Determine whether any trips could have been combined ("chained") rather than taken out and back. Using the idea of trip chaining, determine how many miles and gallons of gas could have been saved in those seven days.
 3. Explain what is acid rain. In your explanation, tell how it affects plants and the environment and the steps society can take to help reduce its effects.
 - c. Water Pollution
 1. Conduct an experiment to show how living things react to thermal pollution. Discuss your observations with your counselor.
 2. Conduct an experiment to identify the methods that could be used to mediate (reduce) the effects of an oil spill on waterfowl. Discuss your results with your counselor.
 3. Describe the impact of a waterborne pollutant on an aquatic community. Write a 100-word report on how that pollutant affected aquatic life, what the effect was, and whether the effect is linked to biomagnification.
 - d. Land Pollution
 1. Conduct an experiment to illustrate soil erosion by water. Take photographs or make a drawing of the soil before and after your experiment, and make a poster showing your results. Present your poster to your counselor.
 2. Perform an experiment to determine the effect of an oil spill on land. Discuss your conclusions with your counselor.
 3. Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.
 - e. Endangered Species
 1. Do research on one endangered species found in your state. Find out what its natural habitat is, why it is endangered, what is being done to

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org. Please leave two business days for response.

- preserve it, and how many individual organisms are left in the wild. Prepare a 100-word report about the organism, including a drawing. Present your report to your patrol or troop.
2. Do research on one species that was endangered, threatened, or of special concern but that has now recovered. Find out how the organism recovered, and what its new status is. Write a 100-word report on the species and discuss it with your counselor.
 3. With your parent's and counselor's approval, work with a natural resource professional to identify two projects that have been approved to improve the habitat for a threatened or endangered species in your area. Visit the site of one of these projects and report on what you saw.
- f. **Pollution Prevention, Resource Recovery, and Conservation**
1. Look around your home and determine 10 ways your family can help reduce pollution. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
 2. Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
 3. Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusion with your counselor.
4. Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:
 - a. Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Write a report that adequately discusses the biodiversity and population density of these study areas. Discuss your report with your counselor. (1 of 2 may be done at Eagle's Camp, other may be done during Eagle's Camp at home or another site of choosing.)
 - b. Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Then, write a short report that adequately addresses your observations, including how the differences of the study areas might relate to the differences noted, and discuss this with your counselor.
 5. Using the construction project provided or a plan you create on your own, identify the items that would need to be included in an environmental impact statement for the project planned.
 6. Find out about three career opportunities in environmental science. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Family Life

1. Prepare an outline on what a family is and discuss this with your merit badge counselor. Tell why families are important to individuals and to society. Discuss how the actions of one member can affect other members.
2. List several reasons why you are important to your family and discuss this with your parents or guardians and with your merit badge counselor.
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.
 - 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.

7. Discuss the following with your counselor:
 - a. Your understanding of what makes an effective father and why, and your thoughts on the father's role in the family
 - b. Your understanding of the responsibilities of a parent.

*This conversation may take place with only one or both of your parents or guardians.

Personal Fitness

1. Do the following:
 - a. Before completing requirements 2 through 9, have your health-care practitioner give you a physical examination, using the Scout medical examination form. Describe the examination. Tell what questions the doctor asked about your health. Tell what health or medical recommendations the doctor made and report what you have done in response to the recommendations. Explain the following:
 1. Why physical exams are important
 2. Why preventive habits (such as exercising regularly) are important in maintaining good health, and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your personal fitness
 3. Diseases that can be prevented and how
 4. The seven warning signs of cancer
 5. The youth risk factors that affect cardiovascular fitness in adulthood
 - b. Have a dental examination. Get a statement saying that your teeth have been checked and cared for. Tell how to care for your teeth.
2. Explain to your merit badge counselor verbally or in writing what personal fitness means to you, including
 - a. Components of personal fitness.
 - b. Reasons for being fit in all components.
 - c. What it means to be mentally healthy.
 - d. What it means to be physically healthy and fit.
 - e. What it means to be socially healthy. Discuss your activity in the areas of healthy social fitness.
 - f. What you can do to prevent social, emotional, or mental problems.
3. With your counselor, answer and discuss the following questions:
 - a. Are you free from all curable diseases? Are you living in such a way that your risk of preventable diseases is minimized?
 - b. Are you immunized and vaccinated according to the advice of your health-care provider?
 - c. Do you understand the meaning of a nutritious diet and know why it is important for you? Does your diet include foods from all food groups?
 - d. Are your body weight and composition what you would like them to be, and do you know how to modify them safely through exercise, diet, and lifestyle?
 - e. Do you carry out daily activities without noticeable effort? Do you have extra energy for other activities?
 - f. Are you free from habits relating to poor nutrition and the use of alcohol, tobacco, drugs, and other practices that could be harmful to your health?
 - g. Do you participate in a regular exercise program or recreational activities?
 - h. Do you sleep well at night and wake up feeling ready to start the new day?
 - i. Are you actively involved in the religious organization of your choice, and do you participate in its youth activities?
 - j. Do you spend quality time with your family and friends in social and recreational activities?
 - k. Do you support family activities and efforts to maintain a good home life?
4. Explain the following about physical fitness:
 - a. The components of physical fitness
 - b. Your weakest and strongest component of physical fitness
 - c. The need to have a balance in all four components of physical fitness
 - d. How the components of personal fitness relate to the Scout Law and Scout Oath

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

5. Explain the following about nutrition:
 - a. The importance of good nutrition
 - b. What good nutrition means to you
 - c. How good nutrition is related to the other components of personal fitness
 - d. The three components of a sound weight (fat) control program
6. Before doing requirements 7 and 8, complete the aerobic fitness, flexibility, muscular strength, and body composition tests as described in the *Personal Fitness* merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.
7. Outline a comprehensive 12-week physical fitness program using the results of your fitness tests. Be sure your program incorporates the endurance, intensity, and warm-up guidelines discussed in the *Personal Fitness* merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parents.
8. Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam, or biked; how many exercise repetitions you completed; your exercise heart rate; etc.). Repeat the aerobic fitness, muscular strength, and flexibility tests every two weeks and record your results. After the 12th week, repeat the three tests, record your results, and show improvement in each one. For the body composition test, compare and analyze your preprogram and post program body composition measurements. Discuss the meaning and benefit of your experience, and describe your long-term plans regarding your personal fitness.
9. Find out about three career opportunities in personal fitness. Pick one and find out the education, training, and experience required for this profession. Discuss what you learned with your counselor, and explain why this profession might interest you.

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

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 ratings 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. Track your actual income, expenses, and savings for 13 consecutive weeks. (You may use the forms provided in the merit badge pamphlet, devise your own, or use a computer-generated version.) When complete, present the results to your merit badge counselor.
 - b. Compare expected income with expected expenses.
 1. If expenses exceed income, determine steps to balance your budget.
 2. If income exceeds expenses, state how you would use the excess money (new goal, savings).
3. Discuss with your merit badge counselor FIVE of the following concepts:
 - a. The emotions you feel when you receive money.
 - b. Your understanding of how the amount of money you have with you affects your spending habits.
 - c. Your thoughts when you buy something new and your thoughts about the same item three months later. Explain the concept of buyer's remorse.
 - d. How hunger affects you when shopping for food items (snacks, groceries).
 - e. Your experience of an item you have purchased after seeing or hearing advertisements for it. Did the item work as well as advertised?
 - f. Your understanding of what happens when you put money into a savings account.
 - g. Charitable giving. Explain its purpose and your thoughts about it.
 - h. What you can do to better manage your money.
4. Explain the following to your merit badge counselor:
 - a. The differences between saving and investing, including reasons for using one over the other.
 - b. The concepts of return on investment and risk.
 - c. The concepts of simple interest and compound interest and how these affected the results of your investment exercise.
5. Select five publicly traded stocks from the business section of the newspaper. Explain to your merit badge counselor the importance of the following information for each stock:
 - a. Current price
 - b. How much the price changed from the previous day
 - c. The 52-week high and the 52-week low prices

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.

6. Pretend you have \$1,000 to save, invest, and help prepare yourself for the future. Explain to your merit badge counselor the advantages or disadvantages of saving or investing in each of the following:
 - a. Common stocks
 - b. Mutual funds
 - c. Life insurance
 - d. A certificate of deposit (CD)
 - e. A savings account or U.S. savings bond
7. Explain to your merit badge counselor the following:
 - a. What a loan is, what interest is, and how the annual percentage rate (APR) measures the true cost of a loan.
 - b. The different ways to borrow money.
 - c. The differences between a charge card, debit card, and credit card. What are the costs and pitfalls of using these financial tools? Explain why it is unwise to make only the minimum payment on your credit card.
 - d. Credit reports and how personal responsibility can affect your credit report.
 - e. Ways to reduce or eliminate debt.
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 church 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. Review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. With your merit badge counselor, discuss and understand what you learned from this requirement and 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 time line 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. If necessary, 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.
 - b. Research the limitations of your anticipated career and discuss with your merit badge counselor what you have learned about qualifications such as education, skills, and experience.

Any questions or prior approvals for prerequisites should be submitted to karl.shelton@scouting.org.

Please leave two business days for response.