

Prerequisites/Supplies:

As with most badges, some work may be required outside of the Merit Badge Clinic. Participants should strive to read the appropriate merit badge books in advance and complete the following requirements **prior** to the clinic. Failure to do so will result in a 'partial' completion of the merit badge.

Electricity:

- 1) 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.
- 2) On a floor plan of a room in your home, make a wiring diagram of the lights, switches, and outlets. Show which fuse or circuit breaker protects each one.
- 3) Do the following:
 - a. Read an electric meter and, using your family's electric bill, determine the energy cost from the meter readings.
 - b. Discuss with your counselor five ways in which your family can conserve energy (bring a list with you).

Personal Management:

READ THE BOOK.

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 – in class.**
 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)
8. Demonstrate to your merit badge counselor your understanding of time management by doing the following:
 - c. 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.
 - d. 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.
 - e. 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.
 - f. 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 – in class.**

3. 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.
4. 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.

Citizenship in the Nation:

2. 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.
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.

Animal Science:

READ THE BOOK

7. Find out about three career opportunities in animal science. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Forestry:

1. Prepare a field notebook, make a collection, and identify 15 species of trees, wild shrubs, or vines in a local forested area. Write a description in which you identify and discuss the following:
 - a. The characteristics of leaf, twig, cone, or fruiting bodies
 - b. The habitat in which these trees, shrubs, or vines are found
 - c. The important ways each tree, shrub, or vine is used by humans or wildlife and whether the species is native or was introduced to the area. If it is not native, explain whether it is considered invasive or potentially invasive.
3. Do the following:
 - a. Describe the contributions forests make to:
 1. Our economy in the form of products
 2. Our social well-being, including recreation
 3. Soil protection and increased fertility
 4. Clean water
 5. Clean air (carbon cycling, sequestration)
 6. Wildlife habitat

7. Fisheries habitat
 8. Threatened and endangered species of plants and animals
- b. Tell which watershed or other source your community relies on for its water supply.
6. Do the following:
- a. Describe the consequences to forests that result from FIVE of the following elements: wildfire, absence of fire, insects, tree diseases, air pollution, overgrazing, deer or other wildlife overpopulation, improper harvest, and urbanization.
 - b. Explain what can be done to reduce the consequences you discussed in 6a.
 - c. Describe what you should do if you discover a forest fire and how a professional firefighting crew might control it. Name your state or local wildfire control agency.

Programming:

1. Safety. Do the following:
 - a. Show your counselor your current, up-to-date Cyber Chip. See Scouting.org/cyberchip.aspx for requirements. Also, download the worksheet from http://meritbadge.org/wiki/index.php/Merit_Badge_Worksheets for more on cyber chips.
6. Careers. Find out about three career opportunities 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.

Photography:

Requirement # 4 A or B - will have to be done by the individual Scout in advance and brought to class for review.

You may print them out and paste on poster board as suggested or use a service like Snapfish and print an actual book (you will get to keep the book), or have on a computer or pad/e device large enough to see clearly and bring to session in June.

I also would like each Scout to take a series of pictures, each of which is depicting each of the rules of composition as explained in the merit badge book.

Then for Angle of view you need to pick a subject, object, or scene and take picture of it from at least three distinctly different angles. Plus, if outdoors do the same angles at two different times of day, for example: morning and evening.

These later images may also be printed or brought in on an 'E' device to present.

If you can't bring a device to class, it may be possible to email to me ahead of time. Contact me first so can be sure to get them to me correctly to use.

You will not need a camera the day of class, but bring a notepad as I will give you some fun assignments to play with after class not required for merit badge but for pure enjoyment and experiencing imaging more fully.

Lastly I'd like you each to discover a career that uses photography, there are many and write a short description of it and what interests you about it and how you could learn to do that for a career.

Some examples: photo journalism and there are many versions/uses of this,

Scientific, forensic, portrait, commercial, product, fashion, travel, research, medical, motion picture, animation, underwater, time lapse and high speed, racing, sports, artistic and many more.

If you have questions, this email will be best: bill@wmluse.com

Bill Luse