

Spring 2006 Advance-A-Rama

Directions for Life Through Scouting



AMERICAN HERITAGE

Half Day Class – morning only

Class Limit – 15 Scouts

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

Please bring your American Heritage merit badge book. Requirements last revised 2004.

For more information –

National Park Service – Explore America's Past www.cr.nps.gov/colherit.htm

National Park Service – the National Historical Registry www.cr.nps.gov/nr/

Carl Vinson Institute of Government – Georgia History (great site – broad series of links starting with prehistoric time to the present) –

www.cviog.uga.edu/Projects/gainfo/gahist.htm

The Pledge of Allegiance - A Short History – www.history.vineyard.net/pledge.htm

Fort McHenry – the Home of the Star Spangled Banner –

www.bcpl.net/~etowner/patriots.htm

The Flag of the United States of America – www.usflag.org/html

1. Do ONE of the following:

- a. **Make a map of your area. Mark the points of historical interest. Show your map in your classroom or troop meeting place. Tell about the points of historical interest.**
- b. **Research an event of historical importance that took place in or near your area. If possible, visit the place where the event took place. Tell your class or troop about the event and its impact on local history. Describe what it looked like then and now.**
- c. **Find out when, why, and how your town or neighborhood started. What ethnic, national, or racial groups played a part? Find out how it has changed over the past 50 years. Try to explain why.**

2. Do ONE of the following:
 - a. Explain what is meant by the National Register of Historic Places. Tell about any National Register properties in your area. Describe how a property becomes eligible for listing.
 - b. Find something in your area that seems to qualify for National Register listing. Bring it to the attention of the Historic Preservation Officer for your state. Assist him or her, in any way possible, to nominate it for inclusion in the National Register.
3. **Choose ONE of the following; describe its adoption; tell about any changes since its adoption.**
 - a. **The flag**
 - b. **The Pledge of Allegiance**
 - c. **The seal**
 - d. **The motto**
 - e. **The national anthem**
4. **Choose an event, a period, or a person from United States history that you would like to know more about. Do FOUR of the following for the subject chosen:**

This will be a major portion of the class. Scouts should be prepared to discuss with the class the subject they have chosen. The instructor will add information to the material the Scouts have researched on their own.

- a. Read a biography, approved by your counselor, of the person chosen. Tell some things you admire about the person. Tell some things you do not admire. Explain why you think this person has made a good or bad contribution to America's heritage.
- b. Read about the subject in three sources. List the major points upon which all agree. List areas of disagreement. Decide what source is mostly true. Tell how you decided.
- c. Read a historical novel or see a television show, a play, or a movie about your subject. Tell how true you think it was. Tell how it added to your understanding of the subject.
- d. Select an important speech related to your subject and tell when and why it was made. Read the speech to your class or troop. Then lead a discussion about the effect it had at the time.
- e. Gather records of four songs that are related to your subject or be able to sing or play them yourself. Play the records, or play or sing the songs yourself, for your class or troop. Tell about each song.

- f. Collect copies of four cartoons about your subject or draw two in the style of the period. Tell about the meaning of the cartoons.
 - g. Collect copies of paintings about your subject. Show them to your class or troop. Tell about them. Discuss their accuracy or symbolism.
 - h. Collect copies of photographs about your subject. Show them to your class or troop. Tell how they reflect the photographer's point of view.
 - i. Build a model to show something about your subject. Show the model to your class to troop. Tell about what it shows.
 - j. Visit a historic site related to your subject. Tell your class or troop about the visit. Tell how it has enlarged your view of the subject.
 - k. Make a time-line for your subject. Tell how the main events on your chart have affected life in America today.
5. Do ONE of the following:
- a. Take an active part in a program about a historic event or person. Report to your class or your troop about the program, the part you took, and the subject.
 - b. Pick an organization that is directly concerned with the preservation or perpetuation of local, state, or national history. Talk with an officer of the organization about its goals. Find out how you can help meet these goals. Carry out a project that will help meet the goals.



ART

Half Day Class - morning only

Class Limit – 15 Scouts

Please bring your Art merit badge book. Requirements last revised 2004.

For more information – The World Wide Web Virtual Library – the History of Art
www.chart.ac.uk/vlib/

There are no prerequisites for this merit badge.

1. Tell a story with a picture or pictures.
2. Promote a product or an idea with a picture or pictures.
3. Record in an art medium something you have done or seen.
4. Decorate something with an original design. Put the design on Scout equipment, furniture, ceramics, or fabric.
5. Design something useful.
6. Render a subject of your choice in FOUR of these ways: pen and ink, watercolor, pencil, pastel, oil, tempera, or acrylic.
7. Discuss job opportunities in art.



BIRD STUDY

Full Day Class

Class Limit – 15 Scouts

Please bring your Bird Study merit badge book. Requirements last revised 2004

Prerequisites and additional resources will be provided by email to Troop Contacts at a later date via email.

Prerequisites shown in bold.

A portion of this class will involve field work. Scouts should bring pencil and note pad, binoculars as well as wear warm clothing with hat and gloves.

1. Explain the need for bird study and why birds are useful indicators of the quality of the environment.
2. Show that you are familiar with the terms used to describe birds by sketching or tracing a perched bird and then labeling 15 different parts of the bird. Sketch or trace an extended wing and label six types of wing feathers.
3. Demonstrate that you know how to properly use and care for binoculars.
 - a. Explain what the specification numbers on the binoculars mean.
 - b. Show how to adjust the eyepiece and how to focus for proper viewing.
 - c. Show how to properly care for and clean the lenses.
4. Demonstrate that you know how to use a bird field guide. Show your counselor that you are able to understand a range map by locating in the book and pointing out the wintering range, the breeding range, and/or the year-round range of one species of each of the following types of birds:
 - a. Seabird
 - b. Plover
 - c. Falcon
 - d. Warbler or vireo
 - e. Heron or egret
 - f. Sparrow
 - g. Nonnative bird (introduced to North America from a foreign country since 1800)
5. Observe and be able to identify at least 20 species of wild birds. Prepare a field notebook, making a separate entry for each species, and record the following information from your field observations and other references.
 - a. Note the date and time.
 - b. Note the location and habitat.
 - c. Describe the bird's main feeding habitat and list two types of food that the bird is likely to eat.

- d. Note whether the bird is a migrant or a summer, winter, or year-round resident of your area.
6. Be able to identify five of the 20 species in your field notebook by song or call alone. For each of these five species enter a description of the song or call, and note the behavior of the bird making the sound. Note why you think the bird was making the call or song that you heard.
7. Do ONE of the following:
 - a. Go on a field trip with a local club or with others who are knowledgeable about birds in your area.
 1. Keep a list or fill out a checklist of all the birds your group observed during the field trip.
 2. Tell your counselor which birds your group saw and why some species were common and some were present in small numbers.
 3. Tell your counselor what makes the area you visited good for finding birds.
 - b. By using a public library or contacting the National Audubon Society, find the name and location of the Christmas Bird Count nearest your home and obtain the results of a recent count.
 1. Explain what kinds of information are collected during the annual event.
 2. Tell your counselor which species are most common, and explain why these birds are abundant.
 3. Tell your counselor which species are uncommon, and explain why these were present in small numbers. If the number of birds of these species is decreasing, explain why, and what, if anything, could be done to reverse their decline.
8. Do ONE of the following. For the option you choose, describe what birds you hope to attract, and why.
 - a. Build a bird feeder and put it in an appropriate place in your yard or another location.
 - b. Build a birdbath and put it in an appropriate place.
 - c. Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.



CITIZENSHIP IN THE COMMUNITY



Half Day Class – afternoon only

Class Limit – 15 Scouts

Please bring your Citizenship in the Community merit badge book. Requirements last revised 2005.

You can easily access and print a map of your community at <http://mappoint.com>

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

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 city or town council or school board meeting, or a municipal; county, or state court session. Scouts must attend this meeting in person.**
 - 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. **This requirement will not be covered during the AAR.**
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. **This requirement will not be covered during the AAR.**
8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.



CITIZENSHIP IN THE NATION



All Day Class

Class Limit – 15 Scouts

Please bring your Citizenship in the Nation merit badge book. Last revised 2005.

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

For more information –

American Rhetoric: Online Speech Bank -full text and audio directory and database of **American speeches**, sermons, lectures, and interviews. -

www.americanrhetoric.com/speechbank.htm

Great American Speeches – www.pbs.org/greatspeeches/

Go to <http://encarta.msn.com> to read and print a copy of the Constitution and Declaration of Independence. Simply enter the documents name in the “search” box at the upper left corner of the homepage.

Go to <http://www.house.gov> for information regarding the U.S. House of Representatives and <http://www.senate.gov> for information regarding the U.S. Senate.

Your government - www.whitehouse.gov/government

The World’s Smallest Political Quiz can be found at - <http://www.self-gov.org/quiz.html>

1. Explain what citizenship in the nation means 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:
 - 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 capital building or the U.S. Capital. Tell your counselor what you learned about the capital, 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 on of the issues and explain how it affects you and your family.**

(If Scouts watched the evening news to satisfy this requirement, they should bring a written summary to class indicating the date, network, event, and a summary of events

that were covered. If Scouts read a newspaper to satisfy this requirement, they should bring the newspaper to class and be prepared to discuss events they found significant.)

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: **Scouts must have read the documents listed below before coming to class. Links are provided at the beginning of this section.**
 - a. Declaration of Independence
 - b. Preamble to the Constitution
 - c. 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 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 members 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.**

Contact Information for Federal Officials

(current as of January 4, 2006)

Senate

Senator Saxby Chambliss

Email -

saxby_chambliss@chambliss.senate.gov

416 Russell Senate Office Bldg
Washington, DC 20510
(202) 224-3521

Senator Johnny Isakson

Email - info@isakson.net

120 Russell Senate Office Bldg
Washington, D.C. 20510
(202) 224-3643

House of Representatives

Rep Jack Kingston (R-1st)

2242 Rayburn HOB

Washington, DC 20515
202-225-5831

www.jack.kingston@mail.house.gov

Rep Sanford Bishop (D-2nd)

2429 Rayburn Building

Washington, DC 20515
202-225-3631

www.bishop.email@mail.house.gov

Rep James Marshall (D-3rd)

515 Cannon HOB

Washington, DC 20515
202-225-6531

www.jim.marshall@mail.house.gov

Rep Cynthia McKinney (D-4th)

320 Cannon HOB

Washington, DC 20515
202-225-1605

www.cynthia.mckinney@mail.house.gov

Rep John Lewis (D-5th)

343 Cannon HOB

Washington, DC 20515
202-225-3801

www.john.lewis@mail.house.gov

Rep Tom Price (R-6th)

506 Cannon HOB

Washington, DC 20515
202-225-4501

www.tom.price@mail.house.gov

Rep John Linder (R-7)

1026 Longworth HOB
Washington, DC 20515
202-225-4272

www.john.linder@mail.house.gov

Rep Lynn Westmoreland (R-8th)

1118 Longworth HOB
Washington, DC 20515
202-225-5901

www.lynn.westmoreland@mail.gov

Rep Charlie Norwood (R-9th)

2452 Rayburn HOB
Washington, DC 20515
202-225-4101
www.rep.charlie.norwood@mail.gov

Rep Nathan Deal (R-10)

2133 Rayburn HOB
Washington, DC 20515
202 225-5211
www.congressmandeal@mail.gov

Rep Phil Gingrey (R-11)

119 Cannon HOB
Washington, DC 20515
202-225-2931
www.gringrey.ga@mail.gov

Rep John Barrow (D-12)

226 Cannon HOB
Washington, DC 20515
202-225-2823
www.john.barrow@mail.gov

Rep David Scott (D-13)

417 Cannon HOB
Washington, DC 20515
202-225-2939
www.david.scott@mail.gov



COMMUNICATIONS



All Day Class

Class Limit – 15 Scouts

Please note – certain requirements for this merit badge, 3, 6, and 8 require the development of materials followed by the subsequent delivery to a group. This makes it impossible to fully complete the merit badge at the AAR. Materials will be developed however the scout will be required to present it to his troop at a later date.

Please bring your Communications merit badge book. Requirements last revised 2004.

Prerequisites shown in bold.

For more information –

Effective Communication from the University of Maryland -
www.health.umd.edu/fsap/communication.html

Preparing an Oral Presentation -
www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/TalkStrt.html

The Importance of Effective Communication -
[//web.cba.neu.edu/~ewertheim/interper/commun.htm#three](http://web.cba.neu.edu/~ewertheim/interper/commun.htm#three)

Virtual Interviewing Assistant - www.ku.edu/%7Ecoms/virtual_assistant/via/index.html

Virtual Presentation Assistant - www.ku.edu/%7Ecoms/virtual_assistant/vpa/vpa.htm

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 your teachers or the radio, watching television, reading books, and other print media, and communicating online. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communications 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) A persuasive argument**
 - (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 effective each one is in telling 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, fax). 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. Present 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 for your scout troop, school, or other organization. Include at least one article and one photograph or illustration and one link to some other web page that would be helpful to someone who visits the web page you have created. It is not necessary to post your web page 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 scout troop, class at school, or other group. Include at least one article and one photograph or illustration.
8. Plan a troop court of honor or campfire program. Have the patrol leader's council approve it, then write the script and prepare the program. Serve as master of ceremonies.

9. Learn about opportunities in the field of communication. Choose one career in which you are interested and discuss with your counsel the major responsibilities of that position and the qualification, education, and preparation it requires.



CRIME PREVENTION

All Day Class

Class Limit – 15 Scouts

Please bring your Crime Prevention and Fingerprinting merit badge books. Requirements last revised 2004.

For more information –

National Crime Prevention Council, Topics in Crime Prevention -
www.ncpc.org/ncpc/ncpc/?pa=resCenter

Please note that requirement 5 will be discussed and guidance provided on how to conduct a Crime Prevention Survey and a Home Security Survey. The Scout will be required to conduct this with his family after the AAR and provide the results to his Scoutmaster in order to complete this merit badge. Information learned at the AAR will help the Scout complete requirement at a later date.

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

1. Define "crime" and "crime prevention."
2. **Prepare a notebook of newspaper and other clippings that address crime and crime prevention efforts in your community.**
3. **Do the following:**
 - a. **Talk to a store owner or manager about the impact of crime on the way the store is run and how crime affects prices.**
 - b. **Talk with a school teacher, principal, or school officer about the impact of crime in your school.**
 - c. Explain what a neighborhood watch is and how it can benefit your neighborhood.
 - d. Define white-collar crime and explain how it affects all citizens of the United States.
4. Discuss the following with your counselor:
 - a. The role of a sheriff's department or police department in crime prevention
 - b. The role of citizens, including youth, in crime prevention
 - c. Gangs and their impact on the community
 - d. When and how to report a crime
 - e. The role and value of laws in society

5. Do the following:
 - a. Inspect your neighborhood for opportunities that may lead to crime. Learn how to do a crime prevention survey.
 - b. Using the checklist in the Crime Prevention Merit Badge pamphlet, conduct a security survey of your home and discuss the results with your family.
6. Teach your family or patrol members how to protect themselves from crime at home, at school, in your community, and while traveling.
7. Visit a jail or detention facility. Discuss your experience with your counselor.
8. Discuss with your counselor the purpose and operation of agencies in your community that help law enforcement personnel prevent crime, and how the agencies help in emergency situations.
9. Discuss the following with your counselor:
 - a. How drug abuse awareness programs, such as "Drugs: A Deadly Game" help prevent crime
 - b. Why alcohol, tobacco, and marijuana are sometimes called "gateway drugs" and how "gateway drugs" can lead to the use of other drugs
 - c. Three resources in your city where a person with a drug problem or drug-related problem can go for help
 - d. How the illegal sale and use of drugs lead to other crimes
 - e. How to recognize child abuse
 - f. The "three Rs" of Youth Protection



FINGERPRINTING

For more information –

Fingerprinting Merit Badge – <http://onin.com/fp/fpmeritbdg.html> - this is a tremendous site – all the background information that is needed. There is no need to get the merit badge book if you go here!

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

1. **Give a short history of fingerprinting. Tell the difference between civil and criminal identification.**
2. Explain the difference between the automated fingerprint identification systems (AFIA) now used by some law enforcement agencies and the biometric fingerprint systems used to control access to places like buildings, airports, and computer rooms.
3. Do the following:
 - a. Name the surfaces of the body where friction or papillary ridges are found.
 - b. Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.

- c. Explain what it takes to positively identify a person using fingerprints.
4. Take a clear set of prints using ONE of the following methods:
 - a. Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card available from your local police department or counselor.
 - b. Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.
5. Show your merit badge counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.



FIRST AID



All Day Class

Class Limit – 15 Scouts

Please bring your First Aid merit badge book. Requirements last revised 2005.

For more information –

The Guide to Safe Scouting, First Aid - www.scouting.org/pubs/gss/gss06.html

Learn CPR – You Can Do It! – <http://depts.washington.edu/learncpr/>

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

1. **Satisfy your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class, and First Class ranks.**
2. Do the following:
 - a. Explain how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.
 - b. Prepare a first aid kit for your home. Display and discuss its contents with your counselor.**
3. Do the following:
 - a. Explain what action you should take for someone who shows signs of a heart attack.
 - b. Identify the conditions that must exist before performing CPR on a person.
 - c. Demonstrate proper technique in performing CPR using a training device approved by your counselor.
 - d. Show the steps that need to be taken for someone suffering from a severe cut on the leg and on the wrist. Tell the dangers in the use of a tourniquet and the conditions under which its use is justified.

- e. Explain when a bee sting could be life threatening and what action should be taken for prevention and for first aid.
 - f. Explain the symptoms of heat stroke and what action needs to be taken for first aid and for prevention.
4. Do the following:
 - a. Describe the signs of a broken bone. Show first-aid procedures for handling fractures and broken bones, including open (compound) fractures of the forearm, wrist, upper leg, and lower leg using improvised materials.
 - b. Describe the symptoms and possible complications and demonstrate proper procedures for treating suspected injuries to the head, neck, and back. Explain what measures should be taken to reduce the possibility of further complicating these injuries.
5. Describe the symptoms, proper first-aid procedures, and possible prevention measures for the following conditions:
 - a. Hypothermia
 - b. Convulsions / seizures
 - c. Frostbite
 - d. Dehydration
 - e. Bruises, strains, sprains
 - f. Burns
 - g. Abdominal pain
 - h. Broken, chipped, or loosened tooth
 - i. Knocked-out tooth
 - j. Muscle cramps
6. Do the following:
 - a. If a sick or injured person must be moved, tell how you would determine the best method.
 - b. With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.



ORIENTEERING

All Day Class

Class Limit – 15 Scouts

Please bring your Orienteering merit badge book. Requirements last revised 2004.

Prerequisites and additional resources will be provided by email to Troop Contacts at a later date via email.

A large portion of this class will involve field work. Scouts should bring a compass, pencil and note pad, binoculars as well as wear warm clothing with hat and gloves.

1. Show that you know first aid for the types of injuries that could occur while orienteering, including cuts, scratches, blisters, snakebite, insect stings, tick bites, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), and dehydration. Explain to your counselor why you should be able to identify poisonous plants and poisonous animals that are found in your area.
2. Explain what orienteering is.
3. Do the following:
 - a. Explain how a compass works. Describe the features of an orienteering compass.
 - b. In the field, show how to take a compass bearing and follow it.
4. Do the following:
 - a. Explain how a topographic map shows terrain features. Point out and name five terrain features on a map and in the field.
 - b. Point out and name 10 symbols on a topographic map.
 - c. Explain the meaning of *declination*. Tell why you must consider declination when using map and compass together.
 - d. Show a topographic map with magnetic north-south lines.
 - e. Show how to measure distances using an orienteering compass.
 - f. Show how to orient a map using a compass.
5. Set up a 100-meter pace course. Determine your walking and running pace for 100 meters. Tell why it is important to pace-count.
6. Do the following:
 - a. Identify 20 international control description symbols. Tell the meaning of each symbol.
 - b. Show a control description sheet and explain the information provided.
 - c. Explain the following terms and tell when you would use them: attack point, collecting feature, aiming off, contouring, reading ahead, handrail, relocation, rough versus fine orienteering.
7. Do the following:
 - a. Take part in three orienteering events. One of these must be a cross-country course.
 - 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.
8. Do ONE of the following:
 - a. Set up a cross-country course of at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet.
 - b. Set up a score-orienteering course with 12 control points and a time limit of at least 60 minutes. Prepare the master map and control description sheet.
9. Act as an official during an orientation. This may be during the running of the course you set up for requirement 8.
10. Teach orienteering techniques to your patrol, troop or crew.



PERSONAL MANAGEMENT / Life to Eagle



Half Day Class

Class Limit – 15 Scouts

Please bring your Personal Management Merit Badge book. Last revised 2004.

This is the second part of a two session class. Requirements not listed below were covered during the Fall 2005 Advance A Rama. This session will focus on project and time management and in particular Planning Your Eagle project.

Scouts First Class and below should not take this class.

Prerequisites shown in bold

Looking for more information -

Eagle Scout Leadership Service Project Workbook - www.scouting.org/nav/enter.jsp?s=by

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 timeline for your project that shows the steps you must take from beginning to completion.
 - c. Describe your project.
 - d. Develop a list of resources. Identify how these resources will help you achieve your goal.
 - e. 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.



POTTERY

Half Day Class - afternoon

Class Limit – 15 Scouts

Please bring your Pottery merit badge book. Requirements last revised 2004.

There are no prerequisites for this class.

1. Explain to your counselor the precautions that must be followed for the safe use and operation of a potter's tools, equipment, and other materials.
2. Explain the properties and ingredients of a good clay body for the following:
 - a. Making sculpture
 - b. Throwing on the wheel
3. Make two drawings of pottery forms, each on an 8 1/2 by 11 inch sheet of paper. One must be a historical pottery type. The other must be of your own design.
4. Explain the meaning of the following pottery terms: bat, wedging, throwing, leather hard, bone dry, greenware, bisque, terra-cotta, grog, slip, score, earthenware, stoneware, porcelain, pyrometric cone, and glaze.
5. Do the following. Each piece is to be painted, glazed, or otherwise decorated by you:
 - a. Make a slab pot, a coil pot, and a pinch pot.
 - b. Make a human or animal figurine or decorative sculpture.

- c. Throw a functional form on a potter's wheel.
 - d. Help to fire a kiln.
- 6. Tell how three different kinds of potter's wheels work.
- 7. Visit the kiln yard at a local college or other crafts school. Learn how the different kinds of kilns work, including the low-fire electric, high-fire gas or propane, wood or salt/soda, and raku.
- 8. Explain the scope of the ceramic industry in the United States. Tell some things made other than craft pottery.



PULP AND PAPER

All Day Class Class Limit – 15 Scouts

Please bring your Pulp and Paper merit badge book. Requirements last revised 2004.

Prerequisites and additional resources will be provided by email to Troop Contacts at a later date via email.

1. Tell the history of papermaking. Describe the part paper products play in our culture and economy.
2. List the trees which are the major sources of papermaking fibers
 - a. Tell what other uses are made of the trees and of the forest land owned by the pulp and paper industry.
 - b. Describe ways the industry plants, grows, and harvests trees.
3. Describe two ways of getting fibers from wood.
 - a. What are the major differences?
 - b. Why are some pulps bleached? Describe this process.
4. Describe how paper is made. Make a sheet of paper by hand using the process described.
5. What is coated paper and why is it coated? Describe the major uses for different kinds of coated paper. In what other ways are papers changed by chemical or mechanical means to make new uses possible?
6. Make a list of fifteen pulp or paper products in your home. Show samples of ten such products.
7. Do one:
 - a. Visit a pulp mill. Describe how they convert wood to cellulose fibers.
 - b. Visit a paper mill and get a sample of the paper. Describe the processes used for making this paper. Tell how it will be used.
 - c. Visit a container plant or box plant. Describe how the product was made.
 - d. Visit a printer or newspaper plant to learn how they use paper. Describe the visit. Explain why particular types of paper were used.
8. Describe six of the major jobs in the pulp and paper industry.



SCULPTURE

All Day Class

Class Limit – 12 Scouts

Please bring your Sculpture merit badge book.

There are no prerequisites for this merit badge.

Looking for really great information about Sculpture? Check out the following websites:

Sculpture.org - <http://www.sculptor.org>

Sculpture Garden (UGA site) - <http://graduate.gradsch.uga.edu/archive/Garden.html>

Bob Bickey Metal Sculpture (former UGA undergraduate) –
<http://www.arches.uga.edu/~jformby>

1. Model in clay or plasteline, or carve in wood, soft stone, soap or other soft material the following:
 - a. A full-size human head.
 - b. A small scale model of a group of animals or people in action.

2. Do the following:
 - a. Make a plaster mold of a fruit or vegetable.
 - b. In this mold make a copy of the fruit or vegetable.



SPACE EXPLORATION

Full Day Class

Class Limit – 15 Scouts

Please bring your Space Exploration merit badge book. Requirements last revised 2005.

For more information –

Space Exploration Merit Badge <http://my.execpc.com/~culp/space/space.html> (This is a great web site with hot links that provide tremendous information).

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

- 1. Tell the purpose of space exploration and include the following:**
 - a. historical reasons,**
 - b. immediate goals in terms of specific knowledge,**
 - c. benefits related to Earth resources, technology, and new products.**
2. Design a collector's card, with a picture on the front and information on the back, about your favorite space pioneer. Share your card and discuss four other space pioneers with your counselor.
3. Build, launch, and recover a model rocket. Make a second launch to accomplish a specific objective. (Rocket must be built to meet the safety code of the National Association of Rocketry. See the "Model Rocketry" chapter.) Identify and explain the following rocket parts:
 - a. Body tube
 - b. Engine mount
 - c. Fins
 - d. Igniter
 - e. Launch lug
 - f. Nose cone
 - g. Payload
 - h. Recovery system
 - i. Rocket engine
4. Discuss and demonstrate each of the following:
 - a. The law of action-reaction
 - b. How rocket engines work
 - c. How satellites stay in orbit
 - d. How satellite pictures of Earth and pictures of other planets are made and transmitted
5. Do TWO of the following:
 - a. Discuss with your counselor an unmanned space exploration mission and an early manned mission. Tell about each mission's major discoveries, its importance, and what we learned from it about the planets, moons, or regions of space explored.
 - b. Using magazine photographs, news clippings, and electronic articles (such as from the Internet), make a scrapbook about a current planetary mission.
 - c. Design an unmanned mission to another planet or moon that will return samples of its surface to Earth. Name the planet or moon your spacecraft will visit. Show how your design will cope with the conditions of the planet's or moon's environment.
- 6. Describe the purpose and operation of ONE of the following:**
 - a. Space shuttle**
 - b. International Space Station**

7. Design an inhabited base on the Moon or Mars. Make drawings or a model of your base. In your design, consider and plan for the following:
 - a. Source of energy
 - b. How it will be constructed
 - c. Life-support system
 - d. Purpose and function.
8. Discuss with your counselor two possible careers in space exploration that interest you. Find out the qualifications, education, and preparation required and discuss the major responsibilities of those positions.



SWIMMING



Full Day Class

Class Limit – 8 Scouts

Please bring your Swimming merit badge book. Requirements last revised 2004.

Instruction will not be provided in the basic strokes as part of this class. Scouts taking this class must be an accomplished swimmer.

Scouts and their parents must complete the YMCA Liability Waiver that is attached prior to entering the pool.

Prerequisites shown in bold. Failure to complete all prerequisites in advance and bring all completed work to the Advance-A-Rama will guarantee that the Merit Badge will not be completed at the Advance-A-Rama.

Scouts must bring one long sleeve shirt one full length pair of pants to be used for requirement number 5.

- 1. Show that you know first aid for injuries or illnesses that could occur while swimming, including hypothermia, dehydration, heat reactions, muscle cramps, stings and bites, cuts and scrapes, spinal injuries, and hyperventilation.**

2. Do the following:
 - a. Identify the conditions that must exist before performing CPR on a person. Explain how to recognize such conditions.
 - b. Demonstrate proper technique for performing CPR using a training device approved by your counselor.

3. Before doing the following requirements, successfully complete Second Class rank requirements 7a-7c and First Class rank requirements 9a-9c.

Second Class rank requirements:

(7a) Tell what precautions must be taken for a safe swim.

(7b) Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.

(7c) Demonstrate water rescue methods by reaching your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.

First Class rank requirements:

(9a) Tell what precautions should be taken for a safe trip afloat.

(9b) Before doing the following requirements, successfully complete the BSA swimmer test:

Jump feet-first into water over your head in depth, swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating.

(9c) With a helper and a practice victim, show a line rescue both as tender and as rescuer. The practice victim should be approximately 30 feet from shore in deep water.

4. Demonstrate survival skills by leaping into deep water wearing clothes (shoes, socks, swim trunks, long pants, belt, and long-sleeved shirt). Remove shoes and socks, remove

and inflate the shirt, and show that you can float using the shirt for support. Remove and inflate the pants for support. Swim 50 feet using the inflated pants for support, then show how to reinflate the pants while using them for support.

5. Swim continuously for 150 yards using the following strokes in good form and in a strong manner: front crawl or trudgen for 25 yards, back crawl for 25 yards, sidestroke for 25 yards, breaststroke for 25 yards, and elementary backstroke for 50 yards.
6. Do the following:
 - a. Float faceup in a resting position for at least one minute.
 - b. Demonstrate survival floating for at least five minutes.
 - c. While wearing a properly fitted personal floatation device (PFD), demonstrate the HELP and huddle positions. Explain their purposes.
 - d. Explain why swimming or survival floating will hasten the onset of hypothermia in cold water.
7. In water over your head, but not to exceed 10 feet, do each of the following:
 - a. Use the feetfirst method of surface diving and bring an object up from the bottom.
 - b. Do a headfirst surface dive (pike or tuck) and bring the object up again.
 - c. Do a headfirst surface dive to a depth of at least 5 feet and swim underwater for three strokes. Come to the surface, take a breath, and repeat the sequence twice.
8. Do ONE of the following:
 - a. Demonstrate snorkeling and scuba diving knowledge:
 1. Demonstrate selection and fit of mask, snorkel, and fins; discuss safety in both pool and open-water snorkeling.
 2. Demonstrate proper use of mask, snorkel, and fins for underwater search and rescue.
 3. Describe the sport of scuba diving or snorkeling, and demonstrate your knowledge of BSA policies and procedures relating to that sport.OR
 - b. Demonstrate the following competitive swim skills:
 1. Racing dive from a pool edge or dock edge (no elevated dives from racing platforms or starting blocks)
 2. Racing form for 25 yards on one competitive stroke (front crawl, back crawl, breaststroke, or butterfly)
 3. Racing turns for the stroke you chose in 8b2, OR, if the camp facilities cannot accommodate the racing turn, repeat 8b2 with an additional stroke.
 4. Describe the sport of competitive swimming.
9. In water at least 8 feet deep, show a headfirst dive (*kneeling start, bent-knee start, or standing dive*) from a dock or pool deck. Show a long shallow dive, also from the dock or pool deck. If a low board (not to exceed 40 inches above water at least 9 feet deep) is available, show a plain front dive.
10. **Do the following:**
 - a. **Explain the health benefits of regular aerobic exercise, and explain why many people today do not get enough of the beneficial kinds of exercise.**

- b. Discuss why swimming is favored as both a fitness and a therapeutic exercise.**
- c. Write a plan for a swimming exercise program that will promote aerobic/vascular fitness, strength and muscle tone, body flexibility, and weight control for a person of Scout age. Identify resources and facilities available in your home community that would be needed for such a program.**
- d. Discuss with your counselor the incentives and obstacles for staying with the fitness program you created in requirement 10c. Explain the unique benefits that could be gained from this program, and discuss how personal health awareness and self-discipline would relate to your willingness and ability to pursue such a program.**

Athens YMCA

RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT

In consideration for being permitted to utilize the facilities, services, and programs of the YMCA for any purpose, including but not limited to observation or use of facilities or equipment or participation in any program affiliated with the YMCA, without respect to location, the undersigned, for himself or herself and any personal representatives, heirs, and next of kin, hereby acknowledges, agrees and represents that he or she has, or immediately upon entering or participating will inspect and carefully consider such premises and facilities or the affiliated program. It is further warranted that such entry into the YMCA for observation or use of any facilities or equipment or participation in such affiliated program constitutes an acknowledgement that such premises and all facilities and equipment thereon and such affiliated programs have been inspected and carefully considered and that the undersigned finds and accepts same as being safe and reasonably suited for the purpose of such observation, use, or participation.

IN FURTHER CONSIDERATION OF BEING PERMITTED TO ENTER THE YMCA FOR ANY PURPOSE, INCLUDING BUT NOT LIMITED TO OBSERVATION OR USE OF FACILITIES OR EQUIPMENT, OR PARTICIPATION IN ANY PROGRAM AFFILIATED WITH THE YMCA, WITHOUT RESPECT TO LOCATION, THE UNDERSIGNED HEREBY AGREES TO THE FOLLOWING:

1. THE UNDERSIGNED HEREBY RELEASES, WAIVES, DISCHARGES AND COVENANTS NOT TO SUE the YMCA, its directors, officers, employees, and agents (hereinafter referred to as "releasees") from all liability to the undersigned, his personal representatives, assigns, heirs, and next of kin for any loss or damage and any claims or demands therefore on account of injury to the person or property or resulting in death of the undersigned, whether caused by the negligence of the releasees or otherwise while the undersigned is in, upon, or about the premises or any facilities or equipment therein, or participating in any program affiliated with the YMCA, without respect to location.
2. THE UNDERSIGNED HEREBY AGREES TO INDEMNIFY AND SAVE AND HOLD HARMLESS the releasees and each of them from any loss, liability, damage, or cost they may incur due to the presence of the undersigned in, upon, or about the YMCA premises or in any way observing or using any facilities or the undersigned in, upon, or about the YMCA premises or in any way observing or using any facilities or equipment of the YMCA or participating in any program affiliated with the YMCA whether caused by the negligence of the releasees or otherwise.
3. THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR AND RISK OF BODILY INJURY, DEATH, OR PROPERTY DAMAGE due to negligence of releasees or otherwise while in, about, or upon the premises of the YMCA and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with the YMCA.

THE UNDERSIGNED further expressly agrees that the forgoing RELEASE, WAIVER AND INDEMNITY AGREEMENT is intended to be as broad and inclusive as is permitted by the law of the State of GEORGIA and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representations, statements, or inducement apart from the foregoing written agreement have been made.

I HAVE READ THIS RELEASE

____/____/____
date
guardians

participants signature

____/____/____
date

I HAVE READ THIS RELEASE

parent's or legal
signature (if
participant is legally
a minor)

_____ (PRINTED NAME OF PARTICIPANT OR GUARDIAN)

