

Prerequisites- 2019 Ockanickon Merit Badges

Graphic Arts

- 6) Do ONE of the following, then describe the highlights of your visit
 - a) Visit a newspaper printing plant: Follow a story from the editor to the press.
 - b) Visit a retail, commercial, or in-plant printing facility: Follow a project from beginning to end.
 - c) Visit a school's graphic arts program: Find out what courses are available and what the prerequisites are.
 - d) Visit three Web sites (with your parent's permission) that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers): With permission from your parent or counselor, print out or download product or service information from two of the sites.

Energy

- 4) Conduct an energy audit of your home. Keep a 14 day log that records what you and your family did to reduce energy use. Include the following in your report and, after the 14 day period, discuss what you have learned with your counselor.
 - a) List the types of energy used in your home such as electricity, wood, oil, liquid petroleum, and natural gas, and tell how each is delivered and measured, and the current cost; OR record the transportation fuel used, miles driven, miles per gallon, and trips using your family car or another vehicle
 - b) Describe ways you and your family can use energy resources more wisely. In preparing your discussion, consider the energy required for the things you do and use on a daily basis (cooking, showering, using lights, driving, watching TV, using the computer). Explain what is meant by sustainable energy sources. Explain how you can change your energy use through reuse and recycling.

Theater

- 1) See or read three full-length plays.* Write a review of each. Discuss with your counselor the plot or story. If you chose to watch the plays, comment on the acting and the staging.
- 2) Write a one-act play that will take at least eight minutes to perform. The play must have a main character, conflict, and a climax.

Citizenship in the World

- 1) Do TWO of the following and share with your counselor what you have learned:
 - a. Visit the Web site (With your parent/guardian's permission) of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.
 - b. Visit the Web site (With your parent/guardian's permission) 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.

Citizenship in the Community

- 2) Do two if 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 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.
- 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.

Communications

- 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.
- 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 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 scout troop, 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 an interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.

Environmental Science

- 3) Do ONE activity from EACH of the following categories (using the activities in this {the merit badge} pamphlet as the basis for planning and projects):
 - e) Endangered Species (Do one of the below)
 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 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 or threatened but which 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.

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. Explain the following:
 1. Why physical exams are important
 2. Why preventative 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 our 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 health 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.
- 6) Before doing requirements 7 and 8, complete the aerobic fitness, flexibility, and muscular strength tests along with the body composition evaluation 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 all of the required activities in each of the three test categories, record your results, and show improvement in each one. For the body composition evaluation, compare and analyze your preprogram and postprogram body composition measurements. Discuss the meaning and benefit of your experience, and describe your long-term plans regarding your personal fitness.

Emergency Preparedness

- 1) Earn the First Aid merit badge.
- 2) Do the following:
 - b. Using a chart, graph, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2a (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. **You must use the first five situations listed below in boldface**, plus any other five of your choice. Discuss your findings 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. Earthquake or tsunami
 10. Mountain/backcountry accident
 11. Boating or water accident
 12. Gas leak in a home or a building
 13. Tornado or hurricane
 14. Major flooding or a flash flood
 15. Toxic chemical spills and releases
 16. Nuclear power plant emergency
 17. Avalanche (snowslide or rockslide)
 18. 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.
- 6) Do the following:
 - c. Find out who is your community's emergency management director and learn what this person does to **prevent, protect, mitigate, respond to, and recover from** emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.
- 8) 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
 3. Collection and distribution services
 4. Group feeding, shelter, and sanitation.
 - b. Prepare a personal emergency service pack for a mobilization call. Prepare a family 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.

Camping

- 4) Do the following:
 - 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:
 - e. Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
- 8) Do the following:
 - 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. While camping in the outdoors, 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.