

## 2025 Broad Creek Scouts BSA Summer Camp Merit Badge Prerequisites

*All prerequisites listed below are derived from the 2025 Scouts BSA Requirements*

Merit Badge	Prerequisite Requirements	Description
Animation	4a	Tour an animation studio or a business where animation is used, either in person, via video, or via the Internet. Share what you have learned with your counselor.
Art	6	With your parent or guardian's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.
Astronomy	6b*	(b) Sketch the phase and position of the Moon, at the same hour and place, for four nights (or days) within a one-week period by direct observation. Include landmarks on the horizon such as hills, trees, and buildings. Explain the changes you observe.
	8*	<p>Do ONE of the following:</p> <p>(a) Visit a planetarium or astronomical observatory. Submit a written report, a scrapbook, OR a video presentation afterward to your counselor that includes the following information: 1. Activities occurring there, 2. Exhibits and displays you saw, 3. Telescopes and other instruments being used, and 4. Celestial objects you observed</p> <p>(b) Plan and participate in an observation session that includes using binoculars or a telescope and includes at least 10 celestial objects beyond those observed in requirement 4. These might be lunar features, Messier objects, additional constellations or planets, or artificial satellites including the International Space Station. List the celestial objects you want to observe and find each in a star chart, guidebook or by using an app. Prepare a log or notebook. Discuss with your counselor what you hope to observe prior to your observation session. Review your log or notebook with your counselor afterward.</p> <p>(c) Plan and host a star party for your Scout troop or other group such as your class at school. Use binoculars or a telescope to show and explain celestial objects to the group.</p> <p>(d) Help an astronomy club in your community hold a star party that is open to the public.</p> <p>(e) Personally take a series of photographs or digital images of the movement of the Moon, a planet, an asteroid, meteor, or a comet. In your visual display, label each image and include the date and time it was taken. Show all positions on a star chart or map. Show your display at school or at a troop meeting. Explain the changes you observed.</p> <p>(f) With your parent or guardian and counselor's approval, use online observing opportunities such as SkyNet to observe planets, comets, galaxies, and/or the sun. Describe your experience to your counselor.</p>
Bird Study	8b	<p>By using a public library, the internet, 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.</p> <p>(1) Explain what kinds of information are collected during the annual event.</p> <p>(2) Tell your counselor which species are most common, and explain why these birds are abundant.</p> <p>(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.</p>
Camping	4b	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.
	5e	Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
	7b	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.

	8c*	Prepare a camp menu. Explain how the menu would differ from a menu for 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.
	8d	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.
	9a	Camp for 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. Two nights may be counted toward the total for each additional long-term camping trip. Each night must be spent either under the sky, in a tent you have pitched yourself (if a tent is provided and already set up, you do not need to pitch your own), in a hammock that is safely strung outdoors, in a lean-to, or other three-sided shelter with an open front. Nights spent in indoor lock-in events, cabin camping, hotel stays, or other covered accommodations do not count toward the 20 nights.
	9b	On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision. <ul style="list-style-type: none"> <li>(1) Hike up a mountain, gaining at least 1,000 vertical feet.</li> <li>(2) Backpack, snowshoe, or cross-country ski for at least 4 miles.</li> <li>(3) Take a bike trip of at least 15 miles or at least four hours.</li> <li>(4) Take a nonmotorized trip on the water of at least four hours or 5 miles.</li> <li>(5) Plan and carry out an overnight snow camping experience.</li> <li>(6) Rappel down a rappel route of 30 feet or more.</li> </ul>
	9c	On any of these camping experiences, perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.
Citizenship in the Nation	7	Do ONE of the following: <ul style="list-style-type: none"> <li>(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.</li> <li>(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.</li> <li>(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.</li> </ul>
	8	Name your representatives in the United States Congress. Write a letter to your representative in Congress explaining your views on a national issue. Show your letter, along with any response you receive, to your counselor.
Communications	7*	Do ONE of the following: <ul style="list-style-type: none"> <li>(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.</li> <li>(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 parent or guardian and counselor and get their permission.</li> <li>(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.</li> </ul>
	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.
Emergency Prep	1	Earn the First Aid merit badge

	2a*	Discuss with your counselor the aspects of emergency preparedness and include in your discussion the kinds of questions that are important to ask yourself as you consider each of these: Prevention Protection Mitigation Response Recovery
	2b*	Using a chart, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2(a) (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. Discuss your findings with your counselor. (1) Home stovetop or oven fire (2) Home flammable liquid fire (3) Gas leak in or near a home or with outside cooking (4) Food poisoning (5) Automobile crash (6) Vehicle stalled in the desert (7) Vehicle trapped in a blizzard (8) Backcountry injury (9) Boating or water accident (10) Toxic chemical spills and releases (11) Nuclear power plant emergency (12) Fire or explosion in a public place (13) Violence in a public place (14) Wildland fire (15) Avalanche (snowslide or rockslide) (16) Earthquake (17) Tsunami (18) Major flooding or a flash flood with water outage (19) Hurricane with power outage (20) Tornado (21) Lightning storm.
	3a*	At a family meeting, discuss the situations on the chart you created for requirement 2b and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.
	3b*	Develop and practice a plan of escape for your family in case of fire in your home. Draw a floor plan with escape routes and a map with a safe meeting place. Discuss your family's home escape plan with your counselor.
	3c*	Using a checklist in the Emergency Preparedness Merit Badge pamphlet or one approved by your counselor, prepare or inspect a family disaster kit for sheltering-in-place and for evacuation of your home. Review the needs and uses of the items in a kit with your counselor.
	8b*	Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor, using the information you learned from requirement 1b.
Fire Safety	5d*	Using the Home Fire Safety Checklist in this pamphlet or one approved by your counselor, and with the help of an adult, inspect a home (or a similar building near where you live or at a camp) for fire safety hazards. Present your completed checklist to your counselor and discuss your findings
	5e*	Determine if, and what types of, smoke and CO alarms are required in homes in your community. List what types of smoke and CO alarms your home has, their locations, and their expiration dates.
	5g*	Develop a home fire-escape plan and a fire-drill schedule with your family, draw a floor plan of your home with exits marked and a map showing your family meeting point, and conduct a home fire drill.
First Aid	2b1*	Assemble a personal first-aid kit for hiking and backpacking. Demonstrate the proper use of each item in your first-aid kit to your counselor. (Please bring this to camp)
		Due to some sensitive topics that will be discussed during this merit badge, the scout must be First Class or above

Fish and Wildlife	7 (a,b,c, or d)	<p>Do ONE of the following:</p> <p>(a) Determine the age of five species of fish from scale samples or identify various age classes of one species in a lake and report the results.</p> <p>(b) Conduct a creel census on a small lake to estimate catch per unit effort and report the results to your counselor.</p> <p>(c) Examine the stomach contents of three fish and record the findings. It is not necessary to catch any fish for this option.</p> <p>(d) Make a freshwater aquarium. Include at least four species of native plants and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners. After 60 days of observation, discuss with your counselor the life cycles, food chains, and management needs you have recognized. Before completing this requirement, check local laws on releasing these organisms back into the wild, and follow your counselor's direction in disposing of these organisms humanly and safely.</p>
Forestry	5*	<p>With your parent or guardian's and counselor's approval, do ONE of the following:</p> <p>(a) Visit a managed public or private forest area with the manager or a forester who is familiar with it. Write a brief report describing the type of forest, the management objectives, and the forestry techniques used to achieve the objectives.</p> <p>(b) With a knowledgeable individual, visit a logging operation or wood-using manufacturing plant. Write a brief report describing the following:</p> <p>The species and size of trees being harvested or used and the location of the harvest area or manufacturer</p> <p>The origin of the forest or stands of trees being utilized (e.g., planted or natural)</p> <p>The forest's successional stage. What is its future?</p> <p>Where the trees are coming from (land ownership) or where they are going (type of mill or processing plant)</p> <p>The products that are made from the trees</p> <p>How the products are made and used</p> <p>How waste materials from the logging operation or manufacturing plant are disposed of or utilized.</p> <p>(c) Take part in a forest-fire prevention campaign in cooperation with your local fire warden, state wildfire agency, forester, or counselor. Write a brief report describing the campaign, how it will help prevent wildfires, and your part in it.</p>
Game Design	8 (a or b)	<p>(a) With your parent or guardian's permission and your counselor's approval, visit with a professional in the game development industry and ask them about their job and how it fits into the overall development process.</p> <p>(b) Alternatively, meet with a professional in game development education and discuss the skills they emphasize in the classroom.</p>
Insect Study	3b	<p>Raise an insect through complete metamorphosis from its larval stage to its adult stage (e.g., raise a butterfly or moth from a caterpillar). (Some insects are endangered species and are protected by federal or state law. Every species is found only in its own special type of habitat. Be sure to check natural resources authorities in advance to be sure that you will not be collecting any species that is known to be protected or endangered, or in any habitat where collecting is prohibited.)</p> <p>(d) In most cases, all specimens should be returned at the location of capture after the requirement has been met. Check with your counselor for those instances where the return of these specimens would not be appropriate.)</p>
Lifesaving	2a	Earn the Swimming merit badge.
	16b	Demonstrate CPR knowledge and skills, including rescue breathing, on a mannequin under the guidance of a current CPR/AED instructor trained by a nationally certified provider.

	3	<p>Do one of the following:</p> <p>(a) Attend a live performance, or listen to three hours of recordings from any two of the following musical styles: blues, jazz, classical, country, bluegrass, ethnic, gospel, musical theater, opera. Describe the sound of the music and the instruments used. Identify the composers or songwriters, the performers, and the titles of the pieces you heard. If it was a live performance, describe the setting and the reaction of the audience. Discuss your thoughts about the music.</p> <p>(b) Interview an adult member of your family about music. Find out what the most popular music was when he or she was your age. Find out what his or her favorite music is now, and listen to three of your relative's favorite tunes with him or her. How do those favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for your relative, and explain why you like these songs. Ask what he or she thinks of your favorite music.</p> <p>(c) Serve for six months as a member of a school band, choir, or other organized musical group, or perform as a soloist in public six times.</p>
Music		
Orienteering	7a	Take part in three orienteering events. One of these must be a cross-country course.
	7b	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.
Paul Bunyan	3	Earn the Totin' Chip.
Personal Fitness**	1a*	Have your health-care practitioner give you a physical examination, using the Scout Health and Medical Record form
	1b*	Have a dental examination. Get a statement saying that your teeth have been checked and cared for. Tell how to care for your teeth.
Personal Management	1a	Choose an item that your family might want to purchase that is considered a major expense
	1b2	Write a plan that tells how your family would save money for the purchase identified in requirement 1a and discuss the plan with your family
	1c1*	Determine the quality of the item or service (using consumer publications or rating systems).
	1c2	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?
	2a	Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings for a period of 13 consecutive weeks.
	2b*	Compare expected income with expected expenses.
	2c	Track and record your actual income, expenses, and savings for 13 consecutive weeks (the same 13-week period for which you budgeted). (You may use the forms provided in this pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your counselor.
	8a*	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.
	8b*	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 place of worship or club meetings, then plan when you will do all the tasks from your "to do" list between your set activities.
	8c*	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.
	1a*	<u>View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission.)</u>

	8a or b	<p>Do ONE of the following:</p> <p>(a) Take custody of one or more reptiles or amphibians in a manner approved by your counselor. Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders). Whichever you chose, keep records of and report to your counselor how you cared for your animal/eggs/larvae to include lighting, habitat, temperature and humidity maintenance and any veterinary care requirements. Unless you are the long-term owner, at the conclusion of this study, turn the animal(s) over to another responsible party approved by your counselor.</p> <p>(b) Choose a reptile or amphibian that you can observe or foster at a local zoo, aquarium, nature center, local rescue, or other such exhibit (such as your classroom or school). Study the specimen weekly for a periods of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Discuss with your counselor how the animal you observed was cared for to include its housing and habitat, how the lighting, temperature, and humidity were maintained, and any veterinary care requirements. Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators. Also identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.</p>
Reptile and Amphibian	5	<p>Do ONE of the following and keep a record (cost sheet). Use the sales techniques you have learned, and share your experience with your counselor:</p> <p>(a) Help your unit raise funds through sales of merchandise or of tickets to a Scout event.</p> <p>(b) Sell your services such as lawn raking or mowing, pet watching, dog walking, show shoveling, and car washing to your neighbors. Follow up after the service</p>
Salesmanship	7*	<p>On a Scout outing, lay out a trail for your patrol or troop to follow. Cover at least one mile in distance and use at least six different trail signs and markers. After the Scouts have completed the trail, follow the Leave No Trace Seven Principles and the Outdoor Code by replacing or returning trail markers to their original locations.</p>
Signs, Signals, and Codes	6a or b	<p>Do ONE of the following:</p> <p>(a) Visit a veterinary clinic, hospital, or veterinary referral teaching hospital that does work in one of the practices listed in requirement 1. Spend as much time as you can observing the veterinarians and their staff. Write a report on what you observed and learned at the facility. Share your report with your counselor.</p> <p>(b) Spend as much time as possible with a veterinarian who works in one of the fields listed in requirement 2. Learn what special training beyond veterinary medical school may have been required for that position. Learn about any special or unusual activities required of this position. Write a report on what you have learned about this field of veterinary medicine. Include in your report how this field serves the needs of the general public. Share your report with your counselor.</p>
Veterinary Medicaine		

	9a or b*	<p>Do ONE of the following:</p> <p>(a) Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, and Internet sources (with your parent or guardian's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.</p> <p>(b) Visit a National Weather Service office or talk with a local radio or television weathercaster, private meteorologist, local agricultural extension service officer, or university meteorology instructor. Find out what type of weather is most dangerous or damaging to your community. Determine how severe weather and flood warnings reach the homes in your community.</p>
Weather		
Wilderness Survival	5*	Put together a personal survival kit and be able to explain how each item in it could be useful. (Please bring this to camp)
Woodcarving	2a	Earn the Totin' Chip recognition.
Woodwork	1c	Earn the Totin' Chip recognition.
	7	Talk with a cabinetmaker or finish carpenter. Learn about training, apprenticeships, career opportunities, work conditions, work hours, pay rates, and union organization that woodworking experts have in your area.

\*These requirements are new for 2025

\*\*Personal Fitness

will not be a part of  
the daily merit badge  
schedule this year.

Personal Fitness will  
be an evening  
program to prepare  
the scout for the 13  
weeks of exercise.