

# **Boy Scouts of America Surveying Merit Badge Program**

## **California Land Surveyors Association**

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## SURVEYING

1. Show that you know first aid for the types of injuries that could occur while surveying, including cuts, scratches, snakebite, insect stings, tick bites, heat and cold reactions, and dehydration. Explain to your counselor why a surveyor should be able to identify the poisonous plants and poisonous animals that are found in your area.
2. Find and mark the corners of a five-sided lot that has been laid out by your counselor to fit the land available. Set an instrument over each of the corners and record the angle turned between each line and the distance measured between each corner, as directed by your counselor. With the assistance of the counselor, compute the error of closure from the recorded notes. The error of closure must not be more than 5 feet. From the corners, take compass readings or turn angles to trees, shrubs, and rocks and measure to them. All measurements should be made using instruments, methods, and accuracies consistent with current technology.
3. From the field notes gathered for requirement 2, draw to scale a map of your survey. Submit a neatly drawn copy.
4. Write a metes and bounds description for the five-sided lot in requirement 2.
5. Use one of the corner markers from requirement 2 as a benchmark with an assumed elevation of 100 feet. Using a level and rod, determine the elevation of the other four corner markers.
6. Get a copy of the deed to your property, or a piece of property assigned by your counselor, from the local courthouse or title agency.
7. Tell what GPS is; discuss with your counselor the importance of GPS and how it is changing the field of surveying.
8. Discuss the importance of surveying with a licensed surveyor. Also discuss the various types of surveying and mapping, and applications of surveying technology to other fields. Discuss career opportunities in surveying and related fields. Discuss qualifications and preparation for such a career.

BSA Advancement ID#: 109 Source: *Boy Scout Requirements*, #33215a, revised 2005

# SURVEYING MERIT BADGE - Field Notes

**KEEP**(for your records)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Field Survey Exercise No. 1***

(Requirement 2)

1. Traverse control loop. Formula used:  $N - 2 (180^\circ)$ , N = the numbers of sides. This will give you the correct number of degrees for the interior of the traverse. You can use this to check your traverse closure.

Sketch of Traverse NORTH ARROW

### **Station 1**

Instrument STA=\_\_\_\_\_ Backsight STA=\_\_\_\_\_ Foresight STA=\_\_\_\_\_

Horizontal Angle 1.= \_\_\_\_\_

2.= \_\_\_\_\_

Mean Angle = \_\_\_\_\_

Horizontal Distance = \_\_\_\_\_

## **Station 2**

Instrument STA=\_\_\_\_\_ Backsight STA=\_\_\_\_\_ Foresight STA=\_\_\_\_\_

Horizontal Angle 1.=\_\_\_\_\_

2.=\_\_\_\_\_

Mean Angle =\_\_\_\_\_

Horizontal Distance = \_\_\_\_\_

## **Station 3**

Instrument STA=\_\_\_\_\_ Backsight STA=\_\_\_\_\_ Foresight STA=\_\_\_\_\_

Horizontal Angle 1.=\_\_\_\_\_

2.=\_\_\_\_\_

Mean Angle =\_\_\_\_\_

Horizontal Distance = \_\_\_\_\_

## **Station 4**

Instrument STA=\_\_\_\_\_ Backsight STA=\_\_\_\_\_ Foresight STA=\_\_\_\_\_

Horizontal Angle 1.=\_\_\_\_\_

2.=\_\_\_\_\_

Mean Angle =\_\_\_\_\_

Horizontal Distance = \_\_\_\_\_

## **Station 5**

Instrument STA=\_\_\_\_\_ Backsight STA=\_\_\_\_\_ Foresight STA=\_\_\_\_\_

Horizontal Angle 1.=\_\_\_\_\_

2.=\_\_\_\_\_

Mean Angle =\_\_\_\_\_

Horizontal Distance = \_\_\_\_\_

Sum of Interior Angles = \_\_\_\_\_ Calculated Sum of Angles = \_\_\_\_\_

Error of Angles = \_\_\_\_\_

**Traverse Closure Distance = \_\_\_\_\_**





## MUST BE HANDED IN AT THE END OF DAY

Scout Name: \_\_\_\_\_ Unit #: \_\_\_\_\_ Date: \_\_\_\_\_

### Requirement 2:

- \_\_\_ Find and mark the corners of a five-sided lot that has been laid out by your counselor to fit the land available.
- \_\_\_ Set an instrument over each of the corners and record the angle turned between each line and the distance measured between each corner, as directed by your counselor. Record the angles and distances below.

Point A to Point B    Angle: \_\_\_\_\_    Distance Between: \_\_\_\_\_

Point B to Point C    Angle: \_\_\_\_\_    Distance Between: \_\_\_\_\_

Point C to Point D    Angle: \_\_\_\_\_    Distance Between: \_\_\_\_\_

Point D to Point E    Angle: \_\_\_\_\_    Distance Between: \_\_\_\_\_

Point E to Point A    Angle: \_\_\_\_\_    Distance Between: \_\_\_\_\_

| Course | Distance | Azimuth | Cosine | Sine          | Latitude | Departure |
|--------|----------|---------|--------|---------------|----------|-----------|
| A-B    |          |         |        |               |          |           |
| B-C    |          |         |        |               |          |           |
| C-D    |          |         |        |               |          |           |
| D-E    |          |         |        |               |          |           |
| E-A    |          |         |        |               |          |           |
|        |          |         |        | <b>Totals</b> |          |           |

- \_\_\_ With the assistance of the counselor, compute the error of closure from the recorded notes. The error of closure must not be more than 5 feet.

Error Of Closure: \_\_\_\_\_

From the corners, take compass readings or turn angles to trees, shrubs, and rocks and measure to them.

From Corner A to: Object: \_\_\_\_\_ Compass Reading or Angle: \_\_\_\_\_ Distance: \_\_\_\_\_

From *Corner B* to: Object: \_\_\_\_\_ Compass Reading or Angle: \_\_\_\_\_ Distance: \_\_\_\_\_

From *Corner C* to: Object: \_\_\_\_\_ Compass Reading or Angle: \_\_\_\_\_ Distance: \_\_\_\_\_

From *Corner D* to: Object: \_\_\_\_\_ Compass Reading or Angle: \_\_\_\_\_ Distance: \_\_\_\_\_

From *Corner E* to: Object: \_\_\_\_\_ Compass Reading or Angle: \_\_\_\_\_ Distance: \_\_\_\_\_

- \_\_\_ All measurements should be made using instruments, methods, and accuracies consistent with current technology, as directed by your counselor.

Give a brief summary of the procedure and what you learned:

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Tell about the instruments you used, their names and main functions.

Instrument: \_\_\_\_\_ Main Function: \_\_\_\_\_

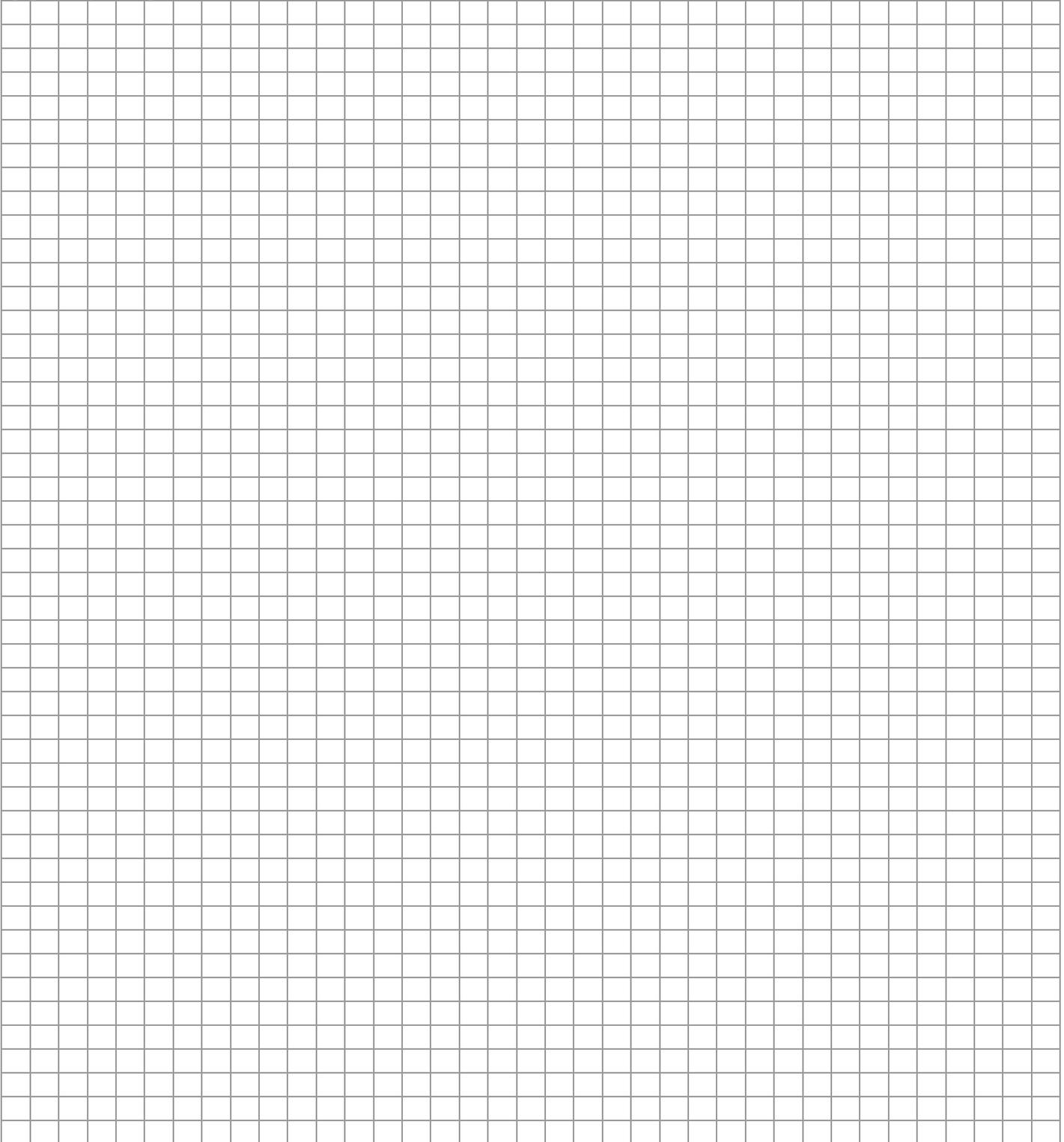
Instrument: \_\_\_\_\_ Main Function: \_\_\_\_\_

Last Revised: 2008

**Requirement: 3**

From the field notes gathered for requirement 2, draw to scale a map of your survey (as directed by your counselor). Submit a neatly drawn copy. The map should include: North Arrow, Scale of Drawing, Traverse, and Topographic items, use your skills to make a map.

Use the remainder of this page to draw your map. You can put your final copy here, or use the area for a rough sketch. If you use other paper for you map, attach them to this worksheet when you are finished.









# ADULT APPLICATION



## BOY SCOUTS OF AMERICA

### Be a Scouting Volunteer

In a Cub Scout pack, Boy Scout troop, Varsity Scout team, Venturing crew, or Sea Scout ship—or in any position in a district or council—your participation is a service to your community and helps youth become better citizens. Quality leadership is important in the training of youth as members of the Boy Scouts of America. This application helps select the best individuals for their volunteer roles. Thank you for completing all items in this application. See instructions on the inside cover.

**BY SUBMITTING THIS APPLICATION YOU ARE AUTHORIZING A CRIMINAL BACKGROUND CHECK OF YOURSELF. THIS CHECK WILL BE MADE FROM PUBLIC RECORD SOURCES. YOU WILL HAVE AN OPPORTUNITY TO REVIEW AND CHALLENGE ANY ADVERSE INFORMATION DISCLOSED BY THE CHECK. IF YOU WOULD LIKE A COPY OF YOUR CRIMINAL BACKGROUND REPORT, PLEASE CONTACT YOUR LOCAL COUNCIL OFFICE.**

THANK YOU FOR GIVING YOUR TIME TO THE YOUTH OF AMERICA.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

#### Scout Oath

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law;  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

#### Scout Law

A Scout is:  
Trustworthy  
Loyal  
Helpful  
Friendly  
Courteous  
Kind  
Obedient  
Cheerful  
Thrifty  
Brave  
Clean  
Reverent

#### Youth Protection Training

All volunteers are expected to complete Youth Protection training. It is available online on the Web site <http://olc.scouting.org> and each local council provides training to leaders on a regular basis throughout the year. As a volunteer, you are expected to complete the training within 90 days of assuming a leadership position.

For more information, refer to the back of the applicant copy.

28-501E

507

**ADULT APPLICATION** This form is read by machine. Please print the numbers and letters as shown: **1 2 3 4 5 6 7 8 9 0 A B C D E F G H I**

**The information obtained in this form is for the internal use of the BSA only.**

**UNIT SCOUTERS (Fill in the circle.)** Pack  Troop  Team  Crew  Ship  Unit No. \_\_\_\_\_ OR Council/district position \_\_\_\_\_  
District name \_\_\_\_\_

EXPIRE DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ TERM: \_\_\_\_ MONTHS  New leader  Former leader

If applicant has an unexpired membership certificate; registration may be accomplished in this unit by paying \$1 for processing the transfer. Mark and attach certificate. It will be returned by the council.

TRANSFER FROM: COUNCIL NO. \_\_\_\_\_ TYPE OF UNIT \_\_\_\_\_ UNIT NO. \_\_\_\_\_

**Please print one letter in each space—press hard; you are making three copies.**

First name (No initials or nicknames) \_\_\_\_\_ Middle name \_\_\_\_\_ Last name \_\_\_\_\_ Suffix \_\_\_\_\_

Have you completed:  Youth Protection training  Fast Start training

Country \_\_\_\_\_ Mailing address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Home phone \_\_\_\_\_ Business phone \_\_\_\_\_ Ext. \_\_\_\_\_ X \_\_\_\_\_ Cell phone \_\_\_\_\_

Date of birth (mm/dd/yyyy) \_\_\_\_\_ Ethnic background: African American  American Indian  Alaska Native  Asian  Hispanic/Latino  Pacific Islander  Other  Driver's license No. \_\_\_\_\_ State \_\_\_\_\_

Gender: M  F  Social Security number (required) \_\_\_\_\_ Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Country \_\_\_\_\_ Business address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Position Code \_\_\_\_\_ Position (Description) \_\_\_\_\_ Are you an Eagle Scout? Yes  No  Date earned (mm/dd/yyyy) \_\_\_\_\_

E-mail address (Select one) Business \_\_\_\_\_ Home \_\_\_\_\_ **Boys' Life subscription**

I understand that:  
a. The information that I have provided may be verified, if necessary, by contacting persons or organizations named in this application, or by contacting any person or organization that may have information concerning me, or by conducting a criminal background check. I hereby release and agree to hold harmless the chartered organization, local council, Boy Scouts of America, and the officers, employees, and volunteers thereof.  
b. In signing this application, I have read the attached information and apply for registration with the Boy Scouts of America. I agree to comply with the Charter and Bylaws, and the Rules and Regulations of the Boy Scouts of America and the local council. I affirm that the information I have given on this form is true and correct. I will follow the Youth Protection guidelines.

**APPROVALS FOR UNIT SCOUTERS**  
We are unaware of anything contrary to the information stated in this application. This application has been reviewed according to BSA procedures and this applicant meets the leadership qualifications of the Boy Scouts of America.

Signature of unit committee chairman \_\_\_\_\_ Date \_\_\_\_\_  
Signature of chartered organization head or representative \_\_\_\_\_ Date \_\_\_\_\_  
(ACCEPTED) Signature of Scout executive or designee \_\_\_\_\_ Date \_\_\_\_\_

**APPROVAL FOR COUNCIL AND DISTRICT SCOUTERS**  
We are unaware of anything contrary to the information stated in this application. This application has been reviewed according to BSA procedures and this applicant meets the leadership qualifications of the Boy Scouts of America.

Signature of Scout executive or designee \_\_\_\_\_ Date \_\_\_\_\_

Signature of applicant \_\_\_\_\_ Date \_\_\_\_\_  
4000 Registration fee \$ \_\_\_\_\_  
Boys' Life fee \$ \_\_\_\_\_

**LOCAL COUNCIL COPY** Retain on file for three years. 28-501E

Sample



### Boy Scouts of America MERIT BADGE COUNSELOR INFORMATION

(Please type or print.)

Name \_\_\_\_\_ Age \_\_\_\_\_ Business phone (\_\_\_\_) \_\_\_\_\_

Address \_\_\_\_\_ Home phone (\_\_\_\_) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

**To qualify as a merit badge counselor, you must**

- Be at least 18 years old.
- Be proficient in the merit badge subject by vocation, avocation, or special training.
- Be able to work with Scout-age boys.
- Be registered with the Boy Scouts of America.

**As a merit badge counselor, I agree to**

- Follow the requirements of the merit badge, making no deletions or additions, ensuring that the advancement standards are fair and uniform for all Scouts.
- Have a Scout and his buddy present at all instructional sessions.
- Renew my registration annually if I plan to continue as a merit badge counselor.

|  | <b>Vocation</b><br>Is this subject in line with your job, business, or profession? If yes, give brief information on the reverse side. | <b>Avocation</b><br>Do you follow this subject as a hobby, having more than a "working knowledge" of the requirements? If yes, give brief information on the reverse side. | <b>Special training</b><br>If not, do you have any special training or other qualifications for this subject? If yes, give brief information on the reverse side. |
|--|--|--|---|
| <b>List merit badge subjects here.</b> |  |  |   |
| 1. _____                               |  |  |   |
| 2. _____                               |  |  |   |
| 3. _____                               |  |  |   |
| 4. _____                               |  |  |   |
| 5. _____                               |  |  |   |
| 6. _____                               |  |  |   |
| 7. _____                               |  |  |   |

**CHECK ONE:**

I wish to work only with \_\_\_\_\_  
Unit number

I wish to work with all units.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Note:** The BSA Adult Registration Application must be attached.

Council approval by \_\_\_\_\_ Date \_\_\_\_\_

#34405



34405  
2001 Boy Scouts of America

## Merit Badge Counselor Orientation

# SUPPLEMENTAL ADULT LEADER TRAINING

### PURPOSE

The purpose of this training unit is to provide council- or district-approved and registered merit badge counselors with understanding of the methods of counseling and their role in the advancement program of the Boy Scouts of America.

The merit badge counselor's role is to bring about learning on the part of the Boy Scout.

As a "coach" the counselor advises the Scout concerning steps he should take to fulfill the requirements for the merit badge.

As a "counselor" he evaluates the Scout's performance and determines whether or not the Scout has met the prescribed objectives in the requirements.

### OBJECTIVES

As a result of this unit of training, the merit badge counselor should be able to

- State the purpose of the merit badge program for Scouts.
- Explain the role of the merit badge counselor.
- List some methods of counseling and coaching.
- Use the buddy system for counseling.

### REFERENCES

- Boy Scout Requirements
- [Advancement Policies and Procedures Committee Guide](#)
- [Merit Badge Counseling](#)
- Application for Merit Badge
- Boy Scout Handbook

### SCOUT BUDDY SYSTEM

A Scout must have a buddy with him at each meeting with a merit badge counselor. A Scout's buddy could be another Scout, or be a parent or guardian, brother or sister, relative or friend. The Scout obtains a signed Application for Merit Badge and the name of the appropriate merit badge counselor from his Scoutmaster. The Scout sets up his first appointment with the counselor. At this first meeting with the Scout and his buddy, the counselor should explain to the Scout what is expected to start

meeting the requirements. When the Scout knows what is expected, he can start to learn and do the things required. The counselor will help the Scout learn the things he needs to know or do.

When the Scout is ready, he should call the counselor again and make an appointment for him and his buddy to meet with the counselor and begin to meet the requirements. He should take along with him the things he has made to meet the requirements. The counselor will ask him to do each requirement to make sure he knows his stuff and has done or can do the things required.

When the counselor is satisfied that the requirements have been met, he or she will sign the Application for Merit Badge, keeping the third section and returning the first two sections to the Scout. The Scout turns in both sections of the Application for Merit Badge to his Scoutmaster so the merit badge can be secured.

## **STATEMENT**

A Scout earns a merit badge by working with a council/district-approved and registered adult counselor, an expert in the chosen subject, who is on the list provided to his troop from the district. The Scout, along with a buddy, makes an appointment with the counselor and works on the merit badge with the counselor during one or more visits. When the counselor approves the Scout's application, the Scoutmaster submits it to the council service center and obtains the badge. As with rank awards, the Scout is awarded the merit badge at the next troop meeting, and later at the next court of honor.

Any registered Scout, regardless of rank, may work on any merit badge and receive the award when he earns it.

The merit badge program is one of Scouting's basic character-developing tools. Earning merit badges gives boys the kind of self-confidence that comes only from overcoming obstacles to achieve a goal.

Through the merit badge program, boys learn career skills that might help them choose their life work. Some merit badges help boys develop physical fitness and provide hobbies that give a lifetime of healthful recreation.

Working with a merit badge counselor gives the Scouts contact with an adult with whom they might not be acquainted. This is a valuable experience. The Scouts could be shy and fearful in this new situation, so the counselor must see that the counseling session is relaxed, informal, and friendly.

Although at times two Scouts will be working as buddies on the same merit badge, each Scout is judged on his own performance of the requirements and should receive the maximum benefit from the knowledge, skill, character, and personal interest of the counselor. Group instruction and orientation are encouraged where special facilities and expert personnel make this most practical or when Scouts are dependent on a few counselors for assistance. However, this group experience should include individual attention to each candidate's projects and his ability to fulfill all requirements.

## READ AND DISCUSS

The pamphlet, *Merit Badge Counseling*

### DISCUSS THESE POINTS WITH THE MERIT BADGE COUNSELOR

1. Merit badge requirements in the merit badge pamphlet.
2. Merit badge pamphlets are available in each subject and
  - a. May be purchased by the Scout.
  - b. May be available at a library.
  - c. May be in the troop library.
3. The Scout indicates his interest in a merit badge to his Scoutmaster, who gives him
  - a. An interview to determine interest, enthusiasm, preparedness.
  - b. A signed Application for Merit Badge.
  - c. The name and phone number of the council/district-approved counselor.
  - d. Encouragement to wear the official uniform when he visits the counselor with a buddy.
4. The Scout calls the merit badge counselor and makes an appointment.
5. The merit badge counselor sets the date and time for the Scout and his buddy and suggests the Scout bring the following:
  - a. Merit badge pamphlet
  - b. Merit badge application
  - c. Any projects he may have started
  - d. Any other indication of preparedness
6. At the first interview, the merit badge counselor and the Scout decide upon
  - a. Projects.
  - b. Short-term and long-term goals with dates of completion in mind.
  - c. Dates and times for future sessions.
7. The number of counseling sessions depends on the difficulty of the subject and the presentation and ability of the Scout.
8. The Scout is counseled with a buddy present.
9. The Scout is always tested individually but with a buddy present, and as each requirement is completed the counselor marks it on the application.
10. The Scout is expected to meet the requirements as stated -- no more and no less.
11. The merit badge counselor assists the Scout to meet the requirements and certifies when he has completed them.

## COUNSELING TECHNIQUES

1. For the Scout to get the most benefit from the counseling session, he must feel welcome and relaxed. One way for the counselor to put him at ease is to ask a simple question. For example, "How long have you been in Scouting?" or "What got you interested in the astronomy merit badge?"
2. Another way to put a Scout at ease is to show him something related to the merit badge subject. For example, a Coin Collecting merit badge counselor might show the Scout his coin collection. However, don't overwhelm the Scout. Remember, he is probably a beginner.
3. A third way to put a Scout at ease is to ask him to do a simple skill. For example, a Woodwork merit badge counselor might say, "Would you sand this piece of wood while I get some tools ready?"
4. At the first meeting with the Scout, the merit badge counselor should carefully review each requirement to be sure the Scout understands what he must do.
5. Before the merit badge counselor signs the Scout's Application for Merit Badge, he must insist that the Scout do exactly what the requirements call for. If it says, "show or demonstrate," that is what he must do. Just telling isn't enough. The same things hold true for words such as "make," "list," "in the field," and "collect, identify, and label."
6. On the other hand, you cannot require more of a Scout than stated. You must not, for example, say, "I want to be sure you really know your stuff, so instead of the 20 items you need for the collection, you must have 30 to get my signature."
7. It is, of course, acceptable for the Scout on his own initiative to do more than the requirements call for.
8. When reviewing the requirements with a Scout or testing him, the merit badge counselor may find that the boy needs help in learning a particular skill. One of the jobs of a merit badge counselor is to teach the Scout the skills required.
9. The most effective way to teach a skill is to get the Scout to practice while learning.

## AS A COUNSELOR

1. A Scout is interviewed with a buddy present to determine
  - a. His preparedness.
  - b. The amount of knowledge he already has in the subject.
  - c. His interest in the subject.
2. Short-term and long-term goals are set by the Scout with encouragement from the counselor.
3. Counselor follows up with the Scout on his goals -- projects, collections, written work.
4. Counselor helps the Scout evaluate his progress.
5. Counselor encourages the Scout to ask for any help he needs to gain more knowledge or skill in the subject.

## As a COACH

1. Teaches the Scout the skills required
2. Gives the Scout an opportunity to practice the skills under his or her guidance
3. Takes a genuine interest in the projects and encourages completion

## REQUIREMENTS

Check over the requirements for the merit badge(s) each counselor will be using. (Have the counselors do this individually.)

## MERIT BADGE LIBRARY

A listing of all merit badge pamphlets can be found on the inside back cover of the current Boy Scout Requirements.

Source: *Merit Badge Counselor Orientation, Supplemental Adult Leader Training, #34542 (1995)*

# Merit Badge Counseling

The merit badge program is part of the advancement plan of the Boy Scouts of America. It has guided the interests and energies of Boy Scouts for 85 years and is one of the most unusual educational programs ever devised. A merit badge is an award that is presented to a Boy Scout or Varsity Scout when he has completed the requirements for one of more than 100 subjects in a wide variety of art, craft, hobby, sport, trade, profession, agribusiness, service, or self-improvement areas. The badge is only a small piece of cloth with a design embroidered in color -- but its significance is as large as the interest of the merit badge counselor who helps a Scout earn it.

This could not have happened without the service of thousands of merit badge counselors -- like yourself -- expert in a particular subject and interested in helping Scouts grow into men of character, ready to take their place in the world of work as participating citizens. You're probably saying, "That's all great, but what do I do, and how do I do it?"

## WHAT'S MY JOB?

Your job is to satisfy yourself that each Scout who comes to you meets all the requirements for the merit badge. In this sense you are an examiner. But, your larger opportunity ties in coaching --

helping the Scout over the different hurdles of the requirements and making him aware of the deeper aspects of the subject from your knowledge and experience.

## **WHAT DO I AGREE TO?**

As a merit badge counselor, I agree to:

Follow the requirements of the merit badge, making no deletions or additions, ensuring that the advancement standards are fair and uniform for all Scouts.

Have a buddy present with each Scout at all instructional sessions.

Renew my registration as a merit badge counselor annually if I plan to continue serving as a merit badge counselor.

## **EARNING A MERIT BADGE**

These are the steps that a Scout takes to earn a merit badge, as outlined in the Boy Scout Handbook.

Gets a signed merit badge application from his Scoutmaster or Varsity Scout Coach and finds a buddy who can attend the merit badge counselor meetings with him. (His buddy can be another Scout, a parent or guardian, a brother or sister, or a relative or friend.)

Gets the merit badge pamphlet on his subject. His patrol or troop may have one he can borrow. So may the library. Or he may purchase one from the local council service center. Contacts the merit badge counselor and explains that he would like to earn the badge. Along with his buddy, meets the counselor and discusses how he can get the most out of the time he spends working on the badge.

Learns and does the things that the pamphlet explains. Goes as far as he can to fulfill the requirements on his own. When he is ready, he and his buddy make another appointment with the counselor. The counselor will spend time with him going over the important parts of the subject. A good counselor will also help him see beyond the requirements and discover ways to continue learning about the subject. If the counselor is satisfied that the Scout has completed the requirements, he will sign the merit badge form. If not, the counselor will explain what he still must do. Gives the signed form to his Varsity Scout Coach or Scoutmaster.

The Varsity Scout Coach or Scoutmaster will get the badge for him and present it to him during a troop ceremony.

## **HOW DOES THIS RELATE TO YOU?**

1. The Scout should bring a merit badge application signed by his Scoutmaster or Varsity Scout Coach on his first visit to you. He must be accompanied by a buddy.
2. The Scout contacts you, probably by phone. You may tell him what is expected of him over the phone, or you may want to make an appointment to discuss this with him face-to-face. Personal contact will make earning the badge a better experience for both you and the Scout.
3. In your discussion of what is expected, you may want to start by finding out from the boy what he already knows, so you can spend your time on helping him learn the remaining items, or give guidance in completing projects. You can set up additional meetings with the Scout -- not only for the

purpose of passing him on the requirements, but rather to help him in his understanding of the subject.

4. The Scout, along with his buddy, should make another appointment with you when he thinks he is prepared to prove his ability. You set the date, time, and place.

5. This review session will be approached by the Scout with some apprehension. He is familiar with final exams in school and may look on this meeting with you as another such experience. You can help a great deal by putting the boy at ease.

Talk with him rather than examine him. There is a big difference, yet you can find out what the boy knows. Express honest enthusiasm for the things he has done, particularly if projects are involved. Your approval will give confidence to the Scout.

6. When he meets you, he should bring with him the projects required for completion. If the things he has done cannot be transported, he should present you with satisfactory evidence, such as a photograph of the project or adult certification. His Scoutmaster or Varsity Scout Coach might, for example, certify that a satisfactory bridge or tower has been built for Pioneering, or that the required meals were prepared for the Cooking merit badge. Your job, in addition to coaching, is to satisfy yourself that the requirements have been met. Question the Scout and, if you have my doubts, contact the adult who signed the statement.

7. When you are satisfied that the Scout has met the requirements, you sign his merit badge application.

You may work with many Scouts each year as they earn merit badges. However, you may only work with a few. Your contact with these Scouts is tremendously important. Your influence is measured not by how many Scouts you work with, but the effect upon the lives of those you have the opportunity to work with.

Throughout your association with the Scout, keep in mind that you are in reality assisting the Scoutmaster, the Varsity Scout Coach, and other troop and team leaders in the program of advancement which the Scoutmaster or Varsity Scout Coach helps each of his Scouts plan. Often, the Scoutmaster or Varsity Scout Coach will help the Scout select the merit badges he will earn for a particular award. Whether he does or not, he is always interested in the Scout's progress. You should feel free to discuss his work with the Scoutmaster or Varsity Scout Coach at any time.

## **MORE OR LESS?**

The Scout is expected to meet the requirements as stated -- no more and no less. Furthermore, he is to do exactly what is stated. If it says "show or demonstrate," that is what he must do. Just telling about it isn't enough. The same thing holds true for such words as "make," "list," "in the field," and "collect, identify, and label."

On the other hand, you cannot require more of a Scout than stated. You must not, for example, say, "I want to be sure you really know your stuff, so instead of the 20 items in your collection, you must have 50 to get my signature." You can suggest, encourage, and help the Scout to get 50 things, but you must not require it.

You might wonder, then, if the requirements as stated are the limits, what there is for you to do other

than help the Scout with the specifics of these requirements. Actually, you can go far beyond them in your discussions with the Scout. He probably will welcome your willingness to share with him your knowledge well beyond the requirements, and you will be making a real contribution to him by doing so. But it isn't required. That's the key. The Scout does not have to show his knowledge of those things beyond the requirements.

You might stress the fact that while knowledge is necessary, whether he can put his knowledge to work is the important thing in life. As you work with the Scout you can give him indirect career guidance. Many merit badge subjects can acquaint a Scout with the job opportunities in various fields. In these cases the merit badge work is a real exploration in an adult work experience, showing him whether or not he has the interest or ability along such lines. His activity also can show him what educational requirements a subject area has. You can provide the Scout with valuable information on job possibilities, show him what is most interesting to you and what is difficult. The final choice -- the selection of what he is going to do with himself in life -- is up to one person. That person is the Scout himself. However, he will appreciate your help in showing him the relationship of his merit badge work to his life as he goes to school, into business or a trade, and on into adult life.

## **WHERE DO YOU MEET?**

If the merit badge subject relates to your job or profession, then your place of work is probably the place to meet with Scouts.

Subjects that are related to your hobbies usually will be handled in your home. Here you will have hobby-related materials to use in your coaching of Scouts. For a few subjects, coaching will happen in the field or where special equipment is at hand. Rowing, Rifle Shooting, Swimming, and Astronomy are good examples.

## **HOW MANY AT A TIME?**

Frequently the skills of a subject can be taught to several Scouts at one time. This has a time advantage for you. However, the completing of the requirements always must be done on an individual basis. Scouts may not qualify for merit badges by just being members of a group that is instructed in skills. They must qualify by personally satisfying you that they can meet all the requirements. It's pretty hard to do this in a group. When one Scout in a group answers a question it can't possibly prove that all the others in the group also know the answer. Then, too, each Scout learns at his own pace. He should not be held back or pushed ahead by his association with a group.

So remember -- you can coach more than one at a time, but only one Scout at a time can satisfy you that he can meet the requirements.

## **CAN YOU SELL YOUR SUBJECT?**

Scout troops and Varsity Scout teams are constantly seeking program material for meetings. If you

would like to expand interest in your subject and to attract more Scouts to earn the merit badge, contact Scoutmasters and Varsity Scout Coaches in your area and offer to come to a troop or team meeting to "sell your subject." All Scouts won't be interested in the subject, so plan an exciting 10- or 15-minute presentation designed to tickle the fancy of your audience. Then, offer to meet with those who are really interested after the meeting to plan for your next get-together.

## **DO YOU NEED A MERIT BADGE PAMPHLET?**

The information in the pamphlet is probably familiar to you, but it will help you to know what the Scout is told. They are written for Scout-age boys. They also contain suggestions for projects that might give you ideas for being helpful.

It's a good idea to obtain the latest printing of the pamphlet on your subject. It will contain the latest requirements and information on meeting them. The printing date is in each pamphlet.

A complete list of merit badge pamphlets is printed on the inside back cover of all pamphlets with the latest revision date of each. By checking this list in any current year's pamphlet, you can find out whether your pamphlet is updated. Most pamphlets are reprinted each year, and the contents are updated periodically.

If you have suggestions for improvements in the requirements or pamphlet, please send your comments to: Boy Scout Division, Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

# BOY SCOUTS OF AMERICA

## YOUTH PROTECTION GUIDELINES

### *QUESTIONS AND ANSWERS*

#### **What is child abuse?**

Generally speaking, *child abuse* is injury of a child by an adult or older child that might not be intentional, but is not accidental. It is usually classified as physical abuse, emotional abuse, or sexual abuse. Harm caused by withholding life's necessities—food, clothing, shelter, medical care, education—is called *neglect*.

#### **How can I tell if a child has been abused?**

Each child reacts to abuse differently. In *physical abuse*, injuries to the child might be evident, but with any kind of abuse, children often give only behavioral clues. You should be alert to changes in the child's behavior. Any abrupt change in behavior that is maintained for a week or longer is a sign that the child is experiencing stress that could stem from a variety of causes—including child abuse. If you notice this kind of change in behavior, you should consider seeking help for the child. Some of the specific signs for each kind of abuse are listed below:

#### *Physical Abuse*

A child who has been physically abused might exhibit suspicious injuries. These injuries are different from those normally associated with childhood “wear and tear.”

**Burns.** Burns that might indicate a child has been abused include cigarette or cigar burns on the soles of the feet, the palms of the hands, the back, or the genital areas. Other burns associated with abuse are *friction* or *tether burns* on the wrists, ankles, or around the neck caused by ropes used to tie the child. *Wet burns* on the hands and feet that appear to be glove like or sock like are caused by forcing the child to bathe in water that is too hot. *Dry burns* leave distinctive marks in the shape of the instrument used to inflict them. Commonly, in child abuse cases, these include electric irons, radiator grates, and stove burners.

**Bruises.** Bruises of different colors, indicating infliction at different times and in different stages of healing, often indicate abuse. This is particularly true if the bruises are on the abdomen, back, or face. Bruises, like burns, also might have distinctive shapes indicating the weapon used to inflict them.

**Lacerations and abrasions.** Children often have scraped knees, shins, palms, or elbows—predictable injuries. When children have lacerations and abrasions in soft tissue areas, such as on the abdomen, back, backs of arms and legs, or external genitalia, it is a strong indicator of physical abuse. Human bite marks, especially when they are recurrent and appear to be adult-sized, are also strongly indicative of abuse.

**Fractures.** Unexplained fractures are cause for concern. A child with multiple fractures is almost certain to be a victim of abuse. Other signs include swollen or tender limbs and spiral fractures caused by jerking of the arms.

Children who have been physically abused also are likely to show signs of childhood stress. Childhood stress can result from any upsetting situation in the child's environment such as family disruption, death of a pet, or even a move to a new neighborhood. It can also be a result of child abuse. If a child abruptly changes his behavior for more than a few days in a manner that you feel is inappropriate, you might want to ask the child if something is wrong or if you can help. Do not immediately jump to the conclusion that the child has been abused.

#### *Emotional Abuse*

The indicators of emotional abuse are hard to detect. Some visible signs are lagging physical development and habit disorders such as thumb sucking or rocking.

#### *Neglect*

As with emotional abuse, the signs of neglect are usually very subtle and hard to detect. A neglected child might show up at Scout meetings inappropriately dressed, lacking in personal hygiene, and consistently hungry.

## *Sexual Abuse*

Perhaps the best evidence that a child has been sexually abused is that the abuse is witnessed—if not by yourself, then by another individual. Another excellent indication is that the child says that he has been abused. Again, oftentimes this information may not come from the child himself but from another source.

*Physical evidence* of sexual abuse, if present at all, tends to be temporary. These signs include difficulty in walking; torn, stained, or bloody underwear; pain or itching in the genital area; bruises or bleeding of the external genitalia; and sexually transmitted diseases.

The *behavioral signs* of sexual abuse are likely to be more conspicuous and present longer. Specific behaviors related to child sexual abuse are an age-inappropriate understanding of sex; reluctance to be left alone with a particular person; persistent and inappropriate sex play with peers or toys; prostitution; wearing lots of clothing, especially to bed; drawings of genitalia; fear of touch; abuse of animals; masturbation in public; nightmares or night terrors; apprehension when the subject of sexual abuse is brought up; and cross-dressing.

The presence of any of these behaviors indicates a possibility that sexual abuse has occurred. They are not, in and of themselves, conclusive evidence that the child has been abused.

### **What should I do if I notice any of these signs?**

First, you should not jump to any conclusions. The signs of child abuse are often ambiguous; they can mean something other than child abuse. Consider stating your observations to the child's parents. For example, you could say, "For the past two weeks, Johnny has been very disruptive at den meeting. He is very aggressive with the other boys and uses foul language. This behavior is very unlike him. I hope that everything is okay." You should **not** make any accusations to the parents that the child is being abused. Even if you file a report with the Scout executive or the authorities because you suspect child abuse, you should not make accusations or state your suspicions to others who are not responsible for determining if abuse is occurring.

### **What-should I do if I suspect that a child is being abused?**

If you suspect or hear that a child in the Scouting program is being abused, you must contact your Scout executive. He has already established contacts with the child protective services and law enforcement agencies in your area. He will be able to tell you what you should do. He will also tell you that he must contact the appropriate authorities and report your suspicions to them. If you suspect that a child who is not a Scout is being abused, you should contact your local child abuse hot line. Generally the telephone number to report child abuse is listed in the white pages under "child abuse."

### **What if I am not sure that the child is being abused?**

The law requires only that you have a reasonable suspicion that a child is being abused. Once a report has been made, the appropriate agency will investigate and determine if abuse can be substantiated. Unless you make a report, the child might remain in grave danger.

### **How can I tell if a person is a child molester?**

*Child molesters*, individuals who sexually abuse children, do not fit the common stereotypes that we hold, i.e., strangers, dirty old men, mentally disabled, etc. There is no test or other screening mechanism that will identify a child molester prior to committing an offense. Child molesters come from all walks of life, all social and ethnic groups, and all occupational categories. Child molesters might have positions of prominence in their communities. The vast majority of molesters are known by the children they victimize and might have a position of authority over children, such as a teacher, clergy member, youth group worker, or police officer.

### **How can we protect our children from child molesters?**

Child molesters often try to gain access to children through legitimate means such as becoming involved in youth activities. They use this access to identify children who they perceive to be vulnerable to sexual abuse. To protect our children, we must establish and maintain open lines of communication so that they feel free to report any inappropriate or worrisome contact with adults or older children. We also must educate our children to enable them to understand what abuse is and that they have the right to resist any offensive contact.

### **How does the BSA prevent child abuse in Scouting?**

The Boy Scouts of America has adopted a number of policies aimed at eliminating opportunities for abuse within the Scouting program. These policies focus on leadership selection and on placing barriers to abuse within the program.

## *Leadership*

The Boy Scouts of America takes great pride in the quality of our adult leadership. Being a leader in the BSA is a privilege, not a right. The quality of the program and the safety of our youth members call for high-quality adult leaders. We work closely with our chartered organizations to help recruit the best possible leaders for their units.

The adult application requests background information that should be checked by the unit committee or the chartered organization before accepting an applicant for unit leadership. To provide the safest possible experience for our members, a criminal background check is conducted on all new adult volunteers. The information required to conduct the check is taken from the adult application. While no current screening techniques exist that can identify every potential child molester, we can reduce the risk of accepting a child molester by learning all we can about an applicant for a leadership position—his or her experience with children, why he or she wants to be a Scout leader, and what discipline techniques he or she would use.

## *Tour Permit Policy*

The policy of the Boy Scouts of America requires that a Youth Protection–trained leader accompany the youth on all outings that require a national or local tour permit.

## *Barriers to Abuse Within Scouting*

The BSA has adopted the following policies to provide additional security for our members. These policies are primarily for the protection of our youth members; however, they also serve to protect our adult leaders from false accusations of abuse.

- **Two-deep leadership.** Two registered adult leaders or one registered leader and a parent of a participant, one of whom must be 21 years of age or older, are required on all trips and outings. The chartered organization is responsible for ensuring that sufficient leadership is provided for all activities.
- **No one-on-one contact.** One-on-one contact between adults and youth members is not permitted. In situations that require personal conferences, such as a Scoutmaster’s conference, the meeting is to be conducted in view of other adults and youths.
- **Respect of privacy.** Adult leaders must respect the privacy of youth members in situations such as changing clothes and taking showers at camp, and intrude only to the extent that health and safety require. Adults must protect their own privacy in similar situations.
- **Separate accommodations.** When camping, no youth is permitted to sleep in the tent of an adult other than his own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for females. When separate facilities are not available, separate times for male and female use should be scheduled and posted for showers.
- **Proper preparation for high-adventure activities.** Activities with elements of risk should never be undertaken without proper preparation, equipment, clothing, supervision, and safety measures.
- **No secret organizations.** The Boy Scouts of America does not recognize any secret organizations as part of its program. All aspects of the Scouting program are open to observation by parents and leaders.
- **Appropriate attire.** Proper clothing for activities is required. For example, skinny-dipping is not appropriate as part of Scouting.
- **Constructive discipline.** Discipline used in Scouting should be constructive and reflect Scouting’s values. Corporal punishment is never permitted.
- **Hazing prohibited.** Physical hazing and initiations are prohibited and may not be included as part of any Scouting activity.
- **Junior leader training and supervision.** Adult leaders must monitor and guide the leadership techniques used by junior leaders and ensure that BSA policies are followed.

## **How can parents help protect their children?**

Parents participate in the protection of their children in a variety of ways. We have already mentioned the need for open lines of communication so that children are encouraged to bring any troubles to their parents for advice and counsel. In addition, parents need to be involved in their sons’ Scouting activities. All parents receive important information concerning the Scouting program as part of their sons’ membership applications. This information is provided so that parents can detect any deviations from the BSA’s approved program. If any deviations are noted, parents should call these to the attention of the chartered organization or the unit committee. If the problems persist, parents should contact the local council for assistance.

Parents also need to review the booklet, *How to Protect Your Children from Child Abuse and Drug Abuse: A Parent’s Guide*, inserted in every

Boy Scout and Cub Scout handbook. The information in this booklet should be the subject of discussions between Scouts and their parents prior to joining a troop or receiving the Bobcat badge.

## Why do most child victims of sexual abuse keep the abuse secret?

A victim of child sexual abuse is under a great deal of pressure to keep the abuse secret. In many cases of child molestation, the molester has threatened to harm the child or a member of the child's family. The molester might have told the child that he would not be believed even if the child did tell. Another common situation is that the molester will tell the child that if the child tells about the abuse, he will get into trouble. The clear message is given to the child that if another person finds out, something bad will happen to the child. This pressure to maintain silence can often be successfully overcome by establishing open communication between children and adults through a proper educational program for children.

## What should I do if a child tells me that he has been sexually abused?

How an adult responds to a child when he tries to disclose abuse can influence the outcome of the child's victimization. By maintaining an apparent calm, the adult can help reassure the child that everything is going to be okay. By not criticizing the child, we counteract any statements the molester made to the victim about the child getting into trouble. Reassure the child that you are concerned about what happened to him and that you would like to get him some help. Allegations by a Scout concerning abuse in the program must be reported to the Scout executive. Since these reports are required, the child should be told that you have to tell the proper authorities but that you will not tell anyone else. It is important that you not tell anyone other than the Scout executive or the child protective services agency about allegations of abuse—if the allegations cannot be substantiated, you could be sued for defamation of character.

## How do I know what my reporting responsibilities are?

Your council's reporting procedures should be available through your council Web site in the Youth Protection Online Training segment of the site. Every state, the District of Columbia, and the U.S. territories have different reporting requirements. As part of this training, you will receive reporting instructions for your area and for your council. People are often concerned about being sued for reporting child abuse. You are not required to know for certain that a child has been abused. All that the law requires is that you have a reasonable suspicion and are reporting in "good faith." When these requirements are met, all states provide immunity from liability for child abuse reporters.

## What educational materials does the BSA have for youth members?

The BSA produced separate age-appropriate videos for Cub Scout-age and Boy Scout-age boys to address the problems of sexual abuse. The video for Cub Scouts, *It Happened to Me*, should be used annually by packs or dens, but **only** for Cub Scouts accompanied by a parent or other adult family member. The video for Boy Scouts, *A Time to Tell*, introduces the "three Rs" of Youth Protection, and should be viewed by troops annually.

## How can Scout leaders who are not social workers teach children about youth protection?

The BSA recognizes that many of our leaders feel unprepared to talk to children about preventing sexual abuse. For this reason, the BSA has meeting guides for both of the videos produced to be viewed by youths. The guides address everything from scheduling the meeting, contacting the police or social services for assistance, and notifying parents (a sample letter is provided), to questions and answers for discussion after the video has been viewed.

## What are the "three Rs" of Youth Protection?

The "three Rs" of Youth Protection convey a simple message that the BSA wants its youth members to learn:

- **Recognize** situations that place him at risk of being molested, how child molesters operate, and that anyone could be a molester.
- **Resist** unwanted and inappropriate attention. Resistance will stop most attempts at molestation.
- **Report** attempted or actual molestation to a parent or other trusted adult. This prevents further abuse of himself and helps to protect other children. Let the Scout know he will not be blamed for what occurred.