

GREEN BORDERED MERIT REQUIREMENTS

ADVANCED DISABILITY AWARENESS

1. Visit a facility that serves the needs of people with physical impairments, developmental impairments, or other persons with disabilities. Write a 200-word report about the things you learned and the people you met during your visit.
2. Complete an accessibility survey of your local church building. Write a 100-word report of your findings. Some questions that might help guide you in writing your report are as follows:
 - a. Are wheelchair ramps available wherever there are steps?
 - b. Are handrails present wherever there are steps, ramps, or rest rooms?
 - c. Are any provisions made for people with deafness (such as sign language interpreters)?
 - d. Are rest room facilities accessible to those who use wheelchairs?
 - e. Are drinking fountains designed so that those who use wheelchairs can make full use of them?
 - f. Are other conditions present that would help or hinder the use of your church building by a person with a disability?
3. Explain, in writing, the meaning of accessibility.
4. Read the Assemblies of God position paper on disability ministry (Available through GPH or available online at the Assembly of God website. Enter “disability” into the Search function). Print or include a copy in your workbook.
5. Demonstrate the sign language alphabet and the numbers 1-10 from memory.
6. Complete any two of the following awareness activities and write a 200-word report on your experiences, including ways you compensated for your disability, your personal feelings during the activities, etc.
 - a. Spend a total of at least 4 hours blindfolded. Go about the normal activities of your day without your sense of sight.
 - b. Spend a total of at least 4 hours wearing earplugs. Go about the normal activities of your day without your sense of hearing.
 - c. Spend a total of at least 4 hours in a wheelchair. You cannot use your legs.
 - d. Spend a total of at least 4 hours trying to communicate with others without the use of speech. You may use sign language, pantomime, cybercode, or other adapted forms of communication.
7. Explain, in writing, the meaning of developmental disability.
8. Give three Scripture references concerning people with disabilities.

AMATEUR RADIO

1. Explain in writing, the answers to the following questions:
 - a. What does it take to get started in “Ham Radio” operation and what beginning license do you need?

- b. What is the FCC and what is its purpose?
 - c. What amateur radio licenses are available and what privileges can you have for obtaining such a license?
2. Qualify for any class of amateur radio license by the proper government agency. Then, do the following activities:
 - a. Carry on at least five 15-minute conversations with other ham radio operators. Submit at least five QSL cards as evidence of contact with other amateur radio operators.
 - b. Participate in, or listen for procedures used in emergency situations. Write out the things you learned.
 - c. Observe signal strengths during different parts of the day. What are sunspots and how do they aid or hamper transmitting and receiving signals?
3. Explain in writing, how amateur radio operators prepare to handle emergency messages during floods, tornados, hurricanes, earthquakes, forest fires, motorist accidents, chemical spills, search and rescues, or similar disasters. Cite what the codes say about such transmissions.
4. Write a 200-word report on the origin of the term “Ham Radio.”
5. List at least three kinds of receivers/transmitters. Answer the following questions.
 - a. At what frequencies and bands do they operate?
 - b. How much power output do they have?
 - c. Which receiver/transmitter would best suit your needs?
 - d. What reason do you have for choosing that model?
 - e. Ask a ham radio operator what he or she feels about your choice.
6. List at least three (3) types of antennae. List the advantages and disadvantages of each. What advantages are there to “computer tuned antennas?”
7. Interview a “ham radio operator.” Ask the following questions.
 - a. When he or she got started?
 - b. What do they like about amateur radio?
 - c. How has it helped them in life?
 - d. How has it helped others?

AMERICAN HISTORY

Earn at least a grade of B for one semester of Junior High or High School American History or Civics

OR complete the following requirements:

1. Develop an American history timeline chart using one of the following items:
 - a. Inventions
 - b. Presidents
 - c. United States military
 - d. Expansionism
 - e. Statehood

- f. Famous persons in history
 - g. Industry
2. Keep a journal for one month describing your day-to-day activities. Include in your journal, events occurring locally, in your state, and nationally. Show the journal to your group leader.
 3. List a famous American from a minority group.
 - a. List the time period that this famous person lived.
 - b. Write a 500-word report about this famous American and submit it to your group leader.
- Do the following:
- a. Read a book about some historical event or person in American history.
 - b. Write a 200-word report about this event or person and submit it to your group leader. It cannot be the same person as reported in Requirement No. 3
4. Visit a national historic site in your local area that is listed in the National Register of Historic Places or visit a state historical site if there is no national historic site in your area.
 - a. Write a 200-word report on what you saw and learned at this historic site and submit it to your group leader. Identify whether it is a national or state historic site.
 - b. Make a list of other historic sites (national or state) that are in your area.
 5. Do the following:
 - a. Draw a map of your state.
 - b. Mark any major historical events that occurred in your state on this map, including the location and dates of these events. Submit this map to your group leader.
 6. Choose one of the following topics. Describe in writing, its origin, its official government acceptance, and whether or not changes have been made to it since its acceptance by the government.
 - a. The United States flag
 - b. The Pledge of Allegiance
 - c. The National Anthem (Star Spangled Banner)
 7. Share with your outpost group a factual story from American history.
 8. Contact an older person in your church or community and have this person describe one or more historical events that have occurred during his or her lifetime. Write a report of this interview and submit it to your group leader.
 9. Make a list of names, addresses, telephone numbers and/or website addresses of your county and state historical societies, and of the National Archives.
 10. Write a brief description of the period of time in American history that your local (district) chapter of the Frontiersman Camping Fellowship is portraying.
 11. Do the following:
 - a. List the country the early American's fought in the Revolutionary War.
 - b. Write a brief description of why this war occurred.
 - c. List what country supported the American's in this war.
 12. Do the following:
 - a. List the groups of Americans who fought in the Civil War.
 - b. Write a brief description of why this war occurred.

ARCHERY

1. Write a 300-word essay on the history of archery.
2. List and demonstrate the twelve safety rules for archery.
3. Define the following terms: anchor point, armguard, bow arm, bow weight, bowyer, brace height, cast, deflexed bow, draw, draw length, end, glove, longbow, matched arrow, quiver, recurve bow, reflexed bow, release, ringer tab, round, tiller.
4. List and describe at least three types of arrows.
5. List and describe three types of bows.
6. Name and locate the major parts of an arrow, bow, and string.
7. Explain and demonstrate the proper way to store and care for a bow, arrows, and a bowstring.
8. List three Scripture references on archery.
9. Demonstrate how to properly string a bow.
10. Demonstrate how to use an arm guard, shooting glove or finger tab, and a quiver.
11. List and demonstrate the techniques for good shooting.
12. Shoot and score on any nationally recognized round.
 - a. Scoring – Discovery Rangers
 The NFAA required units or ends on a 28 target round for boys in this age level are 10 yards with a 35 cm target. A boy would have 8 units at this distance in a 28 target round. This would give the boy 32 shots at this distance to score on a 35 cm target. The target should be the NFF-35. The center black area is scored as 5. The middle white ring is scored as 4 and the outer black ring is scored as 3. Any arrow shot into any of the score zones from the proper distance of 10 yards is considered a score and fulfills the scoring part of this merit. This does not need to happen in a tournament.
 - b. Scoring – Adventure Rangers
 Score on the 35 cm target in the same manner as the Discovery Rangers to get a score. However, he must do so from 15 yards instead of 10 yards.

AVIATION

Successfully complete a private pilot ground school course (solo flight not required) OR complete the following:

1. Read a book on aviation.
2. Identify from a video presentation, photographs, or actual in-flight observations at least seven types of aircraft, using their proper names.
3. Make a sketch of an airfoil and explain the principle that produces lift.
4. Using a model airplane, explain the effect of drag, lift, thrust, weight and gravity on an airplane in flight.
5. Make a list of 15 major working parts of an airplane and explain the purpose of each. Make a profile drawing of an airplane and show the position of each part.
6. Explain the difference between a piston, a jet, and a rocket type of aircraft engine.
7. Explain the purpose and importance of the following instruments on an instrument panel: compass, oil pressure, attitude indicator, altimeter, bank and turn indicator, airspeed indicator, tachometer, and temperature gauge.

8. Explain in detail the proper procedure for each of the following: take off, banking and turning, and landing.
9. Do TWO of the following:
 - a. Visit an airport and make a list of 5 types equipment and facilities used.
 - b. Take a flight in any aircraft. Provide information about your flight such as the type of aircraft, the origin and destination of the flight, and your observations during the flight.
 - c. Build and fly a fuel-powered model airplane.
10. List at least 10 different job opportunities in aviation. Choose one career and describe the job qualifications for the job and approximate salary range.

BASEBALL

1. Read a rulebook on baseball.
2. Read a book about the history of baseball.
 - a. Who was the person that first formalized the rules of play in the United States?
 - b. What was the name of the first organized baseball league in the United States?
 - c. List five other things about the history of baseball that you did not know before reading the book.
3. Draw a diagram of a baseball diamond and identify each area on the field.
4. Do the following:
 - a. Write down each position, and what their responsibility is to the team
 - b. Write a brief description of what position you like to play and why.
5. Earn a Jr. high, high school, or city letter or a certificate of participation from an organized club, as a baseball player, manager, or umpire.
6. Write a 300 word essay on how playing baseball has personally benefited your life.
7. Interview a coach (preferably Christian) regarding the following:
 - a. A winning attitude.
 - b. The building of character.
 - c. Setting a good example and being a good role model.
 - d. Physical fitness.
 - e. Preparation for the future.

BASKETBALL

1. Read a basketball rulebook.
2. Read a history book about the origin of basketball.
3. Draw a diagram of a basketball court and identify each area on the court.
4. Explain the following concerning basketball rules and infractions:
 - a. Name 5 technical fouls that a player can commit
 - b. Name 5 infractions that a player can commit.
 - c. Name 5 fouls that a player can commit.

- d. What happens when a violation is committed?
 - e. When a foul is committed what happens?
5. What are the roles of a player on offense and defense?
 6. Write a 300 word essay on how playing basketball has personally benefited your life.
 7. Earn a junior high, high school, or city letter or certificate of participation from an organized club, as a basketball player, manager, or referee.
 8. Who is your favorite Hall of Fame player, and how does a player gets inducted into the Hall of Fame?
 9. Interview a basketball coach (preferably Christian) about the following:
 - a. A winning attitude.
 - b. Setting a good example and being a good role model.
 - c. Physical fitness
 - d. Building character.
 - e. Preparation for the future

BUGLING

1. Write a 200-word essay on the history and origin of bugling.
2. Explain how to care for, clean, and maintain a bugle.
3. Explain why a bugle was used as a call to forces in the field.
4. Using a bugle, cornet or trumpet, sound off at least 10 of the 15 bugle calls listed below. Explain the purpose of all of the calls listed.
 - a. First Call
 - b. Reveille
 - c. Mess
 - d. To the Colors
 - e. Drill
 - f. Officers
 - g. Assembly
 - h. Recall
 - i. Fatigue
 - j. Church
 - k. Fire
 - l. Swimming
 - m. Retreat
 - n. Call to Quarters
 - o. Taps
5. Serve as the camp bugler for at least 2 campouts.
6. Explain the origin of the song Taps and recite from memory the words of the song.

CANOEING

1. Complete the Swimming Merit.

2. Name and locate the major parts of a canoe and paddle.
3. Demonstrate the proper procedure for carrying, launching, and getting into a canoe from a dock or shore. Then show how to land and exit at a dock or shore.
4. In deep water, wearing a PFD, demonstrate how to safely jump out of a canoe and then get back in without assistance.
5. List and explain the points of the American Whitewater Affiliation Boating Safety Code, or its equivalent.
6. Demonstrate your ability to paddle a canoe in a straight line for at least 100 feet and then back stroke in a straight line for at least 50 feet.
7. Demonstrate the proper form for the following canoe strokes and maneuvers:
 - a. Forward stroke
 - b. Back stroke
 - c. Draw and push-away strokes
 - d. Forward and reverse sweeps
 - e. "J" stroke
 - f. Turn and pivot
8. Demonstrate how to safely change places in a canoe while afloat.
9. Demonstrate how to swamp a canoe. Then get in and paddle at least 100 feet to shore and empty it in shallow water.
10. In deep water, demonstrate how to empty a swamped canoe using the "canoe-over-canoe" rescue.
11. Explain the difference between flat water, moving water, and whitewater canoeing.
12. Demonstrate the proper method for rescuing a swimmer with a canoe.
13. List the safety equipment needed for canoeing on moving water and explain the purpose and use of each item.
14. Explain the levels of the "International Scale of River Difficulty" and the conditions that define each level.
15. Explain how to read a river, both from shore and while afloat. Describe and explain the causes and hazards of the following river conditions:
 - a. Upstream and downstream "V"s
 - b. Haystacks
 - c. Shoals
 - d. Broken drops
 - e. Sheer drops
 - f. Eddies
 - g. Whirlpools

Then demonstrate your ability to read and navigate a river during a canoe trip.
16. Discuss the general care, maintenance, and storage of canoes and equipment.
17. Define the meanings of "portaging" and "lining" a canoe.
18. Prepare a list of the clothing and equipment needed on an overnight canoe camping trip. Assume you will be floating to your campsite and must carry all necessary equipment in your canoe. Explain why each item is needed and the major considerations that effected your decision to include it. Properly load and secure this equipment into a canoe.
19. Complete a total of at least 10 hours canoeing during one or more canoe trips. These hours must include at least one trip of 4 hours or more. The preferred experience should be in flat water.

CARPENTRY

1. Do any THREE (3) of the following.
 - a. Build two saw horses.
 - b. Build a storage box for personal items or for FCF items.
 - c. List the names of five types of hardwoods and five types of softwoods. Identify the purpose each is suited.
 - d. Build a birdhouse or a doghouse.
 - e. Identify and display five types of nails and five other attaching devices. Identify the purpose each device is suited for.
 - f. Make a toolbox.
 - g. Make some type of furniture.
2. Read two books on basic carpentry. Write titles and authors from the books you have read.
3. Name and identify 10 woodworking tools.
4. List the safety rules for using woodworking tools.
5. Describe how to properly store hand tools.
6. Properly sharpen a saw, a chisel, or a plane.
7. Identify three Scripture verses relating to carpentry.

COMPUTERS

1. Browse the internet or visit a computer store. Document computer systems and computer parts prices and compare the cost of buying the parts vs. buying a complete computer system.
2. Do TWO (2) of these:
 - a. Scan a picture, frame it and present to your commander.
 - b. Create a spreadsheet to itemize a campout food budget, or use a word processor or graphics publication program to make an invitation to an awards ceremony.
 - c. Send an email with an attachment.
 - d. Discuss internet safety with the commander and write a 250-word essay on pirating software or research 3 filtering programs and describe the price and features of each.
3. Search for three foreign Royal Ranger outposts. Complete an information sheet on each by getting the information from the web page or sending an email.
4. Do any TWO (2) of the following:
 - a. Document current salary ranges for specific computer jobs from the Internet.
 - b. Visit a business and interview one person who works with the computers and invite them to speak to your outpost.
 - c. Visit a college computer science department and interview a professor or student for their degree requirements.
5. Create a newsletter for your church or your outpost.
6. Create a monthly or yearly calendar for your outpost.

FOOTBALL

1. Read a rulebook on the game of football.
2. Read a book about the history of football.
3. Draw a diagram of an American football field and identify each part.
4. List 10 different rules or penalties in football.
5. Earn a Jr. high, high school, or city letter or certificate of participation from an organized club, as a football player, manager, or referee.
6. Write a 300-word essay on the history of one outstanding Christian football coach.
7. List 10 exercises that condition the body for football competition.
8. In writing, explain where the National Hall of Fame for professional football is located, and name a Christian football player who is a Hall of Fame member.
9. Write down the differences between offensive and defensive roles.
10. Interview a coach (preferably Christian) regarding the following:
 - a. A winning attitude.
 - b. The building of character.
 - c. Setting a good example, being a good role model
 - d. Physical fitness
 - e. Preparation for the future

FORESTRY

1. Write a 300-word report describing the contributions forests make to:
 - a. Our economy in the form of products
 - b. Soil protection and increased fertility
 - c. Clean water
 - d. Clean air
 - e. Wildlife
 - f. Recreation
2. Diagram and label the parts of a tree.
3. Explain the steps involved in planting and caring for a tree.
4. Explain how to tell the age of a tree. Discuss the possible causes for variations in growth when examining the crosscut section of a stump or log.
5. Explain how trees prevent soil erosion.
6. List ten animals that depend on the forest for their food and shelter. Describe where one of these animals lives and what it eats.
7. Study ten trees or shrubs native to your state (one should be your state tree). Submit a notebook that includes the following for each species:
 - a. A photo or drawing of the tree or shrub,
 - b. A sketch of a leaf or branch of the tree or shrub,
 - c. A sketch of the tree seed or an explanation of how it reproduces.
 - d. A list of the uses of the tree or shrub by mankind or wildlife.

8. Do the following:
 - a. Describe the damages to forests that result from:
 - i Wildfire
 - ii Insects
 - iii Tree disease
 - iv Acid rain
 - v Improper harvest
 - b. Tell what can be done to reduce these damages.

GARDENING

1. List at least five steps on how to select a garden plot site and prepare the soil for planting.
2. Plant and cultivate six or more kinds of vegetables in a garden plot. Plant at least 10 units (seeds or starter plants) of each kind of vegetable.
3. List at least four tools that can be used in home gardening, and the care and maintenance of these tools.
4. List several ways of keeping insects, small animals, and disease from harming your garden.
5. Explain when and how you would use insecticides on green, leafy vegetables; root vegetables; and fruit-bearing vegetables.
6. Keep a weekly log of the growth and development of your garden until you harvest the vegetables. Keep records of the cost and time, that is, the number of hours it requires for care.
7. Make a list of how you harvested some of your vegetables. Prepare these vegetables. Serve these vegetables for a family meal.
8. Prepare a compost pile using the waste by-products from your vegetable garden and yard.
9. List at least three steps to prepare the soil immediately after the harvest season.
10. List the nutritional value of a leafy vegetable, a root vegetable, and a fruit-bearing vegetable. List how to preserve them for future consumption by canning, storing, freezing, etc.

HOME REPAIR

Select ANY 12 of the following items and complete each one for the Home Repair merit.

1. Repair an electric plug on a small electric appliance or lamp.
2. Repair a leaky kitchen or bathroom faucet.
3. Repair the interior fittings of a water closet on a flush toilet.
4. Clean out a kitchen or bathroom sink trap.
5. Replace a broken glass windowpane.
6. Prepare and paint a small room.
7. Clean out the rain gutters on a home.
8. Clean out the fireplace in a home.
9. Scrub and wax a kitchen or bathroom tile or linoleum floor.

10. Caulk around the outside frame of a window, door or fireplace.
11. Clean the storm windows of a home. Install them in the appropriate windows.
12. Clean the window screens of a home. Install them in the appropriate windows.
13. Install or lay tile on a floor.
14. Hang a picture on a wall.
15. Help clean out the garage, attic, storeroom or basement in a home.
16. Repair a leaky water hose.
17. Adjust or replace a lawn sprinkler head.
18. Repair a piece of damaged furniture.
19. Repair a fence.
20. Repair a tight-fitting interior or exterior door.
21. Help winterize a home.

HORSEMANSHIP

1. Name four breeds of horses and write a brief explanation (75 – 100 words) of what each breed is noted for.
2. Demonstrate how to bridle and saddle a horse. Identify the parts of a bridle and saddle.
3. Demonstrate how to properly ride a horse at a walk, a trot, and a gallop.
4. Show how to properly mount and dismount a horse.
5. Show how to clean, oil, and treat a saddle and bridle.
6. Show how to care for a horse before and after riding.
7. Demonstrate how to care for a horse's feet.
8. Demonstrate how to feed and water a horse.
9. Explain, in writing, six common horse diseases, their symptoms, and their cures.
10. In writing, define the meaning of gait and the four types of gaits.
11. List and diagram the different parts of a horse.

INDIAN LORE

1. Make and decorate with American Indian designs, one of the following articles: a tom-tom, a bow and arrows, a quiver, a lance, a belt, a war bonnet, a totem pole, a knife sheath, moccasins, leggings, shirt or headdress.
2. Correctly set up a standard sized teepee (12' or larger) at a Royal Ranger event or FCF function. You may be assisted by no more than two (2) other Royal Rangers.
3. Write a 300-word report on the history of an American Indian tribe that once lived near your hometown or county. Include an explanation of their customs, habits, and daily life.
4. Learn and demonstrate five American Indian games.
5. List the differences between the Pilgrims' settlement in Plymouth, Massachusetts and the English settlement at Jamestown, Virginia. In your own words describe the relationship between the Indians and the European settlers in each settlement.
6. Learn and demonstrate 10 signs in American Indian sign language.

7. Describe how the American Indian has influenced our culture by listing at least 8 things we have adopted from the American Indian culture. Describe the economic and/or social impact of each influence.
8. On a map, locate 20 American Indian place names. List the originating American Indian tribe and the meaning of the name.
9. Collect pictures of five well known American Indians, living or deceased. Record their name, tribe, date of birth, date of death, and their main accomplishments.
10. Learn about the Iroquois Confederacy and it's system of government.

KNIFE AND HAWK

1. List and demonstrate 10 rules of safety for throwing a knife and hawk.
2. Make a sheath for a hawk.
3. Demonstrate the proper method of sharpening a hawk.
4. Demonstrate the proper method of throwing a knife.
5. Demonstrate the proper method of throwing a hawk.
6. Participate in at least one throwing competition and “stick” the knife 3 times out of 10.
7. Participate in at least one throwing competition and “stick” the hawk 3 times out of 10.

LEATHER CRAFT

1. Read at least ONE book on leather craft.
2. Collect at least FOUR (4) varieties of leather, such as listed below. Display each piece. Explain the characteristics of each type of leather and a use for each.
 - a. Chamois
 - b. Cowhide
 - c. Calfskin
 - d. Deerskin
 - e. Suede
 - f. Alligator
3. Identify and describe the following tools and their uses:
 - a. Anvil
 - b. Bone Folder
 - c. Leather Shears
 - d. Mallet
 - e. Rotary Cutter
 - f. Rotary Hole Punch
 - g. Round Hole Punch
 - h. Skiver
 - i. Snap Set Tools
 - j. Stitching Chisels
 - k. Strap End Punch

- l. Strip and Strap Cutter
 - m. Swivel Knife
 - n. Utility Knife
4. Make at least TWO (2) of the leather items listed below. Show the items to your commander.
 - a. Moccasins
 - b. Wallet
 - c. Sheath for a knife
 - d. Belt
 - e. Hat
 - f. Gloves
 - g. Coat
 - h. Leather pants
 - i. Leather shirt
 - j. Any other leather craft item pre-approved by your commander
 5. Using at least ONE of the items made in Requirement 4, decorate it by doing one of the following. Show the item(s) to your commander.
 - a. Carving
 - b. Burning
 - c. Stamping
 - d. Tooling
 - e. Painting
 - f. Beading
 6. Demonstrate your ability to repair at least ONE damaged leather article. Show the item to your commander.
 7. Demonstrate your ability to clean, waterproof, and care for at least ONE leather article. Show the item to your commander.

ORIENTEERING

1. Earn the Compass Merit.
2. Define orienteering.
3. List and locate five major terrain features on a map and in the field.
4. List and describe 10 symbols often found on a topographic map.
5. Obtain a topographic map of your area with magnetic north-south lines.
6. Demonstrate how to transfer a direction on a map to your compass.
7. Explain a control description. Explain how it is used in orienteering.
8. Explain how to use an attack point. Describe the offset technique. Explain what is meant by the term collecting features.
9. Participate in three orienteering events. One of these events must be a cross-country course. Write a report about each event.
10. Do ONE of the following:
 - a. Set up a cross-country course of at least three kilometers in length with five control markers. Describe the course.
 - b. Set up a score-orienteering course with 12 points and a time limit of 60 minutes. Describe the course.

PHOTOGRAPHY

1. List and identify at least 10 parts of an SLR Camera.
2. Define the following terms:
 - a. Camera body
 - b. Lens
 - c. Aperture
 - d. Shutter
 - e. Viewfinder
 - f. Light meter
 - g. SLR Camera
 - h. Mirror
3. Describe and demonstrate the steps in taking a successful photograph.
4. Explain the concept of proper exposure of film, relating film speed, aperture, and shutter speed.
5. Take at least 24 photographs. Have the roll of film developed or obtain a printed copy of the digital images. Critique your results. Use any four of the following types:
 - a. Snapshot
 - b. Portrait
 - c. Still-life
 - d. Landscape

- e. Cityscape
 - f. Skyscape
 - g. Documentary
 - h. Creative Photography
6. Learn and demonstrate the following:
- a. Take a digital photo – unless already done so for requirement #5.
 - b. Download a digital photo into a computer
 - c. Insert the photo into a document and print it or send it by email to a friend

PRIMITIVE SHELTERS

1. List at least five purposes for building a primitive shelter.
2. List at least five important factors about the construction a primitive shelter?
3. List and describe the five components of a primitive shelter.
4. List at least 10 materials that can be used to build a primitive shelter.
5. Build one primitive bed, using natural materials. Choose one of the following.
 - a. Bough
 - b. Trapper's bed
 - c. Swamp bed
 - d. Tropical river hut
 - e. Debris bed
6. Build one simple shelter. Choose one of the following.
 - a. Bough
 - b. Natural hollow
 - c. Root shelter
 - d. Heavy tree branch
 - e. Ledge and crevice
 - f. Tree bark or fallen tree trunk
7. Build one complex shelter. Choose one of the following.
 - a. Wickiup
 - b. Lean to
 - c. Debris hut
 - d. Thatched hut
8. Spend at least one night in a properly constructed primitive shelter.

PRIMITIVE SNARES

1. Define *deadfall* and *snare*. Explain the differences between them.
2. List 5 animals common in your area which would be suitable to snare. For each one:
 - a. Describe the uses for this animal.
 - b. Describe the best way to snare the animal.
 - c. Describe the best bait to use.

- d. Describe the habits of the animal that make it easy or difficult to snare.
3. Build a deadfall using a figure-4 trigger. Trigger the deadfall with the light touch of a small branch to demonstrate that it will work. Disassemble the deadfall (carefully) after showing your commander.
4. Construct a simple snare from natural materials. Trigger the snare with the light touch of a small branch to demonstrate that it will work. Disassemble the snare after showing your commander.
5. Describe 4 other common snares. Draw a sketch of each primitive snare.
6. List 3 Bible verses which talk about snares.

PUPPETEER

1. Make a puppet with a movable mouth.
2. Demonstrate how to use ONE of the following:
 - a. Shadow puppet
 - b. Hand-and-rod puppet
 - c. Marionette puppet
 - d. Human-arm puppet
 - e. Life-sized puppet
3. Learn the proper manipulation of a hand puppet and demonstrate this by performing a song or a skit with a puppet.
 - a. Synchronize the mouth movements to the words on a tape or a spoken script.
 - b. Demonstrate proper entrances and exits on the puppet stage.
 - c. Demonstrate correct posture and height for a puppet.
 - d. Demonstrate proper puppet eye contact with the audience.
4. Perform two solo puppet skits before a group. One solo should be a song and the other solo should be a chat. Choose one of these and perform the solo for a children's Sunday school class, children's church, Vacation Bible School, or children's crusade.
5. Perform two group puppet skits before an audience, one for Children's Church. (If your church does not have Children's Church perform before a younger group of boys or nursery with children no younger than 3 years old.
6. Develop a voice that can be used for a puppet and use the voice for a puppet chat during the Sunday School or Children's Church performance mentioned in requirement 4 and 5.
7. Draw a diagram of three different puppet stages that could be used in a puppet ministry or help build a stage for a puppet ministry with a group.
8. Write puppet scripts for three Bible stories with a group. Provide the Scriptural references for each script. Each script should take at least 5 minutes to act out.

REPTILE STUDY

1. What are the four classifications of reptiles? Give an example of each.

2. Describe the physical features that help make a reptile unique from other animals and how a reptile's heart structure affects its level of activity.
3. Observe a reptile in the wild. Describe the animal's habitat and what you would expect it to eat.
4. Choose a reptile and describe what it needs to survive in these four categories: temperature, humidity, nutrition, habitat.
5. How are warm-blooded and cold-blooded animals different? Which one do reptiles belong to?
6. Learn what laws pertain to the protection, capturing and killing of reptiles in your area. Name two protected or endangered reptile species found in your area.
7. List at least 2 reasons and/or benefits to a reptile for shedding its skin.
8. List at least four ways reptiles can be dangerous to the world around them.
9. What are five ways reptiles can benefit their environment and us?
10. Name the five factors that place any animal species, including those of reptiles, at risk of becoming threatened, endangered or extinct.
11. Participate in caring for a captive reptile at least once a week for four weeks (Wild-caught reptiles DO NOT make good pets!) Write a report describing your experiences and what you liked and disliked about this particular animal.
12. Name three of the most common causes of reptile deaths in captivity.
13. Describe four main methods snakes use to move and explain how they are different.
14. Name two methods snakes use to subdue their prey.
15. What features would help you distinguish a venomous snake? Learn the proper treatment for both a venomous and non-venomous snakebite.

SPORTS

1. Take part for one full season as a member of an organized team in ONE of the following sports:
 - Bowling,
 - Cross country,
 - Diving,
 - Fencing,
 - Field hockey,
 - Gymnastics,
 - Ice hockey,
 - Lacrosse,
 - Rugby,
 - Softball,
 - Team handball,
 - Volleyball,
 - Water polo(Or any other recognized team sport approved in advance by your commander, except boxing, karate, or a individual sport covered by an existing merit.)

2. Take part in ONE of the following sports on a competitive basis in two organized meets or tournaments:
 - Archery,
 - Badminton,
 - Bait or fly casting,
 - Bowling,
 - Canoeing,
 - Cycling,
 - Diving,
 - Fencing,
 - Fishing,
 - Gymnastics,
 - Handball,
 - Horsemanship,
 - Horseshoes,
 - Orienteering,
 - Paddleball,
 - Sailing,
 - Skating (ice or roller),
 - Skiing,
 - Table tennis,
 - Track and field,
 - Water-skiing,

(Or any other recognized sport approved in advance by your group leader, except boxing, karate, or a individual sport covered by an existing merit.)
3. Explain the meaning of good sportsmanship and give two examples.
4. Explain the qualities of a good team leader and a good team player.
5. Do the following for the two sports you have selected.
 - a. Write down the rules of play.
 - b. Make drawings of the playing fields or areas.
 - c. Describe the equipment needed to play
6. Write a 300 word essay on how participation in the sports you have chosen, has personally benefited your life.
7. Interview a coach (preferably Christian) concerning the proper: training, mental preparation, and commitment needed to be a good player.

SWIMMING

Become certified by the American Red Cross as an Advanced Beginner Swimmer or qualify for an equivalent certification through other certified instruction,

OR perform of the following requirements:

1. Holding your breath under water for 15 seconds

2. Ten cycles of rhythmic breathing
3. Prone float and recovery
4. Prone glide with and without kick
5. Back glide with and without kick
6. Survival float for at least 1 minute
7. Crawl stroke or beginner stroke-25 yards
8. Elementary backstroke-25 yards
9. Jumping feet-first into deep water, leveling your body and swimming 25 yards, then turning over on your back and returning to the starting point.
10. Demonstrate the following safety skills:
 - a. Basic rescue techniques.
 - b. The release of a cramp while in the water.
 - c. The proper use of personal flotation devices.

TENNIS

1. Read a rulebook on tennis.
2. Write a 250-word report on the origin and history of tennis.
3. Draw a diagram of a tennis court and identify the various areas of the court.
4. Define each of the following terms:
 - a. Backhand
 - b. Forehand
 - c. Ground stroke
 - d. Deuce
 - e. Lob
 - f. Service break
 - g. Volley
 - h. Lines
 - i. Love
 - j. English
 - k. Fault
 - l. Double fault
5. Describe the difference between singles tennis and doubles tennis. Draw the court of play used by both.
6. Earn a junior high, high school, or city letter or certificate from an organized club as a tennis player, manager, or judge.
7. Interview tennis coach (preferably Christian) about the requirements of training, mental preparation, and commitment that is needed to be a good tennis player.
8. Write a 250-word essay on how participation on a tennis team has personally benefited your life.

WRESTLING

1. Read a book on the rules of wrestling.
2. Read a book on the history of wrestling. Write a brief description of the sport of wrestling (75-100 words).
3. Draw diagrams of the wrestling areas for both the Freestyle and Greco Roman (Olympic) and Collegiate Style wrestling.
4. Describe, in writing, the difference between the following types of wrestling:
 - a. Freestyle,
 - b. Greco-Roman,
 - c. Collegiate Style
5. Describe, in writing, the fundamental wrestling stance (square) and the starting positions for both defensive and offensive players. Demonstrate the stance and positions.
6. Describe, in writing, how matches are scored and how points are awarded.
7. List at least 8 illegal holds.
8. Earn a Jr. High, High School, or city letter or certificate from an organized club as a wrestler, manager, or referee.
9. Write a 300 word essay on how participation on a wrestling team, has benefited your life.
10. Interview a wrestling coach (preferably Christian) regarding the following items. Include the notes of your interview.
 - a. A winning attitude
 - b. The building of character
 - c. Setting a good example and being a good role model
 - d. Physical fitness
 - e. Preparation for the future