

# Jimmie Dyess Days Boy Scout Advancement

Revision 9/18/09

Rank	Requirement	Notes	Status	Documentation
<b>Tenderfoot</b>				
2	Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.	If the scout camps	Complete	None
12	a. Demonstrate how to care for someone who is choking. b. Show first aid for the following: Simple cuts and scratches Blisters on the hand and foot Minor burns or scalds (first degree) Bites and stings of insects and ticks Poisonous snakebite Nosebleed Frostbite and sunburn	Skills will be demonstrated at the First Aid Tent. Scout needs to demonstrate the skill for completion	Presented	None
<b>Second Class</b>				
1a	Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.	Visit the Land Navigation Display	Complete	Land Nav Card
6	a. Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning. b. Prepare a personal first aid kit to take with you on a hike. c. Demonstrate first aid for the following: Object in the eye Bite of a suspected rabid animal Puncture wounds from a splinter, nail, and fishhook Serious burns (second degree) Heat exhaustion Shock Heatstroke, dehydration, hypothermia, and hyperventilation	Skills will be demonstrated at the First Aid Tent. Scout needs to demonstrate the skill for completion	Presented	None
8	Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco, and other practices that could be harmful to your health. Discuss your participation in the program with your family.	Attendance to Teen 101 will fulfill this requirement	Complete	Wade Padgett Business Card
<b>First Class</b>				
1	Demonstrate how to find directions during the day and at night without using a compass.	Visit the Land Navigation Display	Complete	Land Nav Card
2	Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.)	Visit the Land Navigation Display	Complete	Land Nav Card
5	Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.	Attendance to one of the judge or elected official presentations will fulfill this requirement	Complete	Speaker Business Card
8	d. Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).	Skills will be demonstrated at the First Aid Tent. Scout needs to demonstrate the skill for completion	Presented	None
12	Describe the three things you should avoid doing related to use of the Internet. Describe a cyberbully and how you should respond to one.	Attendance to Internet Safety/Cyberbully session will fulfill this requirement	Complete	Handout or business card from presentation
<b>American Heritage</b>				
2	Do TWO of the following: a. Select two individuals from American history, one a political leader (a president, senator, etc.) and the other a private citizen (a writer, religious leader, etc.). Find out about each person's accomplishments and compare the contributions each has made to America's heritage. b. With your counselor's approval, choose an organization that has promoted some type of positive change in American society. Find out why the organization believed this change was necessary and how it helped to accomplish the change. Discuss how this organization is related to events or situations from America's past. c. With your counselor's approval, interview two veterans of the U.S. military. Find out what their experiences were like. Ask the veterans what they believe they accomplished. d. With your counselor's approval, interview three people in your community of different ages and occupations. Ask these people what America means to them, what they think is special about this country, and what American traditions they feel are important to preserve.	The scouts can learn about Jimmie Dyess for 2a. (They will still need to learn about one more.) They will have the opportunity to talk to several veterans.	Presented	None
5	Do ONE of the following: a. Watch two motion pictures (with the approval and permission of your counselor and parent) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed. b. Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage. c. Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.	A study of the Jimmie Dyess biography will complete part B	Presented	None
<b>Citizenship in Community</b>				
4a & b	Choose an issue that is important to the citizens of your community; then do the following: a. Find out which branch of local government is responsible for this issue. b. With your counselor's and a parent's approval, interview one person from the branch of government you identified in requirement 4a. Ask what is being done about this issue and how young people can help.	Scouts will be able to meet with local government officials. They will need to determine their issue and be prepared to discuss it with an official	Presented	None
5	With the approval of your counselor and a parent, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community	Scouts will be able to watch a community related movie after the closing ceremony. There will be a discussion of the movie after it is complete. Scouts will need to relay what they learned with their counselor.	Presented	None

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<b>Communications</b>				
9	Learn about opportunities in the field of communication. Choose one career in which you are interested and discuss with your counselor the major responsibilities of that position and the qualifications, education, and preparation it requires.	Scouts can learn about several different communications jobs. Scouts will need to discuss one career with their counselor.	Presented	None
<b>Crime Prevention</b>				
9	Discuss the following with your counselor: a. The role of a sheriff's or police department in crime prevention. b. The purpose and operation of agencies in your community that help law enforcement personnel prevent crime, and how those agencies function during emergency situations. c. Explain the role private security plays in crime prevention. d. Choose a career in the crime prevention or security industry that interests you. Describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.	Scouts will be able to fulfill this requirement if they meet with one of the law enforcement organizations present	Complete	Law Enforcement Business Card
<b>Electricity</b>				
	1. Demonstrate that you know how to respond to electrical emergencies by doing the following: a. Show how to rescue a person touching a live wire in the home. b. Show how to render first aid to a person who is unconscious from electrical shock. c. Show how to treat an electrical burn. d. Explain what to do in an electrical storm. e. Explain what to do in the event of an electrical fire. 4. Explain the difference between direct current and alternating current. 6. Explain why a fuse blows or a circuit breaker trips. Tell how to find a blown fuse or tripped circuit breaker in your home. Show how to safely reset the circuit breaker. 7. Explain what overloading an electric circuit means. Tell what you have done to make sure your home circuits are not overloaded. 9. Do the following: a. Read an electric meter and, using your family's electric bill, determine the energy cost from the meter readings. b. Discuss with your counselor five ways in which your family can conserve energy. 10. Explain the following electrical terms: volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, circuit, and short circuit.	Portions of this MB will be presented at the Electric Demonstration	Presented	None
<b>Emergency Prep</b>				
6	Do the following: a. Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services: 1. Crowd and traffic control 2. Messenger service and communication. 3. Collection and distribution services. 4. Group feeding, shelter, and sanitation. b. Identify the government or community agencies that normally handle and prepare for the emergency services listed under 6a, and explain to your counselor how a group of Scouts could volunteer to help in the event of these types of emergencies. c. Find out who is your community's emergency management director and learn what this person does to prepare, respond to, recover from, and mitigate and prevent emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.	Scouts should meet with Columbia County EOC to complete b & c	Presented	Pam Tucker or Rusty Welsh Business Card
<b>Environmental Science</b>				
	3e. Endangered Species 1. Do research on one endangered species found in your state. Find out what its natural habitat is, why it is endangered, what is being done to preserve it, and how many individual organisms are left in the wild. Prepare a 100-word report about the organism, including a drawing. Present your report to your patrol or troop.	The Fort Gordon Environmental display will have an endangered species.	Presented	None

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<b>Fire Safety</b>				
	<p>Do the following:</p> <p>a. Demonstrate the technique of stop, drop, roll, and cool. Explain how burn injuries can be prevented.</p> <p>b. List the most frequent causes of burn injuries. Explain the chemistry and physics of fire. Name the parts of the fire tetrahedron. Explain why vapors are important to the burning process. Name the products of combustion. Give an example of how fire grows and what happens.</p> <p>Name the most frequent causes of fire in the home and give examples of ways it can be prevented.</p> <p>Do the following:</p> <p>a. Explain the role of human behavior in the arson problem in this country</p> <p>b. List the actions that cause seasonal fires and explain how these fires can be prevented.</p> <p>List common circumstances that cause holiday-related fires and explain how these fires can be prevented.</p> <p>Conduct a home safety survey with the help of an adult. Then do the following:</p> <p>a. Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.</p> <p>b. Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.</p> <p>c. Explain what to do when you smell gas and when you smell smoke.</p> <p>d. Explain how you would report a fire alarm.</p> <p>e. Explain what fire safety equipment can be found in public buildings.</p> <p>f. Explain who should use fire extinguishers and when these devices can be used.</p> <p>g. Explain how to extinguish a grease pan fire.</p> <p>h. Explain what fire safety precautions you should take when you are</p>	This information will be presented by the fire departments	Presented	None
<b>First Aid</b>				
2	<p>Do the following:</p> <p>a. Explain how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.</p> <p>b. Explain the term triage.</p> <p>c. Explain the standard precautions as applied to blood borne pathogens.</p> <p>d. Prepare a first aid kit for your home. Display and discuss its contents with your counselor.</p>	2b, 2c & 2d will be presented at the First Aid Tent. Scouts will need to practice and demonstrate the skill to a unit leader.	Presented	None
3	<p>Do the following:</p> <p>a. Explain what action you should take for someone who shows signals of shock, for someone who shows signals of a heart attack, and for someone who shows signals of stroke.</p> <p>b. Identify the conditions that must exist before performing CPR on a person. Then demonstrate proper technique in performing CPR using a training device approved by your counselor.</p> <p>c. Explain the use of an automated external defibrillator (AED).</p> <p>d. Show the steps that need to be taken for someone suffering from a severe cut on the leg and on the wrist. Tell the dangers in the use of a tourniquet and the conditions under which its use is justified.</p> <p>e. Explain when a bee sting could be life threatening and what action should be taken for prevention and for first aid.</p> <p>f. Explain the symptoms of heatstroke and what action needs to be taken for first aid and for prevention.</p>	3a, 3d, 3e, & 3f will be presented at the First Aid Tent. Scouts will need to practice and demonstrate the skill to a unit leader.	Presented	None
4	<p>Do the following:</p> <p>a. Describe the signals of a broken bone. Show first aid procedures for handling fractures (broken bones), including open (compound) fractures of the forearm, wrist, upper leg, and lower leg using improvised materials.</p> <p>b. Describe the symptoms and possible complications and demonstrate proper procedures for treating suspected injuries to the head, neck, and back. Explain what measures should be taken to reduce the possibility of further complicating these injuries.</p>	This information will be presented at the First Aid Tent. Scouts will need to practice and demonstrate the skill to a unit leader.	Presented	None
5	<p>Describe the symptoms, proper first aid procedures, and possible prevention measures for the following conditions:</p> <p>a. Hypothermia</p> <p>b. Convulsions / seizures</p> <p>c. Frostbite</p> <p>d. Dehydration</p> <p>e. Bruises, strains, sprains</p> <p>f. Burns</p> <p>g. Abdominal pain</p> <p>h. Broken, chipped, or loosened tooth</p> <p>i. Knocked out tooth</p> <p>j. Muscle cramps</p>	This information will be presented at the First Aid Tent. Scouts will need to practice and demonstrate the skill to a unit leader.	Presented	None

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<b>Horsemanship</b>				
	<p>1 Do the following:</p> <p>a. Describe the safety precautions you should take when handling and caring for a horse.</p> <p>b. Explain and demonstrate how to approach and lead a horse safely from a stall, corral, or field and how to tie the horse securely.</p> <p>c. Demonstrate how to safely mount and ride a horse and how to safely dismount the horse after your ride.</p> <p>2 Name 15 main parts of a horse.</p> <p>3 Name four leading breeds of horses. Explain the special features for which each breed is known.</p> <p>4 Show how to care for a Western and English saddle and bridle. Name 10 parts of the saddle and bridle that you will use.</p> <p>5 Show how to groom, pick out hooves, prepare a horse for a ride, and care for a horse after a ride.</p> <p>6 Describe the symptoms of colic. Describe four other horse health problems.</p> <p>7 Name three main conformation faults of the feet and legs, and explain how to detect them. Explain the difference between lameness and unsoundness.</p> <p>8 Explain how to trim and shoe a horse's foot and how to make adjustments according to its conformation, the season of the year, and the riding conditions.</p> <p>9 Demonstrate the correct way to feed a horse. Explain how you determined what and how much to feed the horse and why the amount and kind of feed will be changed according to activity level and the kind of horse it is.</p> <p>10 Show how to saddle and bridle a horse.</p> <p>11 On level ground, continuously do the following movements. Do them correctly, at ease, and in harmony with the horse:</p> <p>a. Mount the horse.</p> <p>b. Walk the horse in a straight line for 60 feet.</p> <p>c. Make a half circle of not more than 16 feet in radius.</p>	Scouts will complete all but 1c, 10 & 11 if they attend the class at the Hilltop stables. To complete the merit badge, scouts will need to schedule time to visit the stables. Space is limited to 80 scouts. Signup will be at 8:00 at the bandstand.	Complete	Horsemanship Card
<b>Journalism</b>				
4	<p>Attend a public event and do ONE of the following:</p> <p>a. Write two newspaper articles about the event, one using the inverted pyramid style and one using the chronological style.</p> <p>b. Using a radio or television broadcasting style write a news story, a feature story and a critical review of the event.</p> <p>c. Take a series of photographs to help tell the story of the event in pictures. Include news photos and feature photos in your presentation. Write a brief synopsis of the event as well as captions for your photos.</p>	Scouts hosting a web cast can use that experience to complete this requirement. To host a webcast sign up before the event at WFXG.COM	Presented	None
<b>Music</b>				
3	<p>Do TWO of the following:</p> <p>a. Attend a live performance, or listen to three hours of recordings from any two of the following musical styles: blues, jazz, classical, country, bluegrass, ethnic, gospel, musical theater, opera. Describe the sound of the music and the instruments used. Identify the composers or songwriters, the performers, and the titles of the pieces you heard. If it was a live performance, describe the setting and the reaction of the audience. Discuss your thoughts about the music.</p> <p>b. Interview your parents and grandparents about music. Find out what the most popular music was when they were your age. Find out what their favorite music is now, and listen to three of their favorite tunes with them. How do their favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for them, and explain to them why you like these songs. Ask them what they think of your favorite music.</p> <p>c. Serve for six months as a member of a school band, choir, or other local musical group; or perform as a soloist in public six times.</p> <p>d. List five people who are important in the history of American music and explain to your counselor why they continue to be influential. Include at least one composer, one performer, one innovator, and</p>	Scouts will be able to attend a live performance. They will need to report back to the counselor.	Presented	None
<b>Radio</b>				
7	<p>Visit a radio installation (an amateur radio station, broadcast station, or public communications center, for example) approved in advance by your counselor. Discuss what types of equipment you saw in use, how it was used, what types of licenses are required to operate and maintain the equipment, and the purpose of the station.</p>	There are several broadcast opportunities for the scouts in the media area. They must discuss what they saw with the counselor.	Presented	None
<b>Traffic Safety</b>				
	Complete all requirements	Scouts who attend this merit badge session will complete the badge. Space is limited to 60 scouts. Scouts need to sign up at 8:00 at the bandstand.	Complete	Traffic Safety Card
<b>Weather</b>				
8	<p>Do ONE of the following:</p> <p>a. Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio, and Internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.</p> <p>b. Visit a National Weather Service office or talk with a local radio or television weathercaster, private meteorologist, local agricultural extension service officer, or university meteorology instructor. Find out what type of weather is most dangerous or damaging to your community. Determine how severe weather and flood warnings reach the homes in your community.</p>	Scouts will be able to talk to a local weathercaster in the media area. Some will even be able to make an actual weather forecast.	Complete	Weatherman business card
10	<p>Find out about a weather-related career opportunity that interests you. Discuss with and explain to your counselor what training and education are required for such a position, and the responsibilities required of such a position.</p>	Scouts can learn about careers by talking to actual weather folks in the media area	Presented	None

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Venturer	Bronze Outdoor Skills			
5	<p>a. Using a topographical map for your area or the area you will be navigating in, demonstrate that you know the following map symbols:                      * Index contour * Vertical control station * Hard-surface, heavy-duty road * Railroad, single track                      * Power transmission line * Building * Checked spot elevation * Marsh                      * Map scale * Intermittent stream * Depression * Ridge                      * Trail * Stream * Hard-surface, medium-duty road * Bridge                      * Cemetery * Campsite * Water well or spring * Unimproved dirt road</p> <p>b. Explain contour lines. Be able to tell the contour interval for your map and be able to show the difference between a steep and a gentle slope.</p> <p>c. Using a map and compass, navigate an orienteering course that has at least six legs covering at least 2.5 miles.</p> <p>d. Learn to use a global positioning system (GPS) receiver. Demonstrate that you can find a fixed coordinate or geocache at night using a GPS receiver.</p> <p>e. Teach the navigating skills you have learned in (a) through (d) above to your crew, another crew, a Cub or Boy Scout group, or another group.</p>	Venturers can complete these requirements at the Land Navigation Display	Complete	Land Nav Card