



BAKING

Learning

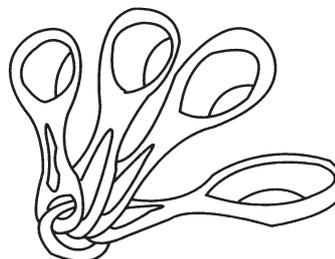
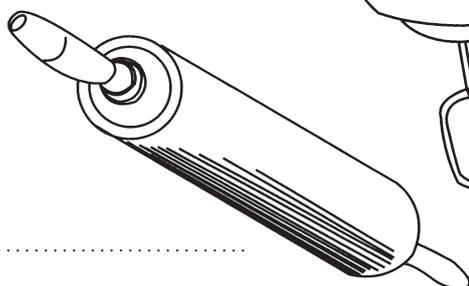
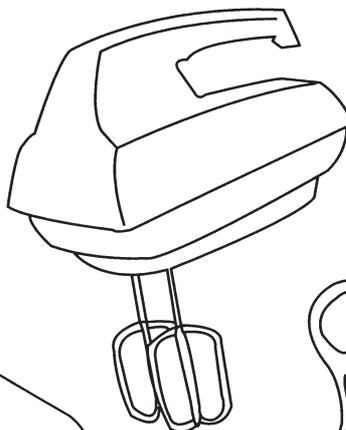
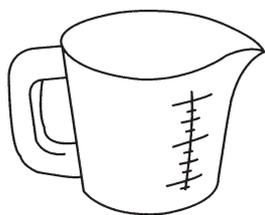
1. Write each of these baking terms on the line below with the correct definition.

whip blend fold sift cream knead

- a. Mixing smoothly and inseparably together.
- b. Beating rapidly in order to add air and cause the ingredients to expand.
- c. Working dough into a uniform mixture by pressing, folding, and stretching dough.
- d. Combining ingredients by gently cutting through the centre of the batter with a spoon.
- e. Mixing butter and sugar together until it is a smooth, light, fluffy mass.
- f. Passing an ingredient (usually flour) through a sieve.

passed by date

2. Label the following baking tools and describe what each is used for. Name a baked item you like to eat that is made by using those tools.



- a. Rolling pin
- b. Measuring cup
- c. Measuring spoons
- d. Pastry blender
- e. Mixer

3. Answer the following baking questions.

a. What does salt do to yeast in bread dough?

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b. Why should you cream your cake batter before baking it?

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c. What is the correct way to measure dry ingredients such as flour?

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d. What is the correct way to measure a cup of brown sugar?

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4. Explain how to tell when a cake or pan of bars is done baking.

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Doing

1. Bake one item from three of the four categories. One item may be from a packaged mix and the others must be from following recipes and using the individual ingredients.

a. Cookies, brownies, bars

b. Muffins, cakes, cupcakes

c. Pies, tarts

d. Bread, buns, dinner rolls, cinnamon rolls (using yeast, but no packaged mix allowed here)

Clean up the kitchen; the equipment, the counter, and the left-over ingredients. Have your baking tested by an adult. After tasting your baking and inspecting your clean-up, ask the adult to fill in your chart to verify that you completed the baking and clean-up.

2. Share some of your baking with your cadre or your counsellor. You know they always like treats!

3. Share some of your baking with a home-bound or widowed person from your church. If you can't think of anyone, ask your parents or counsellor. When you share your baking, tell the person that you baked it. Write down below what you baked and who you shared it with. Describe their reaction to your gift.

Baked item

Shared with

Reaction

.....

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date



CAR CARE

Learning

1. When God blesses us, what does He expect back from us ?
(Genesis 2:15, Proverbs 27:23)

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2. Memorize the following safety rules when working on a vehicle.
 - Do not wear watches, rings, or other jewelry.
 - Do not wear loose clothing (ties, kerchiefs, unbuttoned shirts or shirt sleeves). Also be sure your pockets are empty.
 - Do not leave the engine unattended when it is running with the hood up.
 - Before raising a vehicle with a jack, block the front and rear of one wheel. Be sure a vehicle is supported by solid blocks before crawling under it.
 - Beware of battery acid; wash it off immediately with plenty of water and then with baking soda and water.
 - Do not remove the radiator cap from a hot radiator.
 - Be sure the engine is cool before working on it.

3. Why is it necessary for vehicles to have regular oil changes?

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4. Explain the function of these main systems in an automobile.

a. Exhaust

.....

b. Transmission

c. Cooling

.....

d. Ignition

e. Electrical

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- 5. On an available vehicle, show your counsellor one part from each of the five systems listed above in question 4.
- 6. Why is it important to keep your vehicle clean and waxed? Why should you never *dust* your vehicle? Describe the proper way to clean and wax your vehicle by hand (inside and out).

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- 7. Explain how to detect when the following vehicle parts need to be replaced:

- a. Belts

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- b. Hoses

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- c. Windshield wipers/wiper blades

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Doing

- 1. Identify and check the vehicle’s vital fluids. Refill where necessary with the correct fluid. Check the temperature level of the fluid in the radiator. Add more water or coolant if necessary.
- 2. Check and adjust the tyre pressure on a vehicle.
- 3. Show how to find the jack and how to place it on the frame.
- 4. Do two of the following five projects:
 - a. Under adult supervision, change a tyre on a vehicle.
 - b. Visit a garage and identify a vehicle’s systems with a mechanic.
 - c. Wash and wax a vehicle (your counsellor’s would be a great choice) being sure to clean the windows, tyres, and the interior (including vacuuming and cleaning the dashboard).
 - d. Change windshield wipers or wiper blades on your family’s vehicle.
 - e. Check all the lights on your family’s vehicle. Replace any that are burned out. If none are, replace one anyway, or choose a different project.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

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HOME COOKING

Learning and Doing

1. Make a Home Cooking merit badge scrapbook.
 - a. On the first page, show the six basic food groups listed below. For each one, write down why that food group is important for a strong, healthy body. You should include pictures of foods from each group which you have cut out from magazines.

Food Group:

- Meat, Eggs, Fish – at least two meals each day
- Milk and Milk Products – at every meal
- Vegetables – at least one meal each day
- Fruit – at least one meal each day
- Cereals, Bread – at every meal
- Fats, Oils – at least one meal each day

- b. Listed below are different methods of cooking. Describe each method.

Fry

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Boil

.....

Simmer

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BREAKFAST MENU

What we're having

.....

Utensils needed to prepare it

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Item	Food List	Amount
.....
.....
.....
.....
.....

Directions for preparing it

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Roast

Bake

Broil

Steam

- c. Prepare breakfast, lunch and dinner menus for four people. Be certain to include items required from each food group (example: milk or milk products at each meal). Also, include at least three types of cooking.

LUNCH MENU

What we're having

Utensils needed to prepare it

Item	Food List	Amount
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Directions for preparing it

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- 2. Prepare one of the three meals you have planned. It should be for yourself, your counsellor and the rest of your cadre; or it can be for your family. The meal must be cooked in a regular home kitchen using a stove, microwave, or any other kitchen appliance. Complete the chart on the next page as you prepare your selected meal.

Meal prepared.....

Meal prepared for

Serve the meal

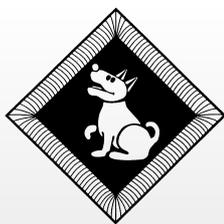
- set the table with the dinnerware, drinking glasses, silverware, serving utensils, and other accessories as needed.
- serve the food in its proper order.

Clean up properly after your meal. This includes:

- clearing and cleaning the table.
- washing the dishes.
- getting rid of the left-overs and rubbish.
- putting dishes, etc. back in their proper places.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date



PET CARE

Learning

1. List the animals that you think would be excellent pets and why.
 - a.
 - b.
 - c.
 - d.
 - e.

2. From your list, choose one animal that you already have (or would like to have) as a pet. Read about this animal in a book or on the Internet to find out how to care for it. List all the care that this pet needs.

Kind of pet

Care needed

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3. Even if you can get this animal for free, there are costs to owning a pet. List the items that are required to take care of this pet and the cost of each item. Some of the items you only need to get or do once, but others, like food, need to be replaced as they get used up. To help you think about all the items needed for your pet, think about what it needs in each of the following categories and list them in the chart below.

- living/sleeping place
- water/food dishes/bottles
- vitamins/medicine
- licence
- food
- toys
- vet care

Items Needed	Cost
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What is the total of the *start-up* costs?

What is the total of the monthly on-going costs?

4. Good pet owners train their pets so that they behave in a proper manner. Read a book, check the Internet, or talk with a knowledgeable person to find out what can be done to train pets. List two different types of pets from your list in **Learning 1** and three ways each can be trained.

Pet number 1

- a.
 b.
 c.

Pet number 2

- a.
 b.
 c.

Doing

1. Visit a pet clinic or store and talk with the veterinarian or a clerk in the store who cares for your type of pet. Ask what shots or special care is required for this pet. Make a list of the items mentioned and compare this to the list you made under **Learning 2**.

Name of clinic/store

Kind of pet

Care needed

Differences between your list and his/her list

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2. Fill in the pet care chart on the next page to show when and how often you cared for your pet during a two-week period of time. Depending on the type of pet you have, you may modify the care list in the chart using things you wrote in **Learning 2**.

If you are unable to get a pet, you may prove to your counsellor, parent, or guardian that you have been responsible for taking care of a pet by volunteering one hour each day for two weeks at one of the following: an animal rescue shelter; a pet store or clinic; or pet sit for a friend, neighbour or relative. Fill in the pet care chart on the next page with what you did as a volunteer.

3. Fill in the heading of the training chart with the ways you are going to train your pet. You can use what you wrote in **Learning 4** or use other ones. These can be basic training items. If your pet is already trained in the basics, work on something new, like learning tricks. Spend two weeks training your pet and complete the chart showing the amount of time you spent in training and the progress your pet is making.

If you don't have a pet, ask at the place where you are volunteering if you can try to train one of their pets.

4. Invite your counsellor over to see your pet. Show your counsellor where you keep your pet, the equipment you use to care for your pet, and have your pet demonstrate the ways you trained it.

5. Ask a facility such as a retirement home, hospital, or day care centre if you can bring your pet to visit. Make sure your pet is well behaved. If it is not possible to get into a facility, take your pet to a park or ask an elderly person if they would like a visit from you and your pet. Allow others to play with your pet and see what it can do. Tell your counsellor about this experience.

If you are unable to do this requirement with your pet or you do not have a pet, write a 75-100 word report on the use of pets in retirement homes or health care facilities and what effect visiting pets have on the people who live there.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

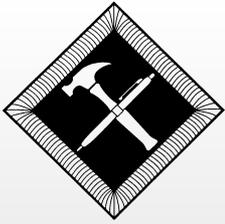
Pet Care Chart

Pet Cared For	Food (amount/ time fed)	Water (amount/ time done)	Exercised/ Played (how long)	Vitamins/ Medicine (amount/when)	Groomed (how long)	Cleaned Up (living area)
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Pet Training Chart

Type of Pet Being Trained

	Training #1	Training #2	Training #3
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			



OCCUPATIONS

Learning and Doing

1. Talk with your father, mother, or guardian about the work he/she does, and his/her occupation. Write down the information below.

Type of job

Duties

.....

.....

2. List five types of jobs (occupations) that are near your home or that you think would be interesting.

- a.
- b.
- c.
- d.
- e.

Select one of the five occupations you listed and put an "X" in front of it. Why does this occupation interest you?

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Talk to someone in that occupation about his or her job.

Write down the information in the box on the right.

Occupation

Job Requirements

- Age
- Physical
- Education and/or experience
- Special skills
- Other

Duties

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- 3. Make a poster, display, or a small scrapbook illustrating the occupation you selected above.
- 4. Look up the following Bible verses. Write what they tell you about selecting an occupation. Discuss it with your counsellor.

1 Corinthians 3: 1-15

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Psalm 9: 1-2

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Matthew 25: 14-30

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Romans 11: 36

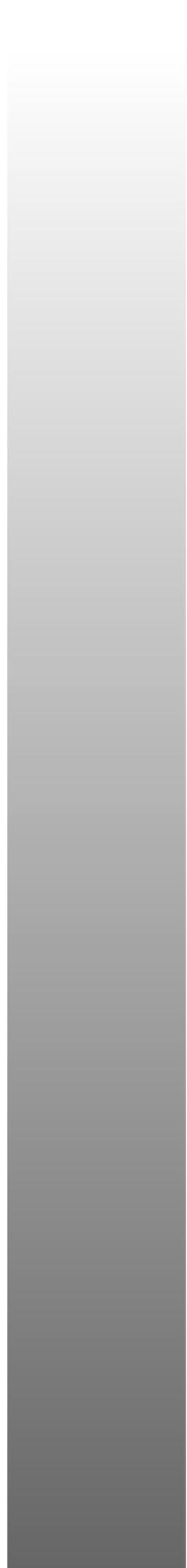
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Acts 20: 35

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Ask your Counsellor to sign below and arrange for the presentation of your badge.

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4. Memorize at least five of these important dates in computer history and tell your counsellor what happened on each.

- 1958 The microchip was invented.
- 1960 The first computer with a keyboard and monitor sold for US \$120,000.
- 1962 Steve Russell develops the first video game.
- 1964 Douglas Englebart develops a working mouse.
- 1965 John Kemeny and Thomas Turtz developed the BASIC computer language.
- 1970 The first floppy disk was used to store data used by computers.
- 1971 Texas Instruments showed the world a pocket-size calculator, replacing slide rules.
- 1975 The first personal computer, the Altair 8800, was sold in kit form.
- 1976 IBM developed the first ink-jet printer.
- 1976 Jobs and Wozniak start Apple Computer.
- 1977 Tandy became the first major electronics firm to produce a personal computer.
- 1977 Steve Jobs presented the Apple II computer, the first personal computer available in assembled form.
- 1977 Bill Gates and Paul Allen found Microsoft.
- 1978 Apple sold the first PC disk drive.
- 1979 Visicalc produced the first software (a spreadsheet) for developing business applications without first learning computer programming.
- 1981 IBM introduced its first personal computer and its operating system called DOS.
- 1981 Computer chips are first installed in cars.
- 1982 Companies begin producing IBM clones.
- 1982 Little smileys :-) are first used in e-mails.
- 1983 The first laptop computer was introduced.
- 1984 Apple unveiled the Macintosh computer.
- 1984 The CD-ROM was introduced as a high density data storage medium.
- 1985 Microsoft releases the first Windows operating system.
- 1988 The first worm program (first virus) was released on the Internet.
- 1992 The World-Wide Web was released by CERN.
- 1993 Intel announces the Pentium chip.
- 1993 Apple introduces the first successful Personal Digital Assistant (PDA).
- 1995 Toy Story is the first full-length feature film to be completely computer generated.
- 1996 The Calvinist Cadet Corps is now on the Internet with Gospelcom (one of the top 5% of all websites visited; the top Christian site).
- 1999 Apple releases the PowerMac G4, the first PC capable of over one billion operations per second.
- 2001 Apple's iPod digital music player is available.
- 2001 The Calvinist Cadet Corps has a new web address: [www. CalvinistCadets.org](http://www.CalvinistCadets.org).

Doing

Choose and perform any two of the following projects, or complete one of the projects below and another project approved by your counsellor.

- 1. Use a computer database to create a file of all the members of your cadre. Include their full name, address, and phone number, as well as merit badges and ranks earned. Show a printout to your counsellor.
- 2. Use a computer word processing program to create a newsletter for your cadre or club. Publish at least two issues of the newsletter and distribute copies to everyone in the club.
- 3. Use a computer spreadsheet program to record a budget for your club or cadre. Keep track of income and expenses for a period of time determined by your counsellor, and print a financial statement to show him.
- 4. Using a desktop publishing program, create a promotional flyer or poster to advertise some coming event for your club or cadre. Make use of text, clip art, and whatever else you think would be appropriate. Distribute the posters within your club or cadre.
- 5. Use a web browser. Find web pages for the Calvinist Cadet Corps and three individual Cadet clubs.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

GLASS ETCHING



Learning and Doing

1. Make a drawing of your cadre name and current date. (See Figure 1 as an example.) Make an etching of your drawing on a piece of glass approximately 8" x 10" (20 cm x 25 cm).

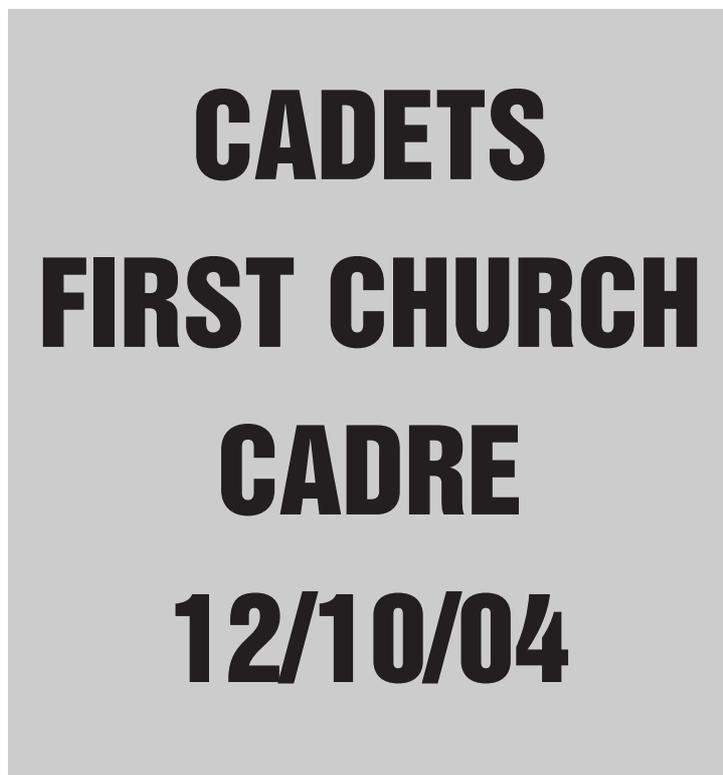
Materials needed

- several pieces of white paper (to make drawings)
- pencil
- black marker
- glass (according to the size of your drawing)
- clear vinyl plastic that is self-adhesive on one side
- craft knife
- vinyl, plastic, or rubber gloves
- etching cream
- masking tape
- sponge brush
- vinyl stencils

Most of these supplies are available in craft stores.

Instructions

- a. Draw your cadre name and the date on a piece of paper the way you want it to look. *Note:* Making block letters and numbers with straight lines will be easiest.
- b. Use your black marker and colour-in the block letters and numbers.
- c. Cut out a piece of clear vinyl plastic the same size as your glass.
- d. Remove the paper backing from the vinyl and apply the vinyl to the glass. Be careful not to get too many air bubbles trapped. To remove the air bubbles, just lift up and press down again. A few small bubbles won't hurt. Make sure the vinyl is securely stuck to the glass.
- e. With the vinyl side up, place the glass over the piece of paper with your drawing on it (drawing should be face up). Now tape the paper to the glass with masking tape.
- f. You may want to practise cutting to get the feel of it. Use another piece of glass and vinyl to practise.
- g. Cut along all the lines of your drawing with the craft knife. You may want to use



a ruler or straight edge to help cut along the straight lines. Be sure to cut all the way through the vinyl and to the end of each line, so you won't tear the vinyl when you try to remove it.

- h. Decide which part of your drawing you want etched; the black area or the white. If you want the black area etched, remove the vinyl that covers the black areas. If you want the white etched, then remove the vinyl that covers the white. (It may be easier to remove the vinyl as you cut out each area.) Be consistent when removing the vinyl: remove it from all the white or from all the black. If you take some from the white and some from the black or miss some pieces, your picture won't look right when it's finished. Press down all the edges of where you cut, so the etching cream won't get underneath the vinyl.
 - i. NOTE: This step requires adult supervision and must be done in a well-ventilated area. Put on the gloves and then pour some etching cream on the glass. Use the sponge brush to spread it around. Make sure you cover all the exposed areas. Let stand 5-10 minutes.
 - j. While still wearing gloves, rinse off the etching cream. Be sure to rinse in a proper place.
 - k. With your gloves still on, remove the vinyl. You may need to use your knife to help remove the vinyl. Rinse again with your gloves on. Let the glass dry. Now it is ready to put in a frame or holder.
2. Do one of the following.
 - a. Make another drawing or find a picture in a book (such as a colouring book) and then repeat steps 3-11 for the etching. Do not get too detailed.
 - b. Buy some self-adhesive stencils or rub-on glass etching stencils to etch on a clear drinking glass. Obtain permission from a parent or guardian before using their glass. Attach the stencil to the glass and etch.
 3. Make one more etching of your choice, either on a piece of glass (be sure to frame it) or on a clear drinking glass or mug. Then give it to someone at a hospital or retirement centre as a gift, or donate it to an organization that provides for the needy.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

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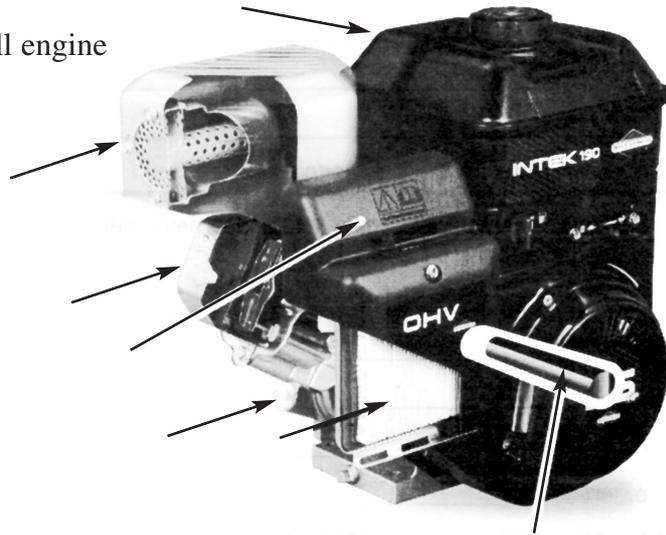
SMALL ENGINES



Learning

1. Identify the parts of the small engine shown, using the list below.

- a. Fuel tank
- b. Cylinder head
- c. Muffler
- d. Airfilter
- e. Carburetor
- f. Crank shaft
- g. Oil fill point
- h. Oil drain point



2. Explain the difference between a two-stroke engine and a four-stroke engine.

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3. What are the advantages of each?

a. Two-stroke

.....

.....

b. Four-stroke

.....

.....

4. What are the disadvantages of each?

a. Two-stroke

.....

.....

b. Four-stroke

.....

.....

5. Name the four events that occur in a four-stroke engine and explain each event.

a.....

-
- b.....
-
- c.....
-
- d.....
-

6. Explain what *choke* is and when it is needed.

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7. What is the function of the carburetor?

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8. What engine part is responsible for generating the spark?

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Doing

1. Perform a basic tune up on a small engine. Include the following:

- Clean and gap the spark plug.
- Clean the air filter.
- Change the oil, if required.
- Check that all bolts are secure.
- Replace the fuel filter, if applicable.
- Check that all safety features are in order.
- Test run the engine in a well ventilated area.

2. Obtain a scrap engine. If there is fuel in the tank, have an adult remove it. Dismantle the engine as far as possible.

- Trace the path of the air-fuel mixture into the combustion chamber.
- Observe the operation of the piston *reciprocating* while the crankshaft rotates.
- Remove the piston from the cylinder and note the piston rings. The piston rings are used to prevent the combustion gasses from leaking past the piston. Explain how your engine is lubricated.
- Recycle your engine parts when you are finished.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

WELDING



Learning

WARNING

Welding is very dangerous and should not be attempted without the careful supervision of an adult who is skilled in the art of welding.

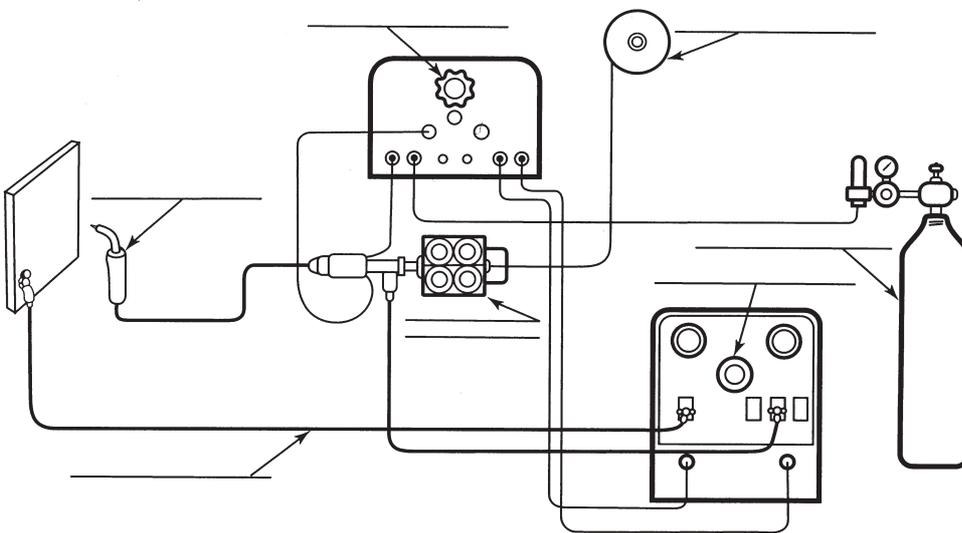
1. What is the purpose of welding?

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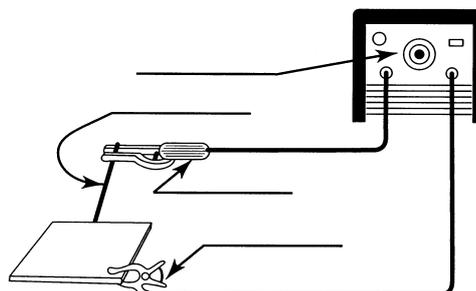
2. List five common everyday items that have been welded together.

a.....
b.....
c.....
d.....
e.....

3. Label the seven main parts of a gas wire welder as shown below.



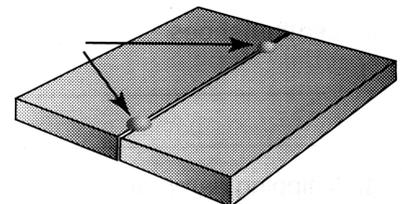
4. Label the four main parts of an electrode rod welder.



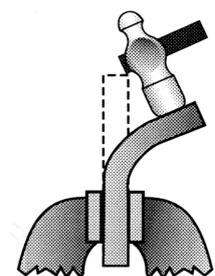
5. Explain why each of the following pieces of safety equipment or tools are required for welding.
- Safety glasses with side shields.....
 - Helmet
 - Jacket or cape with long sleeves
 - Leather gloves
 - Long trousers (not frayed)
 - Leather shoes
 - Chipping hammer
 - Fire extinguisher

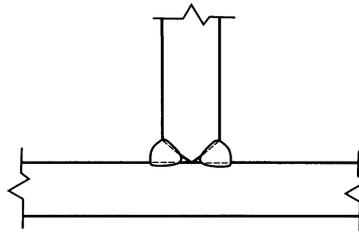
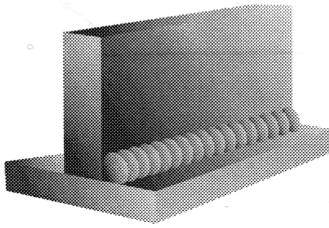
Doing

- On a piece of metal, weld several beads to get the *feel* of welding.
Be sure to have your welding helmet in place before you start, so that your eyes are shielded! Welding without protection will burn the retina of your eyes, which will cause blindness. If you are using a rod welder, after the weld has cooled down slightly, you will need to chip the slag off to see your weld. Once your weld is complete, ask your counsellor to inspect it. If there are any imperfections, discuss what needs to be done to correct the problem.
- When you think you have the proper feel of welding, try these variations. Notice the difference in the beads as you change the way you weld. Explain the differences to your counsellor and tell what made the difference.
 - Make the voltage control higher, then lower.
 - Hold your gun or rod further away from the metal, then closer.
 - Move your gun or rod faster and then slower.
 - Make the wire speed go faster, then slower. (This one is for use with a wire welder only. If you are using a rod welder, complete only a–c.)
- Take two pieces of 6 mm steel and tack them together at each end on the same side. This will weld them just enough to hold the two pieces in place .
 Then weld the two pieces together. Try this several times.



When you think you have a good weld, have your counsellor or helper put the piece into a bench vice. Then he will bend the metal over at a 90° angle with a hammer. If the weld holds, you have passed this section. If the weld doesn't hold, examine the weld and determine what you need to do differently to produce a better weld. Try again until you succeed.





4. Do the same exercise as listed above, except this time do a 90° weld . You can practice on both sides of the two pieces. To pass this section, weld on one side of the 90°, and do the same test as in No. 3.
5. Make any two of the following welding projects:
- Wind chime
 - Shoe scraper
 - Toy tractor
 - Boot rack
 - Garden tool rack
 - Any other project approved by your counsellor

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date



CLIMBING

Trust in the Lord with all your heart and lean not on your own understanding, in all your ways acknowledge Him, and He will make your paths straight.

Proverbs 3: 5-6

Purpose

The Climbing merit badge should give you some basic knowledge and skill; enough to enable you to enjoy the sport of rock climbing. It is not intended to have you fully trained in the sport. You will need to spend considerable time with a trained professional before you begin climbing on your own.

- 1. There are similarities between climbing and living the Christian life. Both require the participant to develop a high degree of trust and faith. Find two Scripture passages that have to do with faith or trust.

.....

.....

Talk with your counsellor about the following:

- a. Explain how trust relates to both the Christian life and climbing. Refer to the passages you found.
- b. Describe a time in your life when you needed to rely on God or on a fellow Christian.
- c. Describe why you are able to entrust your life to God.

- 2. Explain the difference between top-roping and lead climbing.
 - a. Top-roping
 - b. Lead climbing

- 3. Name at least three types of anchors used in top-roping.

- a.
- b.
- c.

- 4. Tell what R.E.N.E. stands for and why the concept is important.

.....

.....

.....

- 5. Memorize the following safety concerns and explain the importance of each.

- a. Use two independent anchors for top-roping.

.....
- b. Climbers and belayers must wear helmets.

.....

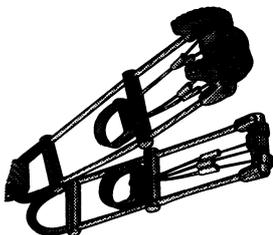
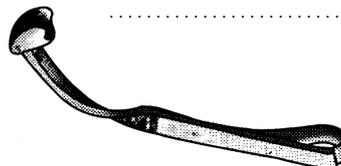
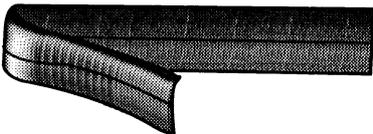
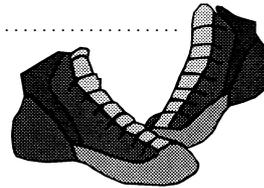
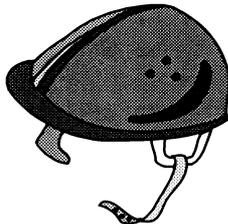
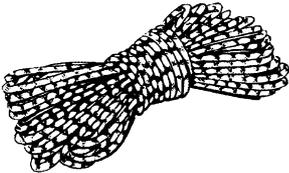
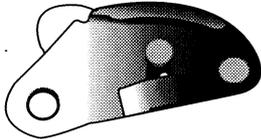
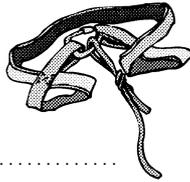
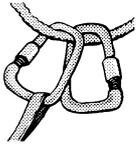
c. Observers must keep away from loose rock.

d. Climbers must take care of their climbing gear.

e. Use gear approved by UIAA.

f. Pre-check knots and harnesses each time you climb.

6. Identify the following parts.



7. Demonstrate the following to your counsellor and explain how they are used.

a. Knots

- Water
- Figure-eight
- Bowline

b. Commands

- On belay
- Climbing
- Up rope
- Slack
- Off belay

8. Study the following list of equipment that climbers often use. Choose two from each category and tell how they are used.
- a. Anchoring devices
 - Cams
 - Nuts
 - Tri-cams
 - Webbing
 - Spectra
 - Quick Draw
 - Carabiners (locking and non-locking)

 - b. Belay devices
 - ATC
 - Figure eight
 - GriGri

 - c. Other climbing/rappelling devices
 - Rope
 - Helmet
 - Harness
 - Shoes
 - Chalk bag and chalk
 - Shunt

Doing

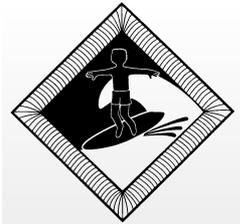
This part of the merit badge must be earned under the instruction of a qualified trained rock climber, or a climbing gym instructor. Bring your guidebook to the climbing area and have the instructor complete the Project Log when he is satisfied that you have completed the requirements. Do one of the following:

1. Climb on a real rock demonstrating the basic climbing moves and using the climbing commands.
2. Climb in an indoor rock climbing gym demonstrating the basic climbing moves and using the climbing commands.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

SURFING



Learning

1. List six potential dangers that may be present at any surfing spot.

- a.
- b.
- c.
- d.
- e.
- f.

2. List six pieces of equipment a person might use to go surfing.

- a.
- b.
- c.
- d.
- e.
- f.

3. Describe one advantage and one disadvantage of each of the following types of surfboards.

	advantage	disadvantage
Long board		
	advantage	disadvantage
Short board		
	advantage	disadvantage
Fun shape board		

4. Identify the following surfing terms as:

E surfing equipment	M a surfing manoeuvre	C a surfing condition
..... chop	..... duck dive	..... off the lip
..... roller coaster	..... undertow	..... offshores wind
..... set	..... locked in	..... side slip
..... log	..... tri fin	..... redtide
..... blackballed	..... hollow	..... cutback
..... walls	..... deck	..... lefts
..... 180	..... rip tide	..... leash
..... hood	..... helmet	..... glass off
	..... grip	

5. Learn the following **surfing safety rules**.

- Never surf alone.
- Do not surf in a restricted area.
- Do not surf in polluted water.
- Be aware of all the hazards at your surfing spot.
- Be aware of other surfers and swimmers around you in the water.
- Yield the right of way to surfers and body-boarders already in the wave.
- Always shuffle your feet in the sand while walking in the surf so you don't step on a sting-ray.

Doing

1. At the bottom of this page or on a separate paper, draw and color your favorite shape of surfboard. Show it to your counsellor.

2. Demonstrate that you can perform each of the following manoeuvres on the surfboard.

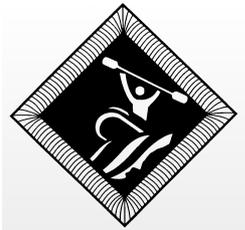
- Laying position
- Laying to sitting position
- Sit turn in left and right circle
- Sit to lay position
- Paddle in a left and right circle
- Catch and ride the soup on stomach
- Catch and ride the soup on knees
- Catch and ride the soup standing
- Duck dive under a wave
- Catch and ride a wave standing

3. Show your cadre a photograph of you surfing. Explain what you were doing and what you were feeling.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

WHITEWATER RAFTING



Learning

1. Some rivers are slow and smooth, while others are treacherous, even deadly. Give a definition for each of the river classes.

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

2. Describe the types of boats that can be used for whitewater rafting.

Paddle boat

Paddle oar boat

Oar boat

Kayak

3. Define the following river terms.

CFS

Eddy

Channel

Fork

Source

Hole

Surfing

Strainer

Haystack

4. List the safety equipment needed for whitewater rafting.

.....
.....

5. List other equipment that would be valuable for whitewater rafting.

.....
.....

Doing

- 1. Demonstrate the following paddle commands.
 - All forward
 - Left forward
 - All stop
 - Right back
 - All back
 - Left back
 - Right forward
 - High side

- 2. Memorize and explain the following safety techniques.
 - The four things you must do if you fall out of the raft
 - How to pull a fallen rafter back into the raft.

- 3. Go on a whitewater rafting trip. Complete the chart below.

Whitewater Rafting Trip

Name of the company or people who led the trip
.....

Name of your guide

Type of boat used

Names of other rafters in your boat

Name of the river you rafted

What class river was your trip?.....

What was the CFS on the river?.....

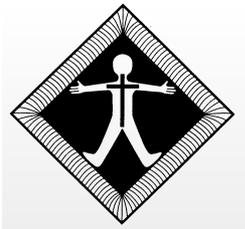
What was the length of your trip?

Describe what you saw and what you enjoyed the most during your rafting trip.
.....
.....
.....

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

GOD'S TEMPLE



Learning

1. According to Genesis 1: 27, you are special because God created you in His image.

a. How are all people made in the image of God?

.....
.....

b. How do you reflect the image of God?

.....
.....

2. Read 1 Corinthians 3: 16-17, 1 Corinthians 6: 19-20, and 2 Corinthians 6: 16-18. What do these verses say about you and your body, and how you care for your body?

.....
.....
.....

3. When others influence our behaviour, it is called peer pressure. What does 1 Corinthians 15: 33 say about this?

.....
.....
.....

List three things kids do because of having the wrong friends.

a.

b.

c.

4. Choosing the right friends is very important. Jesus had some very close friends with whom He spent time separate from the rest of the disciples. Why did Jesus want to spend time with just His closest friends in Matthew 26: 36-37?

.....
.....
.....

Name three things good friends encourage each other to do.

a.

b.

c.

5. Drugs are chemicals that affect how the mind and body work. Some drugs are legal and others are illegal. Name three legal and three illegal drugs.

LEGAL

ILLEGAL

.....
.....
.....

6. Name some bad things that can happen to the body of a person who uses drugs.

.....
.....
.....

7. Besides hurting the body of the drug user, drugs also can hurt other people. Describe ways a substance abuser could put innocent people in danger.

.....
.....
.....

Doing

1. Memorize 1 Corinthians 3: 16.
2. Do one of the following:
 - a. Make a poster or brochure on the theme: **Say 'No' to Drugs** include why and how to say **No**.
 - b. Make a scrapbook using brochures, newspaper or magazine articles, and photos about drug addiction and its affects on the body.
3. Write a report based on one of the following:
 - a. Invite a drug counsellor to a club meeting or visit a drug re-habilitation centre to find out:
 - Why do people use drugs?
 - How quickly do people get addicted to drugs?
Why do some people become addicted more quickly than others?
Do teen-agers get addicted in less time than adults?
 - Alcohol and nicotine are also drugs. Why are they legal but others are illegal? Are they more or less dangerous than illegal drugs?
 - How easy/hard is it to *kick* a drug habit?
 - b. Interview or read about a recovering drug user. Use these questions as a guide.
 - When and why did you first try drugs?
 - How did you feel about yourself while using drugs?

- How did your addiction affect your family and friends?
- How and why did you stop your drug habit?
- How do you feel about yourself now?
- How did recovery affect your family and friendships?
- What advice do you have for Cadet age boys?

4. Make a pledge to keep yourself pure from mis-using drugs.

**I pledge to keep my temple (body) pure for God
by saying *No* to drugs.**

.....
(your name)

5. Choose an adult you feel comfortable talking to and ask him/her to sign the following pledge.

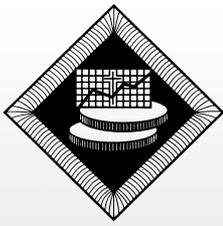
I agree to make myself available to
.....
(boy's name)

**anytime he wishes to talk with me about any problem
or concerns in his life. I agree to keep our talks confidential,
pray with him, and encourage him to seek any help he needs.**

.....
(adult signature)

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date



MONEY MANAGEMENT

Learning

1. When you save, spend, or give away money, whose money are you actually managing (Haggai 2: 8; Deuteronomy 8: 18)?

.....
.....

2. What are some of the ways that you have of getting money?

.....
.....

3. What are some of the things you spend money on?

.....
.....

4. Besides spending money, you can save it or to give it away.

a. What are reasons for saving money (Proverbs 12: 11, 27: 23-27)?

.....
.....

b. What are reasons for giving money away (Proverbs 11: 24-25, Luke 6: 30-35)?

.....
.....

5. Define the following terms.

Money

CD/GIC

Deposit

Loan

Cheque account

Compound interest

Simple interest

Interest rate.....

Savings account.....

Principal.....

Withdrawal.....

ATM.....

6. How old do you have to be to legally obtain a bank loan? years

Doing

1. Keep a log of all your money for one month. Include such things as:

- Income; how much and where it came from.
- How much you saved and where.
- How much you spent and on what.
- How much you gave away and to whom.

Summarise the results in the following chart.

Week	Amount Received	Gave Back to God	Saved	Spent
1				
2				
3				
4				

2. If you don't already have a savings account, open one.

Before you go, write down your social security number or social insurance number, date of birth, name, address, and telephone number to give the bank.

- What interest rate are you getting?
- How much money will you have a year from now, assuming the following are true. (You can get help with this question; ask your helper to explain how you can work it out.)
- You don't put any more money in the account.
- You don't take any money out of the account.

- The interest rate doesn't change.
\$
3. Fill out the top two forms on the next page as if they were transactions for a savings account in your name.
 - Deposit ticket, for a deposit made on October 15. Your deposit consisted of seven 5-cent coins, a 10-cent coin, six twenty-cent coins, three 50-cent coins, two fifty-dollar notes, and a check for \$29.62.
 - Withdrawal ticket for a cash withdrawal made on October 22 in the amount of \$55.00.

 4. Fill out the last three forms on the next pages as if they were for a cheque account in your name.
 - Deposit ticket, for a deposit made on October 17 consisting of two cheques, each for \$65.00.
 - Cheque dated today, in the amount of \$50.00, payable to the Calvinist Cadet Corps.
 - Cheque register with these transactions, in chronological order.
 - Your balance on 3 October was \$127.39.
 - You paid out these amounts:
On 7 October you paid the Ace Music Company \$10.83 for the purchase of CDs. Your cheque number was 273.
You paid your church a tithe of \$40.00 on 17 October.
On 22 October you paid your friend the \$14.00 you owed him.
On 25 October you found a bike you couldn't resist and paid out \$275.55 to Smith Sporting Goods to get it.
 - You collected this much income:
You collected 53c in interest on 10 October.
Your job paid you \$400.00 on 15 October and you deposited 75% of it.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date

Cheque register

Illustrate Australian-style Bank deposit, withdrawal forms and sample cheque, and cheque register.
Use an extra page.

Illustrate Australian-style Bank deposit, withdrawal forms and sample cheque, and cheque register.

Savings Account deposit form

Illustrate Australian-style Bank deposit, withdrawal forms and sample cheque, and cheque register.

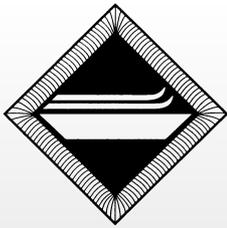
Savings Account withdrawal form

Illustrate Australian-style Bank deposit, withdrawal forms and sample cheque, and cheque register.

Cheque Account Deposit form

Illustrate Australian-style Bank deposit, withdrawal forms and sample cheque, and cheque register.

Cheque



SNOW SKIING

Learning

This merit badge covers two types of skiing: cross-country skiing and downhill (or Alpine) skiing. You, the Cadet, must choose which of the two types to work on. After answering the first two questions in the Learning section, you can proceed through the rest of the Learning and Doing sections, fulfilling only the requirements that pertain to your choice of skiing types.

- 1. List, describe, and explain why the basic items of winter apparel are used in skiing.

.....
.....
.....
.....
.....

- 2. Define *hypothermia* and describe the treatment.

.....
.....
.....
.....
.....

Cross-country

- 1. List the four special pieces of equipment needed for cross-country skiing.

.....
.....
.....
.....

- a. Name the two basic types of skis.

.....
.....

- b. Define the terms flex and camber.

.....
.....

c. Describe the procedures used to choose:

Length of poles

.....

Length of skis

.....

Flex of skis

.....

2. List some guidelines for a cross-country ski tour.

.....
.....
.....
.....
.....
.....

Downhill

1. List the four special pieces of equipment needed for downhill skiing and tell how to choose the best equipment for you.

.....
.....
.....
.....
.....
.....
.....

2. Memorize the following **downhill skiing rules**.

- Yield to skiers in front and beside you, on your right and left.
- Don't ski faster than you can keep yourself in control.
- Stay on marked trails.
- Sit still while you are on the chair lift.
- Dress for the cold and shed clothing if needed.
- Know your limitations; don't attempt steep hills.
- Pay attention when you are using the tow rope or chair lift.

Doing

Cross-country

- 1. Demonstrate:
 - Diagonal stride
 - Derriere
 - Herringbone
 - Telemark turn
 - Side step
- 2. Take a one-hour tour with an accomplished cross-country adult skier.
- 3. Plan and participate in a ski tour with at least two other skiers (tour of two to three hours).

Downhill

- 1. Demonstrate:
 - Sidestep
 - Stopping
 - Right turn
 - Snow plowing
 - Left turn
 - Traversing
- 2. Demonstrate the proper method of using the tow rope and the chair lift.
- 3. Plan and participate in a half-day ski outing with an accomplished downhill adult skier.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

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SIMPLE MACHINES



Learning

1. Define the two basic types of machine:

Simple machine

.....

.....

Complex machine

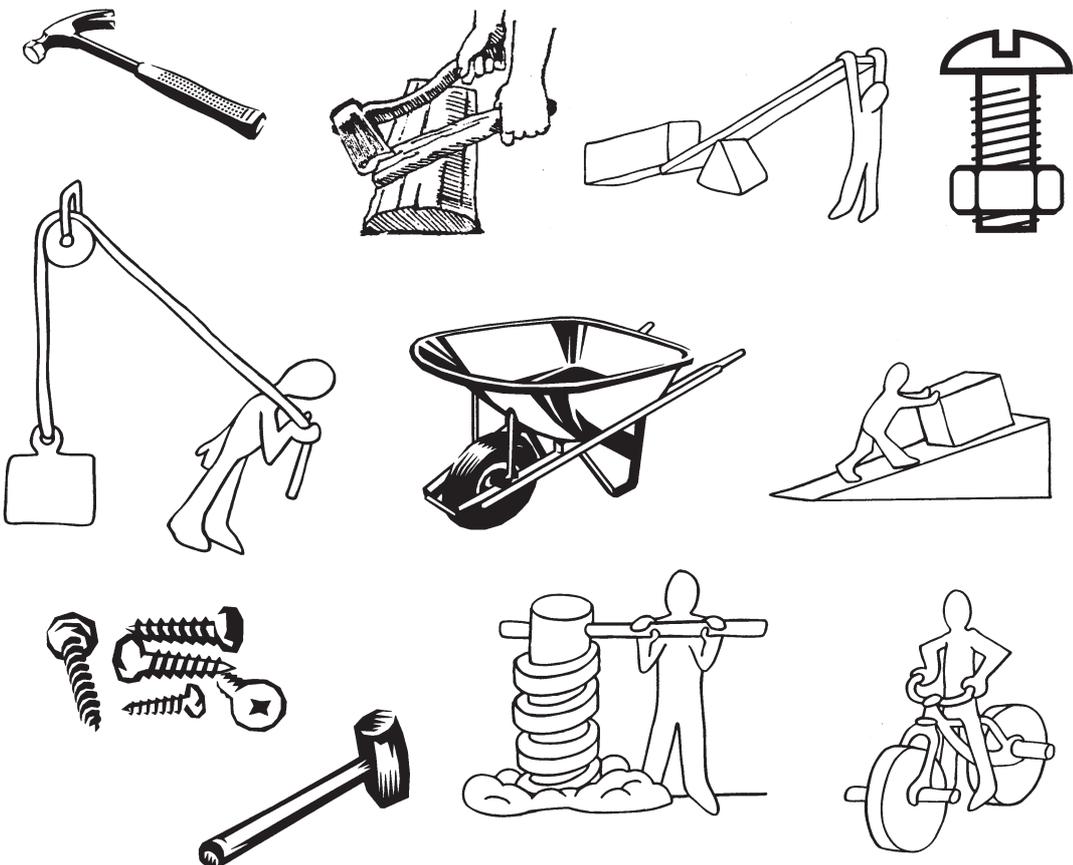
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2. Identify which of the simple machines is represented in each drawing by placing the letter in the blank next to the drawing. Answers can be used more than once.

The first one has been done for you.

- a. Lever
- b. Pulley
- c. Screw
- d. Inclined plane
- e. Wheel and axle
- f. Wedge



3. Give an example of each of the six simple machines, and describe how each works to reduce effort.

Example **How It Works**

- a. Lever
.....
- b. Pulley
.....
- c. Screw
.....
- d. Inclined plane
.....
- e. Wheel and axle
.....
- f. Wedge
.....

4. Name the three classes of levers, give an example of each, and tell how they differ.

Class **Example and Description**

- a.
- b.
- c.

5. Use your Bible to answer the following questions.

- a. Exodus 14: 23 mentions an instrument of war. What was it and what simple machine was it dependent upon?
- b. What simple machines do you think would have been used in the building project described in Genesis 11: 1-5?
- c. The tool or weapon mentioned in 1 Samuel 17: 40,49 is patterned after a simple machine. Which one? (Hint: Your bike has two and your dad’s car has two which are attached to four.)
- d. When Solomon built God’s temple in Jerusalem, he didn’t allow certain tools to be used at the job site. What were they, and what simple machines did they represent (1 Kings 6: 7)?

Demonstrate to your counsellor the use of four of six simple machines to perform four tasks. Then try to perform the same tasks without the use of the simple machines. Explain to your counsellor how the simple machines helped make your tasks easier.

Ask your Counsellor to sign below and arrange for the presentation of your badge.

..... date