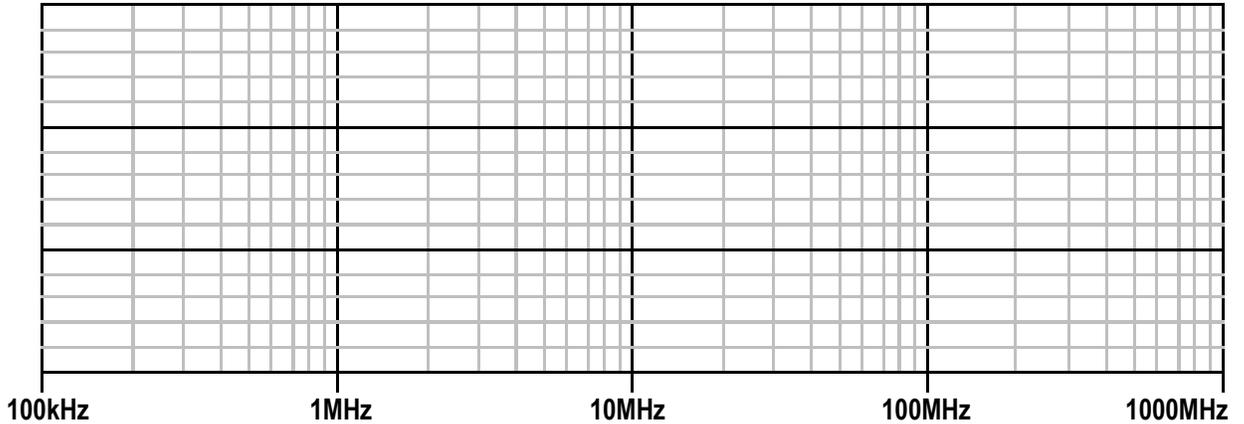


- 3. Do the following:
 - a. Draw a chart of the electromagnetic spectrum covering 100 kilohertz (kHz) to 1000 megahertz (MHz).
 - b. Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.
 - c. Locate on your chart at least eight radio services such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), and public service (police and fire).



- 4. Explain how radio waves carry information.

Include in your explanation: transceiver, transmitter, receiver, amplifier, and antenna.

Transceiver:

Transmitter:

Receiver:

Amplifier:

Antenna:

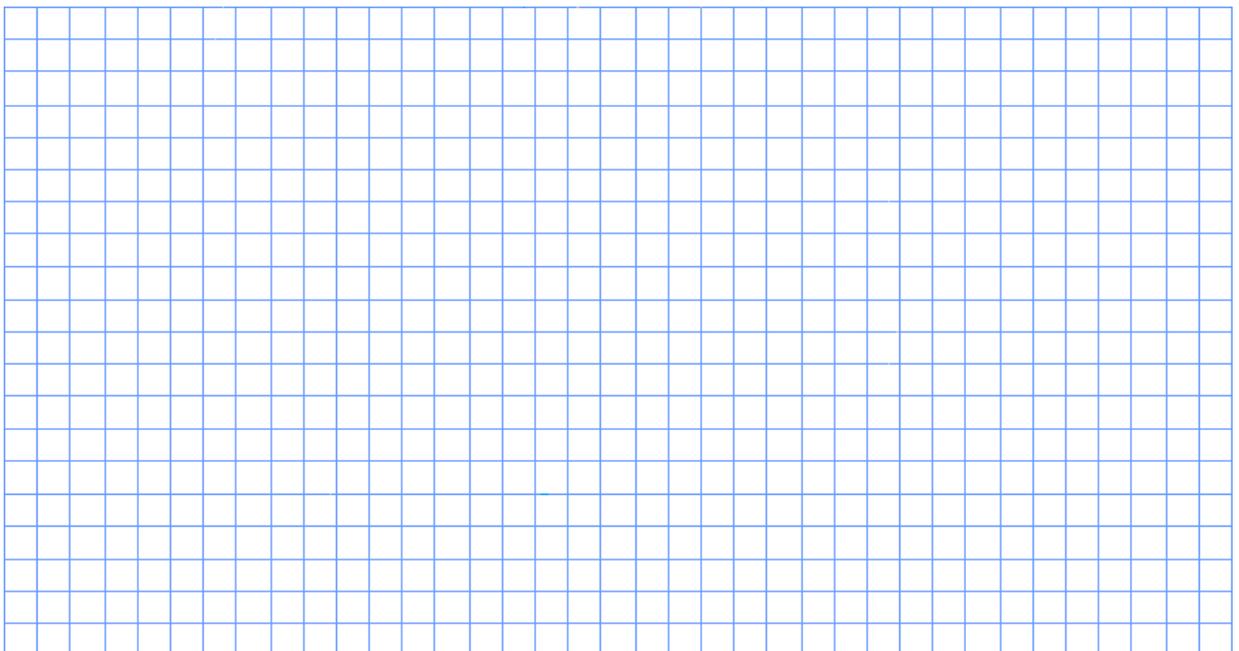
5. Do the following:

a. Explain the differences between a block diagram and a schematic diagram.

Block diagram:

Schematic diagram:

b. Draw a block diagram for a radio station that includes a transceiver, amplifier, microphone, antenna, and feed line.



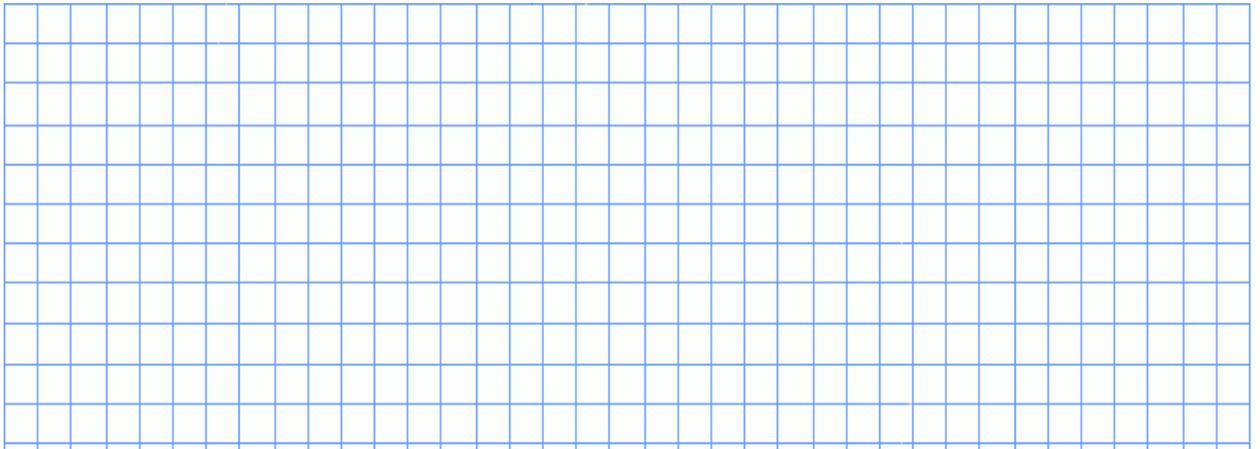
c. Explain the differences between an open circuit, a closed circuit, and a short circuit.

Open circuit:

Closed circuit:

Short circuit:

d. Draw eight schematic symbols.



Explain what three of the represented parts do.

1.	
2.	
3.	

Find three electrical components to match to three of these symbols.

1.		
2.		
3.		

6. Explain the safety precautions for working with radio gear, including the concept of grounding for direct current circuits, power outlets, and antenna systems.

General safety precautions:

Grounding for direct current circuits:

Grounding for Power outlets:

Grounding for antenna systems:

- 7. 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.

Equipment:

Licenses:

Purpose:

- 8. Find out about three career opportunities in radio.

- 1.
- 2.
- 3.

Pick one and find out the education, training, and experience required for this profession.

Career:

--

Education:

Training:

3.	<hr/> <hr/> <hr/> <hr/> <hr/>
4.	<hr/> <hr/> <hr/> <hr/> <hr/>
5.	<hr/> <hr/> <hr/> <hr/> <hr/>

4. Explain some of the differences between the Technician, General, and Extra Class license requirements and privileges.

Technician:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
General:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Extra Class:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Explain who administers amateur radio exams.

5. Explain how you would make an emergency call on voice or Morse code.

6. Explain the differences between handheld transceivers and home "base" transceivers.

Handheld	
Base	

Explain the uses of mobile amateur radio transceivers and amateur radio repeaters.

Transceivers:	
Repeaters:	

b. **BROADCAST RADIO**

1. Prepare a program schedule for radio station "KBSA" of exactly one-half hour, including music, news, commercials, and proper station identification

- Record your program on audiotape or in a digital audio format using proper techniques.
2. Listen to and properly log 15 broadcast stations.

	Call sign	Freq.	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Determine the program format and target audience for five of these stations.

	Call Sign	Program Format	Target Audience
1.			
2.			
3.			
4.			
5.			

3. Explain at least eight terms used in commercial broadcasting, such as segue, cut, fade, continuity, remote, Emergency Alert System, network, cue, dead air, PSA, and playlist.

<input type="checkbox"/> Segue:	
<input type="checkbox"/> Cut:	
<input type="checkbox"/> Fade:	
<input type="checkbox"/> Continuity:	
<input type="checkbox"/> Remote:	
<input type="checkbox"/> Emergency Alert System:	
<input type="checkbox"/> Network:	
<input type="checkbox"/> Cue:	
<input type="checkbox"/> Dead Air:	
<input type="checkbox"/> PSA:	
<input type="checkbox"/> Playlist:	

c. **SHORTWAVE LISTENING**

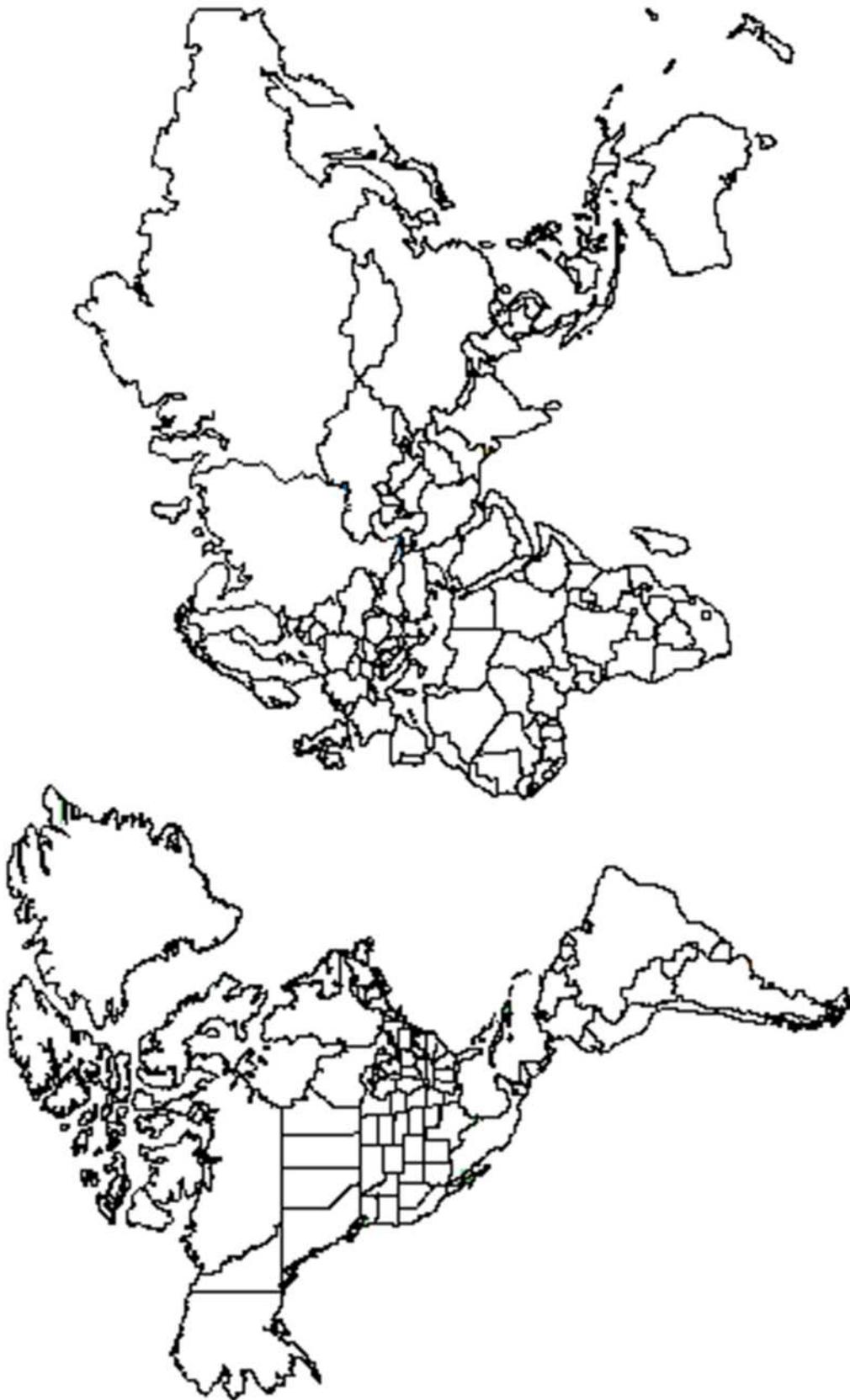
- 1. Listen across several shortwave bands for four one-hour periods - at least one period during daylight hours and at least one period at night. Log the stations properly and locate them geographically on a globe.

(Note: You may want to use the map on the next page if a globe isn't available)

- 2. For several major foreign stations (BBC in Great Britain or HCJB in Ecuador, for example), list several frequency bands used by each.

- 3. Compare your daytime and nighttime logs; note the frequencies on which your selected stations were loudest during each session.

Explain the differences in the signal strength from one period to the next.



Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Radio#Requirement_resources

Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program

No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, “Advancement for Members With Special Needs”.

[Page 2] — The “Guide to Safe Scouting” Applies

Policies and procedures outlined in the *Guide to Safe Scouting*, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (<http://www.scouting.org/Marketing/Resources/SocialMedia>). For example, always copy one or more authorized adults on email messages between counselors and Scouts.

When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See “Fulfilling More Than One Requirement With a Single Activity,” 4.2.3.6.

[7.0.3.2] — Group Instruction

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways, fairs, clinics, or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout—actually and *personally*—completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree to sign off only requirements that Scouts have actually and personally completed.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See “Reporting Merit Badge Counseling Concerns,” 11.1.0.0.
- There must be attention to each individual’s projects and his fulfillment of all requirements. We must know that every Scout—actually and personally—completed them.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

[7.0.3.3] — Partial Completions

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partial completions have no expiration except the Scout’s 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing “worksheets” may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.