


# Architecture

## Prerequisites:

1. Read Architecture Merit Badge Book and bring to class.

# Architecture

From MeritBadgeDotOrg

Resources include the Architecture merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next ▶](#)



**Architecture** requires prior counselor approval for requirement(s) ##3.

## Contents

- 1 Architecture merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Architecture is not just the special buildings like cathedrals, museums, or sports stadiums we read about or see on television; it is as normal as the homes, places of worship, schools, and shopping malls where we live, worship, work, learn, and play every day. However, architecture is more than just common shelter; building has always satisfied the human need to create something of meaning. Even the simplest form of architecture is a work of art that requires thought and planning. ”

## Architecture merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1911
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	020
<b>Requirements revision:</b>	2015
<b>Latest pamphlet revision:</b>	2014

The Architecture merit badge was one of the original 57 merit badges issued by the Boy Scouts of America in 1911.



# Architecture merit badge requirements

1.
  - a. Tour your community and list the different building types you see. Try to identify buildings that can be associated with a specific period of history or style of architecture. Make a sketch of the building you most admire.
  - b. Select an architectural achievement that has had a major impact on society. Using resources such as the Internet (with your parent's permission), books, and magazines, find out how this achievement has influenced the world today. Tell your counselor what you learned.
2. In the Outdoor Code, a Scout pledges to "be conservation-minded." Discuss the following with your counselor:
  - a. The term sustainable architecture. Identify three features typical of green buildings.
  - b. The difference between renewable building materials and recycled building materials, and how each can be used in construction.
  - c. The relationship of architecture with its surrounding environment and the community.
  - d. How entire buildings can be reused rather than torn down when they no longer serve their original purpose.
3. Do ONE of the following:
  - a. With your parent's and counselor's permission and approval, arrange to meet with an architect. Ask to see the scale model of a building and the drawings that a builder would use to construct this building. Discuss why the different building materials were selected. Look at the details in the drawings and the scale model to see how the materials and components are attached to each other during construction.
  - b. With your parent's and counselor's permission and approval, arrange to meet with an architect at a construction site. Ask the architect to bring drawings that the builder uses to construct the building. While at the site, discuss why the different building materials being used were selected. Discuss how the different building materials and components are attached to each other during construction.  
Note: To visit a construction site will require advance planning. You will need permission from your parents, counselor, the architect, and the construction site manager. A construction site is a very dangerous place. While there, you will need to closely follow the site manager's directions and comply with all the safety procedures, including wearing a hard hat protective eyewear, and proper footwear. Be aware of the changing conditions at the site, and stay with the architect or site manager.
  - c. Interview someone who might be your client (such as a prospective homeowner or business owner) if you were an architect. Find out what your client's requirements would be for designing a new home or business building. Write a short program including a list of requirements for the project, the functions of the building and site, how the functions relate to one another, and the goals of the project.
4. Measure a room such as one where you live or where your troop meets. Make an accurately scaled drawing of the room's floor plan showing walls, doors, closets, windows, and any built-in furniture or cabinets. Neatly label your drawing with the following: your name, the date, what room you drew, and the scale of the drawing.  
(Drawing scale: 1/4 inch = 1 foot)
5. Find out about three career opportunities in architecture. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

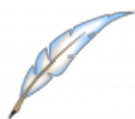


The *official* source for the information shown in this article or section is:  
*Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Architecture/req&action=edit>) by an administrator.

Please note any errors found in the above requirements on this article's Talk Page.

## Notes



**A FREE workbook for Architecture is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Architecture requirements (<http://meritbadge.org/wiki/index.php?title=Template:Architecture/req&printable=yes>).*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>).
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Architecture is a rare merit badge!

## Requirement resources

- **1:** Architectural Styles of America (<http://jan.ucc.nau.edu/~twp/architecture/>) Arranged by theme and time period. Also see: Wikipedia: Architecture (<http://en.wikipedia.org/wiki/Architecture>)

The graph paper you need is in the Architecture Worksheet.

- **2:** Outdoor Code
- **3:** Find an architect in your area (<http://architectfinder.aia.org/>) through the American Institute of Architects' "Architect Finder"

Building Materials ([http://en.wikipedia.org/wiki/Building\\_materials](http://en.wikipedia.org/wiki/Building_materials))

- **4:** The graph paper you need is in the Architecture Worksheet.

How to draw a Scale Floor Plan (<http://www.wikihow.com/Draw-a-Floor-Plan-to-Scale>)

- **5: Careers in Architecture** (<http://www.archcareers.org/>)

## Related awards

### Science-related awards

- Boy Scout Merit Badges: Animal Science - Archaeology - Astronomy - **Architecture** - Chemistry - Composite Materials - Digital Technology - Electricity - Electronics - Energy - Environmental Science - Geology - Nuclear Science - Radio - Space Exploration - Weather
- Webelos Activity Badge: Engineer - Geologist - Scientist
- Cub Scout Belt Loops & Pins: Astronomy - Geography - Geology - Science - Weather

### Art-related awards

- Boy Scout Merit Badges: **Architecture** - Art - Basketry - Bugling - Cinematography - Cooking - Graphic Arts - Indian Lore - Leatherwork - Metalwork - Model Design and Building - Music - Photography - Pottery - Sculpture - Theater- Wood Carving - Woodwork
- Venturing: Arts and Hobbies Bronze Award - Outdoor Living History (Ranger Award elective)
- Webelos Activity Badges: Artist - Craftsman - Showman
- Cub Scout Belt Loops & Pins: Art - Music

### Profession-related awards

- Boy Scout Merit Badges: American Business - **Architecture** - Aviation - Chemistry - Crime Prevention - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - Landscape Architecture - Law - Medicine - Personal Management - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
- Webelos Activity Badges: Engineer - Scientist
- Cub Scout Belt Loops & Pins: Mathematics - Science

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- Amer. Architectural Found. (<http://www.archfoundation.org>)
- American Institute of Architects (<http://www.aia.org/>)
- Amer. Institute of Arch. Students (<http://www.ianasatl.org>)
- Assn. of Collegiate Schools of Arch. (<http://www.acsa-arch.org>)
- Assn. of Licensed Architects (<http://www.licensedarchitect.org>)
- Nat. Council of Arch. Reg. Boards (<http://www.ncarb.org>)
- Nat. Org. of Minority Architects (<http://www.noma.net>)
- New York Society of Architects (<http://www.nysarch.com>)
- Soc. of Amer. Registered Architects (<http://www.sara-Nat..org>)
- Feng Shui Society (<http://www.fengshuisociety.org.uk/>)
- Buildings designed by Frank Lloyd Wright
  - Falling Water (<http://www.paconserve.org/index-fw1.asp>) - Ohiopyle, Pa
  - Kentucky Knob (<http://www.kentuckknob.com/>) - Farmington, Pa.

Retrieved from "<http://meritbadge.org/wiki/index.php/Architecture>"

Categories: Merit badges requiring prior approval | Professions merit badges | Merit badges | Original merit badges | Boy Scout Requirements

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- This page was last modified 14:51, February 13, 2015.



# Architecture

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 620714).

The requirements were last issued or revised in 2015 • This workbook was updated in February 2015.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

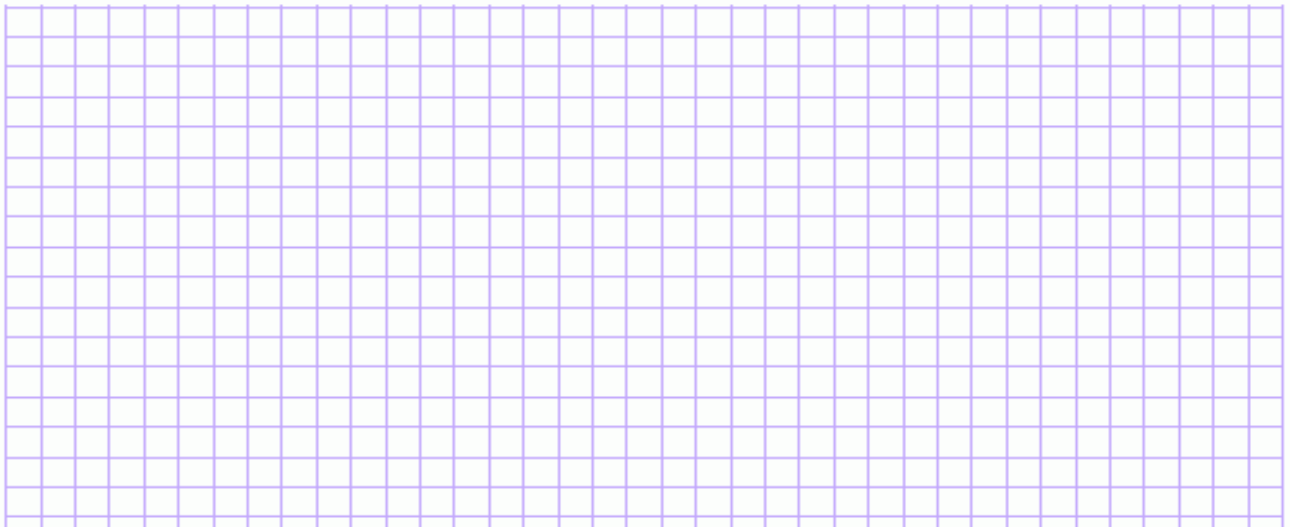
1. Do the following:

a. Tour your community and list the different building types you see.


Try to identify buildings that can be associated with a specific period of history or style of architecture.

Building	Period of history or style of architecture

Make a sketch of the building you most admire.



- b. Select an architectural achievement that has had a major impact on society. \_\_\_\_\_

Using resources such as the Internet (with your parent's permission), books, and magazines, find out how this achievement has influenced the world today. Tell your counselor what you learned.


- 2. In the Outdoor Code, a Scout pledges to "be conservation-minded." Discuss the following with your counselor:

- a. The term *sustainable architecture*.


Identify three features typical of green buildings.


- b. The difference between renewable building materials and recycled building materials, and how each can be used in construction.




- c. The relationship of architecture with its surrounding environment and the community.


- d. How entire buildings can be reused rather than torn down when they no longer serve their original purpose.


- 3. Do ONE of the following:

- a.  With your parent's and counselor's permission and approval, arrange to meet with an architect.
- Ask to see the scale model of a building and the drawings that a builder would use to construct this building.

Discuss why the different building materials were selected.


Look at the details in the drawings and the scale model to see how the materials and components are attached to each other during construction.


- b.  With your parent's and counselor's permission and approval, arrange to meet with an architect at a construction site.
- Ask the architect to bring drawings that the builder uses to construct the building.

While at the site, discuss why the different building materials being used were selected.


Discuss how the different building materials and components are attached to each other during construction.


Note: To visit a construction site will require advance planning. You will need permission from your parents, counselor, the architect, and the construction site manager. A construction site is a very dangerous place. While there, you will need to closely follow the site manager's directions and comply with all the safety procedures, including wearing a hard hat protective eyewear, and proper footwear. Be aware of the changing conditions at the site, and stay with the architect or site manager.

- c.  Interview someone who might be your client (such as a prospective homeowner or business owner) if you were an architect.

Find out what your client's requirements would be for designing a new home or business building. Write a short program including a list of requirements for the project, the functions of the building and site, how the functions relate to one another, and the goals of the project.

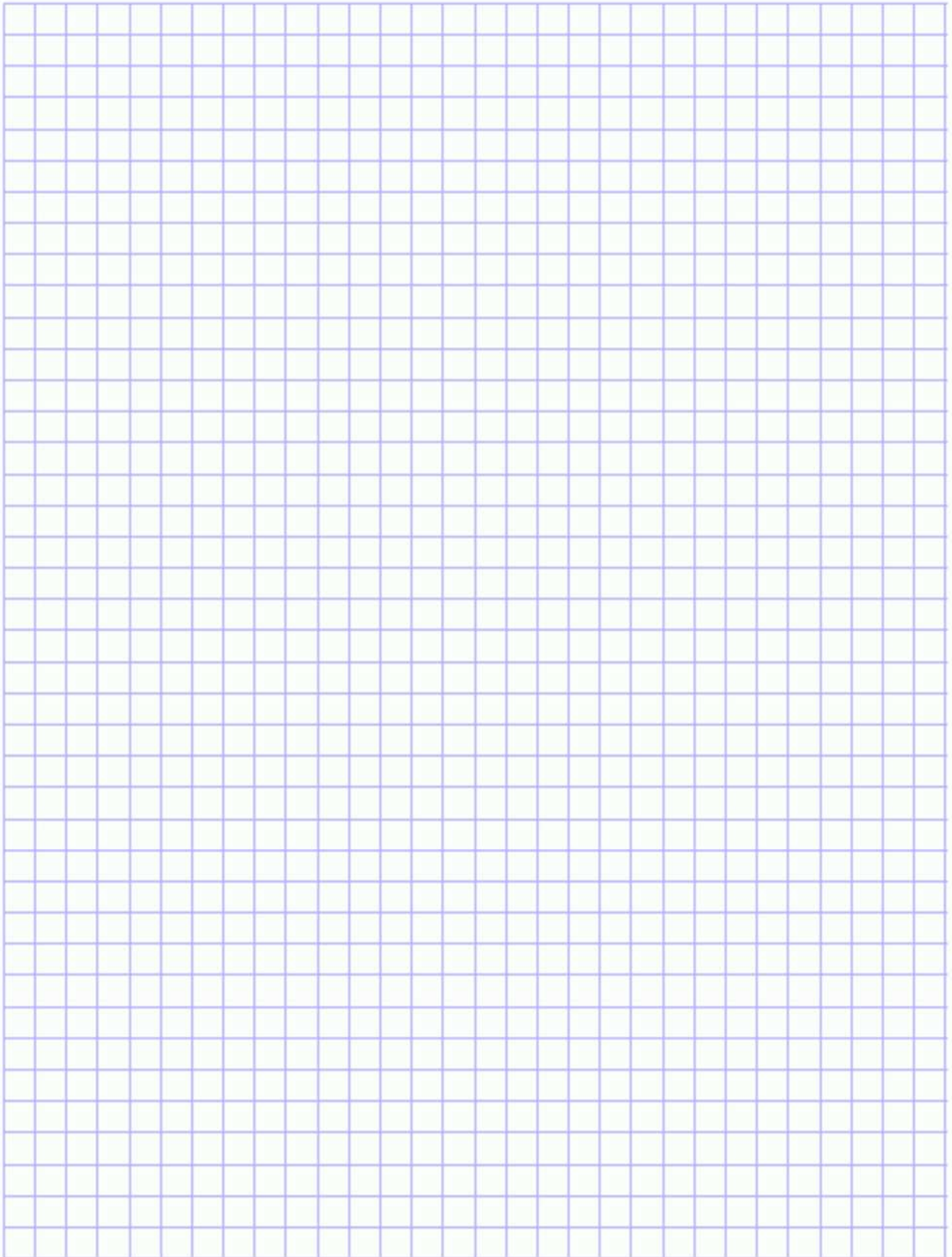
Requirements


Functions of the building and site,


How the functions relate to one another,


Goals of the project.


4. Measure a room such as one where you live or where your troop meets. Make an accurately scaled drawing of the room's floor plan showing walls, doors, closets, windows, and any built-in furniture or cabinets. Neatly label your drawing with the following: your name, the date, what room you drew, and the scale of the drawing. (Drawing scale: 1/4 inch = 1 foot)



5. Find out about three career opportunities in architecture.

1.	
2.	
3.	

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

Education:


Training:


Experience:


Discuss this with your counselor, and explain why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Architecture#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Architecture#Requirement_resources)

**The Outdoor Code**

As an American, I will do my best to—

**Be clean in my outdoor manners.** I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

**Be careful with fire.** I will prevent wildfire. I will build my fires only when and where they are appropriate. When I have finished using a fire, I will make sure it is cold out. I will leave a clean fire ring, or remove all evidence of my fire.

**Be considerate in the outdoors.** I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoor activities.

**Be conservation-minded.** I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.



# Chemistry

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in January 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Do EACH of the following activities:

a. Describe three examples of safety equipment used in a chemistry laboratory and the reason each one is used.


b. Describe what a safety data sheet (SDS) is and tell why it is used.


- c. Obtain an SDS for both a paint and an insecticide. Compare and discuss the toxicity, disposal, and safe-handling sections for these two common household products.

Toxicity:


Disposal:


Safe handling:


- d. Discuss the safe storage of chemicals.


How does the safe storage of chemicals apply to your home, your school, your community, and the environment?

Home:


School:


Community:




Environment:


2. Do EACH of the following activities:

- a. Predict what would happen if you placed an iron nail in a copper sulfate solution.


Then, put an iron nail in a copper sulfate solution. Describe your observations and make a conclusion based on your observations.

Observations:


Conclusion:


Compare your prediction and original conclusion with what actually happened.


Write the formula for the reaction that you described.


- b. Describe how you would separate sand from water, table salt from water, oil from water, and gasoline from motor oil.

Sand from water:


Table salt from water:


Oil from water:


Gasoline from motor oil:


Name the practical processes that require these kinds of separations.


- c. Describe the difference between a chemical reaction and a physical change.


3. Construct a Cartesian diver. Describe its function in terms of how gases in general behave under different pressures and different temperatures.


Describe how the behavior of gases affects a backpacker at high altitudes and a scuba diver underwater.

Backpacker:


Scuba diver:


4. Do EACH of the following activities:

- a. Cut a round onion into small chunks. Separate the onion chunks into three equal portions. Leave the first portion raw. Cook the second portion of onion chunks until the pieces are translucent. Cook the third portion until the onions are caramelized, or brown in color. Taste each type of onion. Describe the taste of raw onion versus partially cooked onion versus caramelized onion.

Raw onion:


Partially cooked onion:


Caramelized onion:


Explain what happens to molecules in the onion during the cooking process.


- b. Describe the chemical similarities and differences between toothpaste and an abrasive household cleanser.


Explain how the end use or purpose of a product affects its chemical formulation.


- c. In a clear container, mix a half-cup of water with a tablespoon of oil. Explain why the oil and water do not mix.


Find a substance that will help the two combine, and add it to the mixture.

Describe what happened, and explain how that substance worked to combine the oil and water.


- 5. List the four classical divisions of chemistry. Briefly describe each one, and tell how it applies to your everyday life.



6. Do EACH of the following activities:

a. Name two government agencies that are responsible for tracking the use of chemicals for commercial or industrial use.

1.	
2.	

Pick one agency and briefly describe its responsibilities to the public and the environment. \_\_\_\_\_


b. Define pollution.


Explain the chemical effects of ozone, global warming, and acid rain.

Ozone:


Global warming:


Acid rain:


Pick a current environmental problem as an example. \_\_\_\_\_

Briefly describe what people are doing to resolve this hazard and to increase understanding of the problem.


c. Using reasons from chemistry, describe the effect on the environment of ONE of the following:

- 1. The production of aluminum cans or plastic milk cartons
- 2. Sulfur from burning coal
- 3. Used motor oil
- 4. Newspaper


d. Briefly describe the purpose of phosphates in fertilizer and in laundry detergent.

Fertilizer


Laundry detergent


Explain how the use of phosphates in fertilizers affects the environment.


Also, explain why phosphates have been removed from laundry detergents.


7. Do ONE of the following activities:

- a. Visit a laboratory and talk to a practicing chemist. Ask what the chemist does and what training and education are needed to work as a chemist.


- b. Using resources found at the library and in periodicals, books, and the Internet (with your parent's permission), learn about two different kinds of work done by chemists, chemical engineers, chemical technicians, or industrial chemists. For each of the positions, find out the education and training requirements.


- c. Visit an industrial plant that makes chemical products or uses chemical processes and describe the processes used. What, if any, pollutants are produced and how they are handled.


- d. Visit a county farm agency or similar governmental agency and learn how chemistry is used to meet the needs of agriculture in your county.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Chemistry#Requirement resources](http://www.meritbadge.org/wiki/index.php/Chemistry#Requirement_resources)



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

### **[1.0.0.0] — Introduction**

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### **[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**

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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.

# Chemistry

From MeritBadgeDotOrg

Resources include the Chemistry merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Chemistry merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
Webelos Scouts can earn the Scientist activity badge.  
Cub Scouts and Webelos Scouts can earn the Cub Scout Science belt loop and pin.

## Contents

- 1 Chemistry merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Chemistry explores how substances react with each other, how they change, how certain forces connect molecules, and how molecules are made are all parts of chemistry. Stretch your imagination to envision molecules that cannot be seen—but can be proven to exist— ”  
and you become a chemist.

## Chemistry merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1911
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	034
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2011

The Chemistry merit badge was one of the original 57 merit badges issued by the Boy Scouts of America in 1911.

## Chemistry merit badge requirements



1. Do EACH of the following activities:

- a. Describe three examples of safety equipment used in a chemistry laboratory and the reason each one is used.
- b. Describe what a safety data sheet (SDS) is and tell why it is used.
- c. Obtain an SDS for both a paint and an insecticide. Compare and discuss the toxicity, disposal, and safe-handling sections for these two common household products.
- d. Discuss the safe storage of chemicals. How does the safe storage of chemicals apply to your home, your school, your community, and the environment?

2. Do EACH of the following activities:

- a. Predict what would happen if you placed an iron nail in a copper sulfate solution. Then, put an iron nail in a copper sulfate solution. Describe your observations and make a conclusion based on your observations. Compare your prediction and original conclusion with what actually happened. Write the formula for the reaction that you described.
- b. Describe how you would separate sand from water, table salt from water, oil from water, and gasoline from motor oil. Name the practical processes that require these kinds of separations.
- c. Describe the difference between a chemical reaction and a physical change.

3. Construct a Cartesian diver. Describe its function in terms of how gases in general behave under different pressures and different temperatures. Describe how the behavior of gases affects a backpacker at high altitudes and a scuba diver underwater.

4. Do EACH of the following activities:

- a. Cut a round onion into small chunks. Separate the onion chunks into three equal portions. Leave the first portion raw. Cook the second portion of onion chunks until the pieces are translucent. Cook the third portion until the onions are caramelized, or brown in color. Taste each type of onion. Describe the taste of raw onion versus partially cooked onion versus caramelized onion. Explain what happens to molecules in the onion during the cooking process.
- b. Describe the chemical similarities and differences between toothpaste and an abrasive household cleanser. Explain how the end use or purpose of a product affects its chemical formulation.
- c. In a clear container, mix a half-cup of water with a tablespoon of oil. Explain why the oil and water do not mix. Find a substance that will help the two combine, and add it to the mixture. Describe what happened, and explain how that substance worked to combine the oil and water.

5. List the four classical divisions of chemistry. Briefly describe each one, and tell how it applies to your everyday life.

6. Do EACH of the following activities:

- a. Name two government agencies that are responsible for tracking the use of chemicals for commercial or industrial use. Pick one agency and briefly describe its responsibilities to the public and the environment.
- b. Define pollution. Explain the chemical effects of ozone, global warming, and acid rain. Pick a current environmental problem as an example. Briefly describe what people are doing to resolve this hazard and to increase understanding of the problem.
- c. Using reasons from chemistry, describe the effect on the environment of ONE of the following:
  1. The production of aluminum cans or plastic milk cartons
  2. Sulfur from burning coal
  3. Used motor oil
  4. Newspaper
- d. Briefly describe the purpose of phosphates in fertilizer and in laundry detergent. Explain how the use of phosphates in fertilizers affects the environment. Also, explain why phosphates have been removed from laundry detergents.

7. Do ONE of the following activities:

- Visit a laboratory and talk to a practicing chemist. Ask what the chemist does, and what training and education are needed to work as a chemist.
- Using resources found at the library and in periodicals, books, and the Internet (with your parent's permission), learn about two different kinds of work done by chemists, chemical engineers, chemical technicians, or industrial chemists. For each of the four positions, find out the education and training requirements.
- Visit an industrial plant that makes chemical products or uses chemical processes and describe the processes used. What, if any, pollutants are produced and how they are handled.
- Visit a county farm agency or similar governmental agency and learn how chemistry is used to meet the needs of agriculture in your county.



**The official source for the information shown in this article or section is:**


***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Chemistry/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Chemistry is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Chemistry requirements  
(<http://meritbadge.org/wiki/index.php?title=Template:Chemistry/req&printable=yes>) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- "Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

**1b. & c.** Material Safety Data Sheets (MSDS) Online (<http://www.ilpi.com/msds/>) - more

(<http://www.msdsxchange.com/english/index.cfm>)

**3.** How to Make a Cartesian Diver ([http://en.wikipedia.org/wiki/Cartesian\\_diver](http://en.wikipedia.org/wiki/Cartesian_diver))

**5.** Definition of Analytical Chemistry ([http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-A/analytical\\_chemistry.html](http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-A/analytical_chemistry.html))

Definition of Inorganic Chemistry

([http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-I/inorganic\\_chemistry.html](http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-I/inorganic_chemistry.html))

Definition of Organic Chemistry

([http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-O/organic\\_chemistry.html](http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-O/organic_chemistry.html))

Definition of Physical Chemistry

([http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-P/physical\\_chemistry.html](http://www.biochem.northwestern.edu/holmgren/Glossary/Definitions/Def-P/physical_chemistry.html))

University of Connecticut Chemistry Divisions ([http://chemistry.uconn.edu/undergraduate\\_studies.html](http://chemistry.uconn.edu/undergraduate_studies.html))

- 6a: U.S. Chemical Safety and Hazard Investigation Board (<http://www.chemsafety.gov/>)
- 6a: Occupational Safety and Health Administration (<http://www.osha.gov/>)
- 6b: What is Pollution and How Does it Affect us?  
([http://www.pediatriconcall.com/kidscorner/whywhat/what\\_is\\_pollution.asp](http://www.pediatriconcall.com/kidscorner/whywhat/what_is_pollution.asp))
- 6b: Chemical of the Week: Ozone (<http://scifun.chem.wisc.edu/chemweek/ozone/ozone.html>)
- 6c2: Coal and the Environment: Land and Air (<http://www.teachcoal.org/aboutcoal/articles/coalenv.html>)
- 6d: Phosphate Facts (<http://www.phosphatesfacts.org/what.asp>)
- 7b: A Day in the Life of a Chemical Engineer (<http://www.princetonreview.com/cte/profiles/dayInLife.asp?careerID=33>)
- 7b: A Day in the Life of a Chemist (<http://www.princetonreview.com/cte/profiles/dayInLife.asp?careerID=34>)

## Related awards

### Science-related awards

- Boy Scout Merit Badges: Animal Science - Archaeology - Astronomy - Architecture - **Chemistry** - Composite Materials - Digital Technology - Electricity - Electronics - Energy - Environmental Science - Geology - Nuclear Science - Radio - Space Exploration - Weather
- Webelos Activity Badge: Engineer - Geologist - Scientist
- Cub Scout Belt Loops & Pins: Astronomy - Geography - Geology - Science - Weather

### Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - **Chemistry** - Crime Prevention - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - Landscape Architecture - Law - Medicine - Personal Management - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
- Webelos Activity Badges: Engineer - Scientist
- Cub Scout Belt Loops & Pins: Mathematics - Science

## See also

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## General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- ChemCenter (<http://www.chemistry.org/portal/a/c/s/1/home.html>) - The American Chemical Society
- Basic pH Tutorial ([http://www.phmeters.com/basic\\_ph\\_tutorial.htm](http://www.phmeters.com/basic_ph_tutorial.htm))
- WWW Virtual Library: Chemistry (<http://www.liv.ac.uk/Chemistry/Links/links.html>)
- WWW Virtual Library: Chemical Engineering (<http://www.che.ufl.edu/WWW-CHE/index.html>)
- WWW Virtual Library: Microscopy (<http://www.ou.edu/research/electron/www-vl/>)

Retrieved from "<http://meritbadge.org/wiki/index.php/Chemistry>"

Categories: Physical Science merit badges | Merit badges | Original merit badges | Boy Scout Requirements

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- This page was last modified 16:02, January 30, 2016.

# Chess


## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

- READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.
- Bring a complete portable chess set to class that can be used for matches.

# Chess

## From MeritBadgeDotOrg

Resources include the Chess merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



*This is the **Chess merit badge** for Boy Scouts, Varsity Scouts, and Venturers. Cub Scouts and Webelos Scouts can earn the Cub Scout Chess belt loop and pin.*

## Contents

- 1 Chess merit badge requirements
- 2 Notes
  - 2.1 Release
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Chess merit badge



<b>Status:</b>	Elective
<b>Created:</b>	2011
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	147
<b>Requirements revision:</b>	2013
<b>Latest pamphlet revision:</b>	2011

“ The USCF (United States Chess Federation) (<http://www.uschess.org/index.php>) provided the primary contributing writers for the Merit Badge pamphlet. They will be helping to promote the badge through communications with the Chess delegate teams (similar to BSA’s National Committees and Boards) and e-mail blasts, plus website and “tournament news” announcements.

BSA *Supply Line*, July 2011 ”

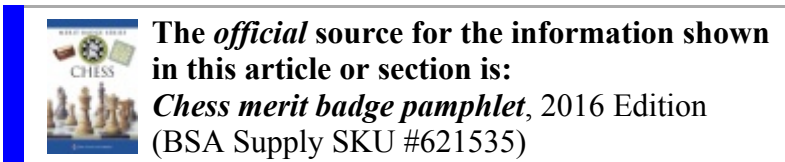
## Chess merit badge requirements



1. Discuss with your merit badge counselor the history of the game of chess. Explain why it is considered a game of planning and strategy.
2. Discuss with your merit badge counselor the following:
  - a. The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life
  - b. Sportsmanship and chess etiquette



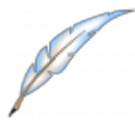
3. Demonstrate to your counselor that you know each of the following. Then, using Scouting's Teaching EDGE\*, teach someone (preferably another Scout) who does not know how to play chess:
  - a. The name of each chess piece
  - b. How to set up a chessboard
  - c. How each chess piece moves, including castling and en passant captures
    - You may learn about Scouting's Teaching EDGE from your unit leader, another Scout, or by attending training.
4. Do the following:
  - a. Demonstrate scorekeeping using the algebraic system of chess notation.
  - b. Discuss the differences between the opening, the middle game, and the endgame.
  - c. Explain four opening principles.
  - d. Explain the four rules for castling.
  - e. On a chessboard, demonstrate a "scholar's mate" and a "fool's mate."
  - f. Demonstrate on a chessboard four ways a chess game can end in a draw.
5. Do the following:
  - a. Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, time.
  - b. Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double attack, fork, interposing, overloading, overprotecting, pin, remove the defender, skewer, zwischenzug.
  - c. Set up a chessboard with the white king on *e1*, the white rooks on *a1* and *h1*, and the black king on *e5*. With White to move first, demonstrate how to force checkmate on the black king.
  - d. Set up and solve five direct-mate problems provided by your merit badge counselor.
6. Do ONE of the following:
  - a. Play at least three games of chess with other Scouts and/or your merit badge counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.
  - b. Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your merit badge counselor. Discuss with your counselor how you might have played each game differently.
  - c. Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games.




The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Chess/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Chess is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Chess requirements  
([http://meritbadge.org/wiki/index.php?  
title=Template:Chess/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Chess/req&printable=yes)) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

3. Clarification of requirement #3, per BSA National: *"Scout"* refers to a Boy Scout or Varsity Scout only. *"...does not know how to play..."* means a Scout who is unfamiliar with the game. It does not mean teaching an existing player a new skill or strategy.

## Release

### “ Boy Scouts of America to Introduce *New Chess Merit Badge*...”

- September 7, 2011, Wednesday – Chess requirements and MB patch posted on Scouting.org (<http://www.scouting.org/meritbadges.aspx>)
- September 7, 2011, Wednesday – Press Release (<http://www.scouting.org/Media/PressReleases/2011/20110907.aspx>)
- September 10, 2011, Saturday – Pamphlets and patch available in Scout Shops and at ScoutStuff.org (<http://www.scoutstuff.org>)
- September 10, 2011, Saturday – Launch event in St. Louis at [the] World Chess Hall of Fame (<http://worldchesshof.org>)
- November 18-20, 2011, Friday through Sunday – Event during the National Scholastic K-12 Championship (<http://www.uschess.org/tournaments/2011/k12>) at the Dallas Anatole.

Contact your local council if you are interested in becoming a merit badge counselor. ”

— BSA *Innovations and Research*, August 2011

## Requirement resources

1. The History of Chess ([http://www.chess-poster.com/english/chesmayne/history\\_of\\_chess.htm](http://www.chess-poster.com/english/chesmayne/history_of_chess.htm))
2. The Benefits of Chess ([http://www.quadcitychess.com/benefits\\_of\\_chess.html](http://www.quadcitychess.com/benefits_of_chess.html)) Statistical research that supports

the benefit of playing chess.

**3a and 3b** How to Set Up the Board and the Names of the Pieces

(<http://www.chesscorner.com/tutorial/basic/setup/setup.htm>)

**3c.** How Each Piece Moves (<http://www.chesslab.com/rules/chesspieces.html>) ; Castling

(<http://www.chesscorner.com/tutorial/basic/castling/castle.htm>) ; En Passant Capture

(<http://www.chesskids.com/kids/enpas.htm>)

**4a.** Chess Notation and Keeping Score (<http://www.chesscorner.com/tutorial/basic/notation/notate.htm>)

**4c.** Opening Chess Strategy ([http://www.chesscentral.com/Chess\\_Strategy\\_a/201.htm](http://www.chesscentral.com/Chess_Strategy_a/201.htm))

**4d.** Rules of Castling (<http://www.chessvariants.com/d.chess/castlefaq.html>)

**4e.** Fool's Mate and Scholar's Mate (<http://www.chesscorner.com/tutorial/basic/scholars/scholars.htm>)

**4f.** When Does a Game End in a Draw? ([http://www.chessguru.net/chess\\_rules/draw/](http://www.chessguru.net/chess_rules/draw/))

**5a.** Glossary of Chess Terms (<http://www.arkangles.com/kchess/glossary.html>)

**5b.** Chess Tactics (<http://www.chess-game-strategies.com/chess-tactics.html>)

**5d.** Mate in One (<http://mateinone.com/>) A collection of one- and two- move checkmate puzzles.

*Note: The following resources cover learning (and teaching) chess, and the specific requirements for the Chess merit badge.*

### Powerpoint presentations:

1 - Benefits of Chess and Chess Etiquette (22 Slides)

2 - The History of Chess (31 Slides)

3 - Setting Up the Chess Board and Basic Rules of the Game (30 Slides)

4 - Algebraic Notation for Recording Chess Games (22 Slides)

5 - Some Quick Checkmates (7 Slides)

6 - Chess Strategy and Tactics (34 Slides)

7 - Chess Opening Principles (16 Slides)

Video - Opening Principles - Morphy vs. Consultants (<http://www.youtube.com/watch?v=IvNIZXn3TeQ>) (a.k.a "The Opera Game") (08m:48s)

Video - Chess Openings - London System (<http://www.youtube.com/watch?v=WtBMFWuwv1E>) (15m:20s)

8 - Chess Endgames (6 Slides)

Video - Endgame Vol 1 (<http://www.youtube.com/watch?v=6-YG1M7Er3c>) (02m:35s)

Video - Endgame Vol 2 (<http://www.youtube.com/watch?NR=1&v=5iQdeOlSonI>) (03m:17s)

Video - Endgame Vol 3 (<http://www.youtube.com/watch?v=2pa0mg0aIvU>) (02m:27s)

Video - Endgame Vol 4 (<http://www.youtube.com/watch?NR=1&v=qAAAtfg6JheI>) (02m:44s)

Video - Endgame Vol 5 (<http://www.youtube.com/watch?v=ET2HshchInM>) (03m:13s)

9 - Chess Problems (52 Slides)

10- Chess Tournaments (19 Slides)

### Other:

- *"On The Morals of Chess"* — An essay by Benjamin Franklin ([http://en.wikipedia.org/wiki/Benjamin\\_Franklin](http://en.wikipedia.org/wiki/Benjamin_Franklin))
- A Simple Score Sheet for Recording Games of Chess

- A Multi-page Score Sheet for Recording Longer Games of Chess
- Cumulative Percentiles by USCF Chess Ratings

### Suggestions:

- If you (the merit badge counselor) are likely to be beaten in Chess by 10 percent of the scouts (scholastic players), why not let a better player teach? (Review your rating vs. *Cumulative Percentiles by USCF Chess Ratings*, above.)
- Districts should consider proven ability to play *-and-* teach Chess **before** approving counselors.
- Recommendations for Chess merit badge counselors
- ***Trainer's EDGE*** (<http://www.scouting.org/filestore/pdf/26-242.pdf>) – Extremely useful method in teaching Chess — highly recommended for Chess merit badge counselors.

## Related awards

### Hobby-related awards

- Boy Scout Merit Badges: Art - **Chess** - Coin Collecting - Collections - Digital Technology - Dog Care - Fishing - Gardening - Genealogy - Golf - Horsemanship - Pets - Photography - Radio - Railroading - Reading - Stamp Collecting
- Venturing: Ranger Award electives: Cave Exploration - Cycling - Equestrian - Fishing
- Webelos Activity Badges: Artist - Traveler
- Cub Scout Adventures:

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
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- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- United States Chess Federation (USCF) (<http://www.uschess.org/index.php>) at "USChess.org" — *Last accessed: September 14, 2011*
- Think Like A King (<http://www.schoolchess.com/>) - The Official Scholastic Software of the USCF — *Last accessed: September 14, 2011*



**CAUTION: "USCF.org" is *NOT* the URL** ([http://en.wikipedia.org/wiki/Uniform\\_Resource\\_Locator](http://en.wikipedia.org/wiki/Uniform_Resource_Locator)) for the *US Chess Federation* website; the correct URL is **"USChess.org (<http://www.USChess.org/index.php>) "**. "USCF.org" contains malware; so, stay away. — *Last scanned: September 14, 2011*

Retrieved from "<http://meritbadge.org/wiki/index.php/Chess>"

Categories: Hobbies merit badges | Merit badges | Boy Scout requirements

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- This page was last modified 09:53, February 5, 2013.



# Chess

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 616334).

The requirements were last issued or revised in 2013 • This workbook was updated in December 2013.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Discuss with your merit badge counselor the history of the game of chess.


Explain why it is considered a game of planning and strategy.


2. Discuss with your merit badge counselor the following:

a. The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life


b. Sportsmanship and chess etiquette

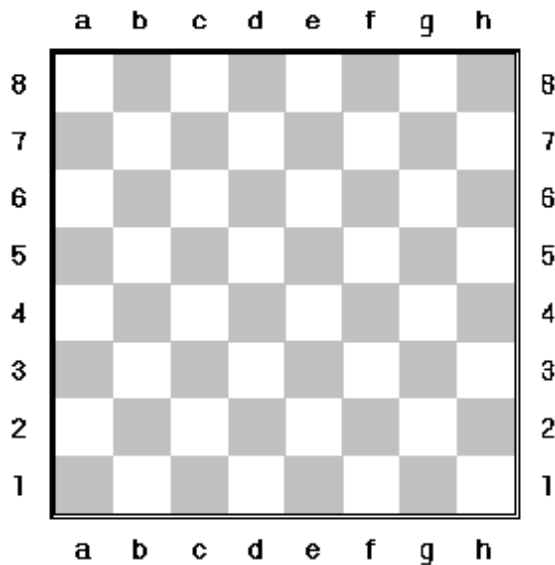

3. Demonstrate to your counselor that you know each of the following.

a. The name of each chess piece


Then, using Scouting's Teaching EDGE\*, teach someone (preferably another Scout) who does not know how to play chess:

\* You may learn about Scouting's Teaching EDGE from your unit leader, another Scout, or by attending training.

b. How to set up a chessboard



c. How each chess piece moves, including castling and en passant captures.


castling:	
en passant captures	

4. Do the following

a. Demonstrate scorekeeping using the algebraic system of chess notation..

	White	Black
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

b. Discuss the differences between the opening, the middle game, and the endgame.

opening


middle game


endgame




c. Explain four opening principles.

1.		
2.		
3.		
4.		

d. Explain the four rules for castling.

1.	
2.	
3.	
4.	

- e. On a chessboard, demonstrate a "scholar's mate" and a "fool's mate."
- f. Demonstrate on a chessboard four ways a chess game can end in a draw.

5. Do the following.

a. Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, time.

1.	

2.		
3.		
4.		

b. Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double attack, fork, interposing, overloading, overprotecting, pin, remove the defender, skewer, zwischenzug.

1.		
2.		
3.		
4.		
5.		

c. Set up a chessboard with the white king on **e1**, the white rooks on **a1** and **h1**, and the black king on **e5**. With White to move first, demonstrate how to force checkmate on the black king.

d. Set up and solve five direct-mate problems provided by your merit badge counselor.

1.


2.


3.


4.


5.


6. Do ONE of the following:

- a. Play at least three games of chess with other Scouts and/or your merit badge counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.
- b. Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your merit badge counselor. Discuss with your counselor how you might have played each game differently.
- c. Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games..

<p style="text-align: center;"><b>Requirement resources can be found here:</b> <a href="http://www.meritbadge.org/wiki/index.php/Chess#Requirement_resources">http://www.meritbadge.org/wiki/index.php/Chess#Requirement_resources</a></p>
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## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Citizenship in the Community

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Requirement 1 and be prepared to discuss.
2. Requirement 3: We will conduct a town meeting regarding two topics. Review these topics and be prepared to discuss them:


Topic 1: A man buys a 10-acre parcel of land and seeks rezoning from a single family to apartments. Should the property be rezoned?




Topic 2: There are limited funds to be spent for transportation. Should the priority be to complete the outer loop or should the money be refocused on mass transit tying together the Triangle?

3. Requirement 4 and be prepared to discuss. For requirement 4b, bring a one-page summary (double spaced) of your interview to class. If you cannot obtain an interview with a person responsible for the resolution of your identified issue, then write a letter to them clearly identifying your issue and requesting information regarding what is being done to resolve the issue and how young people can help. Bring this letter to class as well as any response that you receive.
4. Requirement 5 and be prepared to discuss.
5. Obtain a copy of the current Wake County, NC budget and review (a current budget may be obtained at the Wake County, NC website). This budget will be utilized to complete requirement 6.
6. Requirement 7 and be prepared to discuss. For 7c, bring a one page summary (double spaced) describing your experience providing service to your chosen non-profit organization.
7. Think about important and unique aspects of our Raleigh, NC local community. Come prepared to assist in giving a group oral presentation to fulfill requirement 8.

# Citizenship in the Community

From MeritBadgeDotOrg

Resources include the Citizenship in the Community merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

	<p><i>This is the <b>Citizenship in the Community</b> merit badge for Boy Scouts, Varsity Scouts, and Venturers.</i></p> <p><i>Webelos Scouts can earn the Citizen activity badge.</i></p> <p><i>Cub Scouts and Webelos Scouts can earn the Cub Scout Citizenship belt loop and pin.</i></p>
	<p><b>Citizenship in the Community</b> merit badge is <b>required</b> for the Eagle Scout rank.</p>
	<p><b>Citizenship in the Community</b> requires prior counselor approval for requirement(s) #4b, 5, 7c.</p>

## Contents

- 1 Citizenship in the Community merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links
  - 6.1 Movies With a Meaning

## Citizenship in the Community merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1952
<b>Replaced:</b>	parts of Citizenship
<b>BSA Advancement ID:</b>	002
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2015

“ A nation is a patchwork of communities that differ from each other and may be governed differently. But regardless of how local communities differ, they all have one point in common: In the United States, local government means self-government. Good citizens help to make decisions about their community through their elected local officials. ”

## Citizenship in the Community merit badge requirements

1. Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate

good citizenship in your community, Scouting unit, place of worship or school.

2. Do the following:

a. On a map of your community or using an electronic device, locate and point out the following:

1. Chief government buildings such as your city hall, county courthouse, and public works/services facility
2. Fire station, police station, and hospital nearest your home
3. Parks, playgrounds, recreation areas, and trails
4. Historical or other interesting points of interest

b. Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.

3. Do the following:

- a. Attend a meeting of your city, town, or county council or school board; OR attend a municipal, county, or state court session.
- b. Choose one of the issues discussed at the meeting where a difference of opinions was expressed, and explain to your counselor why you agree with one opinion more than you do another one.

4. 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.
- c. Share what you have learned with your counselor.

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.

6. List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.

7. Do the following:

- a. Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.
- b. Pick ONE of the organizations you chose for requirement 7a. Using a variety of resources (including newspapers, fliers and other literature, the Internet, volunteers, and employees of the organization), find out more about this organization.
- c. With your counselor's and your parent's approval, contact the organization you chose for requirement 7b, and find out what young people can do to help. While working on this merit badge, volunteer at least eight hours of your time for the organization. After your volunteer experience is over, discuss what you have learned with your counselor.

8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.




**The official source for the information shown in this article or section is:**  
**Boy Scout Requirements**, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship\\_in\\_the\\_Community/req&action=edit](http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_Community/req&action=edit)) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Citizenship in the Community is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Citizenship in the Community requirements ([http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship\\_in\\_the\\_Community/req&printable=yes](http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_Community/req&printable=yes))*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Citizenship Troop Program Feature offers meeting and activity plans to include Citizenship in the Community as one of your monthly themes.
2. Citizenship in the Community is a popular merit badge.

## Requirement resources

1. Citizenship (<http://en.wikipedia.org/wiki/Citizenship>) - Rights ([http://en.wikipedia.org/wiki/United\\_States\\_nationality\\_law#Rights\\_of\\_citizens](http://en.wikipedia.org/wiki/United_States_nationality_law#Rights_of_citizens)) - Duties (<http://en.wikipedia.org/wiki/Duty>) - Jury Duty ([http://en.wikipedia.org/wiki/Jury\\_duty](http://en.wikipedia.org/wiki/Jury_duty)) - Obligations (Responsibilities) ([http://en.wikipedia.org/wiki/United\\_States\\_nationality\\_law#Responsibilities\\_of\\_citizens](http://en.wikipedia.org/wiki/United_States_nationality_law#Responsibilities_of_citizens))
- 2a. Google Maps (<http://maps.google.com/>) - Make and save a map of your community - Sample Google Map Made By A Scout ([http://maps.google.com/maps/ms?hl=en&lr=lang\\_en&safe=off&ie=UTF8&oe=UTF8&msa=0&msid=100904238158874958439.000447512fd3541c8ad97](http://maps.google.com/maps/ms?hl=en&lr=lang_en&safe=off&ie=UTF8&oe=UTF8&msa=0&msid=100904238158874958439.000447512fd3541c8ad97))
- 3a. Find Information about your county's government ([http://en.wikipedia.org/wiki/County\\_\(United\\_States\)](http://en.wikipedia.org/wiki/County_(United_States)))
4. Major daily US newspapers ([http://en.wikipedia.org/wiki/List\\_of\\_newspapers\\_in\\_the\\_United\\_States\\_by\\_circulation](http://en.wikipedia.org/wiki/List_of_newspapers_in_the_United_States_by_circulation))
- 4a. Branches of Government ([http://en.wikipedia.org/wiki/Branches\\_of\\_government#United\\_States:\\_three\\_branches](http://en.wikipedia.org/wiki/Branches_of_government#United_States:_three_branches))
5. Movies With A Meaning
6. Local Government Services ([http://en.wikipedia.org/wiki/Local\\_government\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Local_government_of_the_United_States))
- 7a. Charitable Organizations (<http://www.irs.gov/pub/irs-pdf/p526.pdf>) - include "nonprofit groups that are religious, charitable, educational, scientific, or literary in purpose, or that work to prevent cruelty to children or animals."



Service must be to an organization "outside of Scouting" that "brings people in your community together to work for the good of your community."

Charitable Organizations "outside of Scouting" might include: Churches, religious organizations, federal, state, and local governments, Salvation Army, Red Cross, CARE, Goodwill Industries, United Way, Boys and Girls Clubs of America, war veteran's groups, fraternal lodges, and nonprofit schools, hospitals, museums, etc.

IRS online search for charities (<http://apps2.irs.gov/app2/pub78>) by name or city

GuideStar Directory of Non-profit Organizations (<http://www.guidestar.org/>) - find charitable organizations in your area.

BBB Wise Giving Alliance (<http://www.give.org>) - list of charities

## 8. Presentation resources:

- **Cub Scout:** Communicating Belt Loop & Pin - **Webelos:** Communicator - **Merit Badges:** Public Speaking - Communication
- **Speeches & Presentations:** How to Choose a topic (<http://www.wikihow.com/Choose-a-Topic-for-an-Informative-Speech>) - How to Write a Speech (<http://www.wikihow.com/Write-an-Informative-Speech>) - How to Give a Speech (<http://www.wikihow.com/Prepare-and-Give-a-Speech>) - Ideas from eHow ([http://www.ehow.com/how\\_4799985\\_give-speech-stress.html](http://www.ehow.com/how_4799985_give-speech-stress.html))
- **Lesson Videos:** ExpertVillage: Giving a Speech (<http://www.expertvillage.com/results.aspx?q=speech>) - Public Speaking Tips ([http://www.expertvillage.com/video-series/436\\_public-speaking.htm](http://www.expertvillage.com/video-series/436_public-speaking.htm)) - Public Speaking ([http://www.expertvillage.com/video-series/4588\\_public-speaker.htm](http://www.expertvillage.com/video-series/4588_public-speaker.htm)) - Eye Contact ([http://www.expertvillage.com/video/78300\\_public-speaker-historical.htm](http://www.expertvillage.com/video/78300_public-speaker-historical.htm)) - Hand Gestures ([http://www.expertvillage.com/video/78301\\_public-speaker-gestures.htm](http://www.expertvillage.com/video/78301_public-speaker-gestures.htm)) - Props ([http://www.expertvillage.com/video/78297\\_public-speaker-props.htm](http://www.expertvillage.com/video/78297_public-speaker-props.htm))

The **Citizenship in the Community** #8 *public presentation...of your community*

could be given as a Communications #3 *five-minute speech*

using the techniques from Photography #4b to *produce a picture story*

and Art #1 to *tell a story with...pictures*

which could be developed into the Digital Technology #6d *short presentation*.

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness** - **Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.



*Boy Scout portal*



*Varsity Scout portal*



- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- Living in an American Community (<http://www.iveleague.org/s021-aa.html>)
- US Community Page Index (<http://www.globalindex.com/comindex/>) - more about your city and lots of links, too

## Movies With a Meaning

Note: Only watch a movie... "*With the approval of your counselor and a parent...*" Please do not add links for anything above a mild PG-13. Please note the ratings and reasons for the ratings for each film.

- 12 Angry Men (<http://www.imdb.com/title/tt0050083/>) One man, Henry Fonda, sways a jury and saves an innocent man. NR but would be G today.
- Amazing Grace (<http://www.kids-in-mind.com/a/amazinggrace.htm>) Chronicles the struggle of William Wilberforce to stop the British slave trade in the late 18th and early 19th centuries. PG for disturbing images of slavery.
- A Man For All Seasons (<http://imdb.com/title/tt0060665/>) The story of Sir Thomas More who challenged King Henry VIII's divorce and remarriage. Rated G.
- America's Godly Heritage (<http://christiananswers.net/catalog/america-vs.html>) Chronicles the faith of the nation's forefathers. Not rated.
- Angels in the Outfield (<http://www.imdb.com/title/tt0109127/>) A young boy asks for a miracle to bring his family back together and to have his favorite baseball team win the season. PG.
- Balto (<http://www.imdb.com/title/tt0112453/>) Animated story of a dog that leads a sledding team across Alaska in order to get medicine for a sick girl. PG [1:14]
- The Blindside (<http://www.imdb.com/title/tt0878804/>) The true story of Michael Oher, a homeless boy who became a first round Baltimore Raven draft pick with the help of a caring woman and her family. PG-13.
- Cars (<http://www.imdb.com/title/tt0317219/>) A hot-shot race-car named Lightning McQueen gets waylaid in Radiator Springs, where he finds the true meaning of friendship and family. G
- Fly Away Home ([http://www.kids-in-mind.com/f/fly\\_away\\_home\\_1996\\_\\_123.htm](http://www.kids-in-mind.com/f/fly_away_home_1996__123.htm)) An adventure to save orphaned geese. PG.
- Follow Me Boys (<http://www.imdb.com/title/tt0060420/>) The story of how one guy starts a Boy Scout troop to help the town. NR.
- Forrest Gump (<http://www.imdb.com/title/tt0109830/>) One slow-witted but good-hearted man is at the center of key events of the 20th century. "Stupid is as stupid does." PG-13 for brief sexual content and war scenes.
- Gettysburg (<http://www.imdb.com/title/tt0107007/>) Great historical account of Colonel Joshua Chamberlain who held Little Round Top though greatly outnumbered. Out of ammunition, Chamberlain orders a charge instead of

retreating. PG for war scenes.

- Gods and Generals (<http://www.kids-in-mind.com/g/godsandgenerals.htm>) Stonewall Jackson and the Battle of Manassas. PG-13 for war scenes.
- The Great Escape (<http://www.imdb.com/title/tt0057115/>) WWII POW escape. NR, but some violence.
- Guns of Navarone (<http://www.imdb.com/title/tt0054953/>) WWII Allied soldiers attempt to destroy the German big guns. NR. Some violence.
- High Noon (<http://imdb.com/title/tt0044706/>) A marshall faces a man just released from prison where he was put by the marshall. His own town refuses to help & the odds are high he will not live. NR. Gunfight at the end.
- Hoot (<http://www.kids-in-mind.com/h/hoot.htm>) Saving a population of endangered owls. PG for mild obscenities.
- Invincible (<http://www.imdb.com/title/tt0445990/>) The true story of Vince Papale, a 30-year-old bartender from South Philadelphia who overcame long odds to play for the Philadelphia Eagles. PG.
- It's A Wonderful Life (<http://us.imdb.com/title/tt0038650/>) The message in this film is one of courage and sacrifice for the greater good as George Bailey, a man with big ideas about seeing the world, continually forsakes his own desires to do what is right for the town. The second message is that each life important. No matter how insignificant we feel we are, we are all inextricably linked to each other and play an important part in the fabric of one another's lives.
- Luther (<http://www.imdb.com/title/tt0309820/>) All about Luther, the father of the Reformation. Rated PG-13 for violence.
- The Man Who Planted Trees ([http://en.wikipedia.org/wiki/The\\_Man\\_Who\\_Planted\\_Trees](http://en.wikipedia.org/wiki/The_Man_Who_Planted_Trees)) A lone shepherd changes the character of an entire valley.
- Mighty Ducks (<http://www.imdb.com/title/tt0104868/>) Emilio Estevez stars as a lawyer doing community

service who becomes coach to a pee wee hockey team. PG.

- Mr. Holland's Opus (<http://www.imdb.com/title/tt0113862/>) A frustrated composer (Richard Dreyfuss) finds fulfillment as a high school music teacher. PG.
- Mr. Smith Goes to Washington (<http://www.imdb.com/title/tt0031679/>) One of Jimmy Stewart's signature roles as an idealistic senator caught in the corruption of the political machine. NR.
- October Sky (<http://www.imdb.com/title/tt0132477/>) The true story of Homer Hickam, a coal miner's son who was inspired by the first Sputnik launch to take up rocketry. PG.
- One Night with the King (<http://www.imdb.com/title/tt0430431/>) The story of Esther. Rated PG for mild violence, suggestion of sensuality.
- Pay It Forward (<http://www.imdb.com/title/tt0223897/>) Like some other kids, 12-year-old Trevor McKinney believed in the goodness of human nature. Like many other kids, he was determined to change the world for the better. Unlike most other kids, he succeeded. Rated PG-13 for mature thematic elements.
- Phenomenon (<http://www.imdb.com/title/tt0117333/>) - John Travolta is hit by a light and becomes very smart and addicted to learning. PG. 123 minutes.
- The Prince of Egypt ([http://www.kids-in-mind.com/p/prince\\_of\\_egypt\\_the\\_1998\\_\\_141.htm](http://www.kids-in-mind.com/p/prince_of_egypt_the_1998__141.htm)) Animated story of Moses. Rated PG for violence.
- Remember the Titans (<http://www.imdb.com/title/tt0210945/>) The true story of a newly appointed African-American coach and his high school team on their first season as a racially integrated unit. PG.
- Rock and a Heart Place (<http://www.rockandaheartplace.com/>) Volunteering never sounded so good.
- Rookie of the Year (<http://www.imdb.com/title/tt0107985/>) A twelve year old boy lives every boy's fantasy when he gets to pitch for the Chicago Cubs. PG.
- Rudy (<http://www.imdb.com/title/tt0108002/>) True story of a boy who struggles with life in order to realize his dream: to play football for Notre Dame. PG
- Spartacus (<http://www.imdb.com/title/tt0054331/>) The slave, Spartacus, leads a revolt against a corrupt Rome. NR.
- The Ten Commandments (<http://www.imdb.com/title/tt0049833/>) The story of Moses. NR.
- The Three Musketeers (<http://www.imdb.com/title/tt0108333/>) Comedic interpretation of the classic novel.
- We Are Marshall (<http://www.imdb.com/title/tt0758794/>) When a plane crash claims the lives of members of the Marshall University football team and some of its fans, the team's new coach and his few surviving players try to keep the football program alive. PG.



First Aid • **Citizenship in the Community** • Citizenship in the Nation •  
Citizenship in the World  
Camping • Communication • Cooking • Family Life • Personal Fitness •  
Personal Management  
Emergency Preparedness **OR** Lifesaving • Environmental Science **OR** Sustainability  
Swimming **OR** Hiking **OR** Cycling



Retrieved from "[http://meritbadge.org/wiki/index.php/Citizenship\\_in\\_the\\_Community](http://meritbadge.org/wiki/index.php/Citizenship_in_the_Community)"

Categories: Shortcuts | Merit badges requiring prior approval | Personal Development merit badges | Merit badges | Eagle-required merit badges | Boy Scout Requirements

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- This page was last modified 16:08, January 30, 2016.



# Citizenship in the Community

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information. You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535). The requirements were last issued or revised in 2016 • This workbook was updated in March 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community.


Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.

Rights:


Duties:


Obligations:

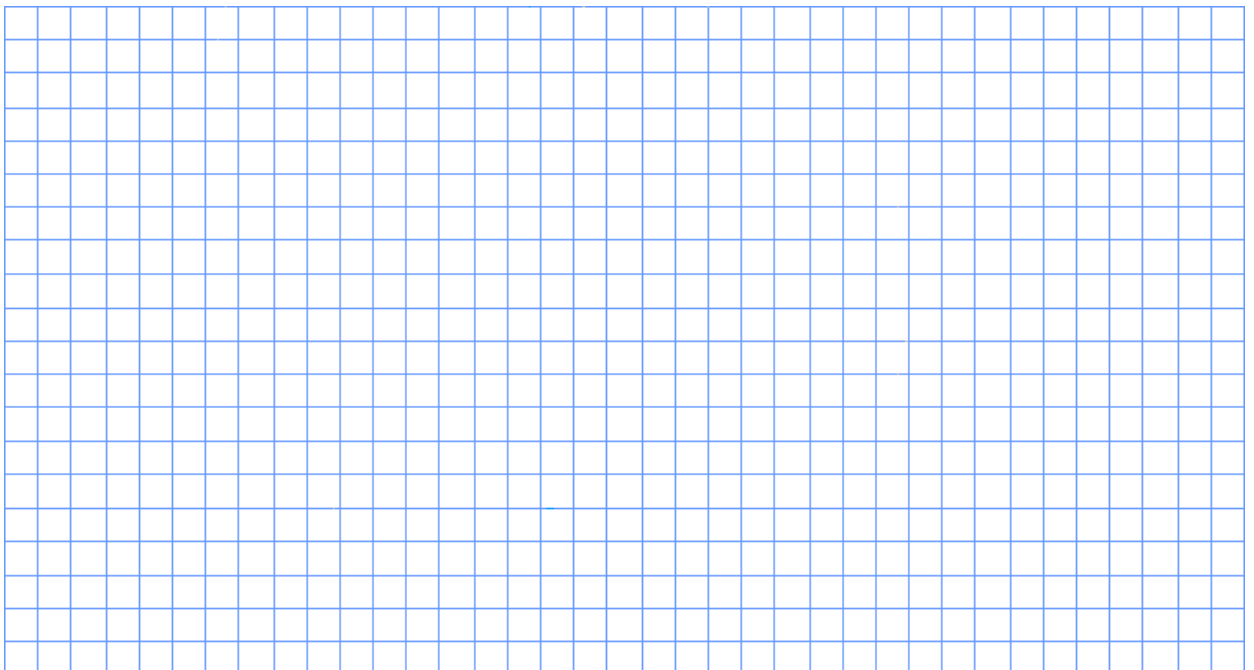

Explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.:


2. Do the following:

a. On a map of your community or using an electronic device, locate and point out the following:

- 1. Chief government buildings such as your city hall, county courthouse, and public works/services facilities
- 2. Fire station, police station, and hospital nearest your home
- 3. Parks, playgrounds, recreation areas, and trails
- 4. Historical or other interesting points of interest

b. Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.



3. Do the following:

- a. Attend a meeting of your city, town, or county council or school board; OR a municipal; county, or state court session.

(Identify the meeting or session attended):

- b. Choose one of the issues discussed at the meeting where a difference of opinions was expressed, and explain to your counselor why you agree with one opinion more than you do another one.

Issue:	
Explanation:	

4. Choose an issue that is important to the citizens of your community, then do the following:

Issue:

- 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.

Who was interviewed?	
What is being done?	
How can young people help?	

- c.  Share what you have learned with your counselor.
- 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.

Movie:

Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.


- 6. List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers.

Service	Tell your counselor why these services are important to your community.



7. Do the following:

- a.  Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.

1.:	
2.	
3.	

- b.  Pick ONE of the organizations you chose for requirement 7a. \_\_\_\_\_

Using a variety of resources (including newspapers, fliers and literature, the Internet, volunteers, and employees of the organization), find out more about this organization.


- c.  With your counselor's and your parent's approval, contact the organization you chose for requirement 7b and find out what young people can do to help.


- While working on this merit badge, volunteer at least eight hours of your time for the organization.

Date	From	To	Hours served

After your volunteer experience is over, discuss what you have learned with your counselor.


- 8.  Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces.

- Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Citizenship\\_in\\_the\\_Community#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Citizenship_in_the_Community#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.

# Citizenship in the Nation

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Do TWO of the following:
  - a. Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.
  - b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.
  - c. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.
  - d. Choose a national monument that interests you. Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.
2. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor. Choose one of the issues and explain how it affects you and your family.
3. With your counselor's approval, choose a speech of national historical importance. Find out about the author, and tell your counselor about the person who gave the speech. Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today. Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why
4. Name your two senators and the member of Congress from your congressional district. Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her. Show your letter and any response you receive to your counselor.

# Citizenship in the Nation

From MeritBadgeDotOrg

Resources include the Citizenship in the Nation merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Citizenship in the Nation merit badge** for Boy Scouts, Varsity Scouts, and Venturers.

Webelos Scouts can earn the Citizen activity badge.

Cub Scouts and Webelos Scouts can earn the Cub Scout Citizenship belt loop and pin.



**Citizenship in the Nation** merit badge is **required** for the Eagle Scout rank.



**Citizenship in the Nation** requires prior counselor approval for requirement(s) #6.

## Contents

- 1 Citizenship in the Nation merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Citizenship in the Nation merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1951
<b>Replaced:</b>	Citizenship
<b>BSA Advancement ID:</b>	003
<b>Requirements revision:</b>	2005
<b>Latest pamphlet revision:</b>	2008

“ As Scouts fulfill the requirements for this merit badge, they will learn how to become active citizens are aware of and grateful for their liberties and rights, to participate in their governments and protect their freedom, helping to defend their country and standing up for individual rights on behalf of all its citizens. ”

## Citizenship in the Nation merit badge requirements



1. Explain what citizenship in the nation means and what it takes to be a good citizen of this country. Discuss the rights, duties, and obligations of a responsible and active American citizen.
2. Do TWO of the following:
  - a. Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.
  - b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.
  - c. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.
  - d. Choose a national monument that interests you. Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.
3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor. Choose one of the issues and explain how it affects you and your family.
4. Discuss each of the following documents with your counselor. Tell your counselor how you feel life in the United States might be different without each one.
  - a. Declaration of Independence
  - b. Preamble to the Constitution
  - c. The Constitution
  - d. Bill of Rights
  - e. Amendments to the Constitution
5. List the six functions of government as noted in the preamble to the Constitution. Discuss with your counselor how these functions affect your family and local community.
6. With your counselor's approval, choose a speech of national historical importance. Find out about the author, and tell your counselor about the person who gave the speech. Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today. Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.
7. Name the three branches of our federal government and explain to your counselor their functions. Explain how citizens are involved in each branch. For each branch of government, explain the importance of the system of checks and balances.
8. Name your two senators and the member of Congress from your congressional district. Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her. Show your letter and any response you receive to your counselor.



**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements***, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Citizenship\\_in\\_the\\_Nation/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_Nation/req&action=edit)) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Citizenship in the Nation is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Citizenship in the Nation requirements ([http://meritbadge.org/wiki/index.php?title=Template:Citizenship\\_in\\_the\\_Nation/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_Nation/req&printable=yes))*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>).
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Citizenship Troop Program Feature offers meeting and activity plans to include Citizenship in the Nation as one of your monthly themes.
2. Citizenship in the Nation is a popular merit badge.

## Requirement resources

- 1: Citizenship (<http://en.wikipedia.org/wiki/Citizenship>) - Rights ([http://en.wikipedia.org/wiki/United\\_States\\_nationality\\_law#Rights\\_of\\_citizens](http://en.wikipedia.org/wiki/United_States_nationality_law#Rights_of_citizens)) - Duties (<http://en.wikipedia.org/wiki/Duty>) - Jury Duty ([http://en.wikipedia.org/wiki/Jury\\_duty](http://en.wikipedia.org/wiki/Jury_duty)) - Obligations (Responsibilities) ([http://en.wikipedia.org/wiki/United\\_States\\_nationality\\_law#Responsibilities\\_of\\_citizens](http://en.wikipedia.org/wiki/United_States_nationality_law#Responsibilities_of_citizens))
- 2a: National Historic Landmarks (<http://tps.cr.nps.gov/nhl/default.cfm>) - National Register of Historic Places (<http://www.nr.nps.gov/>)
- 2c: Post Office Finder (<http://www.usps.com/locator/welcome.htm?from=home&page=0060locatepo>) - Your local post office is a federal facility.
- 2d: National Monuments ([http://en.wikipedia.org/wiki/List\\_of\\_National\\_Monuments\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/List_of_National_Monuments_of_the_United_States))
- 3: Major daily US newspapers ([http://en.wikipedia.org/wiki/List\\_of\\_newspapers\\_in\\_the\\_United\\_States\\_by\\_circulation](http://en.wikipedia.org/wiki/List_of_newspapers_in_the_United_States_by_circulation))
- 4a: Declaration of Independence ([http://en.wikipedia.org/wiki/United\\_States\\_Declaration\\_of\\_Independence](http://en.wikipedia.org/wiki/United_States_Declaration_of_Independence))  
Declaring Independence: Drafting the Documents (<http://www.loc.gov/exhibits/declara/declara1.html>)
- 4b: Preamble to the Constitution ([http://en.wikipedia.org/wiki/Preamble\\_to\\_the\\_United\\_States\\_Constitution](http://en.wikipedia.org/wiki/Preamble_to_the_United_States_Constitution))  
Constitutional Topic: The Preamble online ([http://www.usconstitution.net/consttop\\_pre.html](http://www.usconstitution.net/consttop_pre.html))
- 4c: The Constitution ([http://en.wikipedia.org/wiki/United\\_States\\_Constitution](http://en.wikipedia.org/wiki/United_States_Constitution))  
The Constitution Online (<http://www.usconstitution.net>) or The Constitution (<http://www.archives.gov/national-archives-experience/charters/constitution.html>)
- 4d: Bill of Rights ([http://en.wikipedia.org/wiki/United\\_States\\_Bill\\_of\\_Rights](http://en.wikipedia.org/wiki/United_States_Bill_of_Rights))

- 4e: Amendments to the Constitution ([http://en.wikipedia.org/wiki/List\\_of\\_amendments\\_to\\_the\\_United\\_States\\_Constitution](http://en.wikipedia.org/wiki/List_of_amendments_to_the_United_States_Constitution))
- 5: Six functions of government from the first six articles ([http://en.wikipedia.org/wiki/United\\_States\\_Constitution](http://en.wikipedia.org/wiki/United_States_Constitution))
- 6: Famous speeches ([http://en.wikipedia.org/wiki/Famous\\_speeches](http://en.wikipedia.org/wiki/Famous_speeches))

Gettysburg Address ([http://en.wikipedia.org/wiki/Gettysburg\\_Address](http://en.wikipedia.org/wiki/Gettysburg_Address)) I have a dream ([http://en.wikipedia.org/wiki/I\\_have\\_a\\_dream](http://en.wikipedia.org/wiki/I_have_a_dream))

Presidential Speeches (<http://comm.tamu.edu/pres/speech.html>)

The History Place: Great Speeches Collection (<http://www.historyplace.com/speeches/previous.htm>)

- 7: Branches of Government ([http://en.wikipedia.org/wiki/Branches\\_of\\_government#United\\_States:\\_three\\_branches](http://en.wikipedia.org/wiki/Branches_of_government#United_States:_three_branches))

Checks and Balances ([http://www.usconstitution.net/constop\\_cnb.html](http://www.usconstitution.net/constop_cnb.html)) From US Constitution Online

Checks and Balances ([http://www.socialstudieshelp.com/Lesson\\_13\\_Notes.htm](http://www.socialstudieshelp.com/Lesson_13_Notes.htm))

- 8: Citizenship in the Nation MB Pamphlet, page 41: "You can write a letter online or send a letter by mail."

Write a letter online to your Senator or Congressman (<http://www.usa.gov/Contact/Elected.shtml>)

U.S. House of Representatives (<http://www.house.gov>) U.S. Senate (<http://www.senate.gov>)

Another site for Contacting the Congress (<http://www.visi.com/juan/congress/>)

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness** - **Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- The American Government - "A Grand Experiment" (<http://www.iveleague.org/s021-ab.html>)
- National Center for Constitutional Studies (<http://www.nccs.net/>) Includes an online Constitution quiz and game
- Ben's Guide to the U.S. Government (<http://bensguide.gpo.gov/>)
- US History (<http://www.ushistory.org/>) A comprehensive site created by the Independence Hall Association
- Justices of the Supreme Court (<http://supct.law.cornell.edu/supct/justices/fullcourt.html>)
- Understanding the Federal Courts (<http://www.uscourts.gov/understand03/index.html>)
- Kids in the House (<http://clerkkids.house.gov/>)
- World's Smallest Political Quiz (<http://www.theadvocates.org/quiz.html>)
- Town Hall (<http://townhall.com/>)
- 50 States and Capitals (<http://www.50states.com/>)
- LSU Libraries Federal Agencies Directory (<http://www.lib.lsu.edu/gov/fedgov.html>)
- The White House (<http://www.whitehouse.gov/>)
- Congress of the United States (<http://www.congress.org/congressorg/home>)

### Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • **Citizenship in the Nation** •  
 Citizenship in the World  
 Camping • Communication • Cooking • Family Life • Personal Fitness •  
 Personal Management  
 Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
 Sustainability  
 Swimming **OR** Hiking **OR** Cycling



Retrieved from "[http://meritbadge.org/wiki/index.php/Citizenship\\_in\\_the\\_Nation](http://meritbadge.org/wiki/index.php/Citizenship_in_the_Nation)"

Categories: Shortcuts | Merit badges requiring prior approval | Personal Development merit badges | Merit badges | Eagle-required merit badges | Boy Scout Requirements



- This page was last modified 09:42, January 22, 2013.



# Citizenship in the Nation

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2005 • This workbook was updated in November 2013.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Explain what citizenship in the nation means and what it takes to be a good citizen of this country.

What citizenship in the nation means:


What it takes to be a good citizen:


Discuss the rights, duties, and obligations of a responsible and active American citizen.

Rights:


Duties,


Obligations:


2. Do TWO of the following:

- a. Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.


- b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.


- c. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.


- d. Choose a national monument that interests you. \_\_\_\_\_

Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.


- 3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor.


Choose one of the issues and explain how it affects you and your family.


4. Discuss each of the following documents with your counselor. Tell your counselor how you feel life in the United States might be different without each one.

a. Declaration of Independence


b. Preamble to the Constitution


c. The Constitution


d. Bill of Rights

1	
2	
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4	
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9	
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e. Amendments to the Constitution

11.	
12.	
13.	
14.	
15.	
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24.



25.	
26.	
27.	

5. List the six functions of government as noted in the preamble to the Constitution.

Function	Discuss with your counselor how these functions affect your family and local community.


6. With your counselor's approval, choose a speech of national historical importance.

--

Find out about the author, and tell your counselor about the person who gave the speech.


Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today.

Importance at the time:


How it applies today:


Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.


7. Name the three branches of our federal government and explain to your counselor their functions. Explain how citizens are involved in each branch. For each branch of government, explain the importance of the system of checks and balances.

Branch:	
Function:	
Citizen Involvement:	
Importance of Checks & Balances:	

Branch:

--

Function:


Citizen Involvement:


Importance of Checks  
& Balances:


Branch:

Function:


Citizen Involvement:


Importance of Checks & Balances:


8. Name your two senators and the member of Congress from your congressional district.

Senator:

Senator:

Member of Congress:

- Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her.
- Show your letter and any response you receive to your counselor.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Citizenship\\_in\\_the\\_Nation#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Citizenship_in_the_Nation#Requirement_resources)

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Citizenship in the World

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET, BRING A COPY OF IT TO MBU and be ready to discuss.**

1. Req. 3 a & b - Write-up and be prepared to present and discuss both in class.
2. Req. 4 a, b or c- Choose two of the three and be ready to present.
3. Req. 7- a, b c, d, e- Complete two of these requirements and be prepared to present in class.

# Citizenship in the World

From MeritBadgeDotOrg

Resources include the Citizenship in the World merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Citizenship in the World** merit badge for Boy Scouts, Varsity Scouts, and Venturers.  
Webelos Scouts can earn the Citizen activity badge.  
Cub Scouts and Webelos Scouts can earn the Cub Scout Citizenship belt loop and pin.



**Citizenship in the World** merit badge is **required** for the Eagle Scout rank.

## Contents

- 1 Citizenship in the World merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Citizenship in the World merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1972
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	004
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2015

“ Scouts who earn the Citizenship in the World merit badge will discover that they are already citizens of the world. How good a world citizen each person is depends on his willingness to understand and appreciate the values, traditions, and concerns of people in other countries. ”

Citizenship in the World is one of the required merit badges for the World Conservation Award for Boy Scouts.

## Citizenship in the World merit badge requirements



1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S.



citizens and the citizens of two other countries.

3. Do the following:

- a. Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
- b. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.

4. Do TWO of the following:

- a. Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
- b. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
- c. Select TWO of the following organizations and describe their role in the world.

1. The United Nations and UNICEF
2. The World Court
3. Interpol
4. World Organization of the Scout Movement
5. The World Health Organization
6. Amnesty International
7. The International Committee of the Red Cross
8. CARE (Cooperative for American Relief Everywhere)
9. European Union

5. Do the following:

- a. Discuss the differences between constitutional and nonconstitutional governments.
- b. Name at least five different types of governments currently in power in the world.
- c. Show on a world map countries that use each of these five different forms of government.

6. Do the following:

- a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.
- b. Describe the roles of the following in the conduct of foreign relations.


1. Ambassador
2. Consul
3. Bureau of International Information Programs
4. Agency for International Development
5. United States and Foreign Commercial Service

c. Explain the purpose of a passport and visa for international travel.

7. Do TWO of the following and share with your counselor what you have learned:

- a. Visit the Web site (With your parent/guardian's permission) of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.


- b. Visit the Web site (With your parent/guardian's permission) of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.



**The official source for the information shown in this article or section is:**  
**Boy Scout Requirements**, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship\\_in\\_the\\_World/req&action=edit](http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_World/req&action=edit)) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

 <p><b>A FREE workbook for Citizenship in the World is available here!</b> </p> <p><i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the Citizenship in the World requirements (<a href="http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_World/req&amp;printable=yes">http://www.meritbadge.org/wiki/index.php?title=Template:Citizenship_in_the_World/req&amp;printable=yes</a>)</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Citizenship Troop Program Feature offers meeting and activity plans to include Citizenship in the World as one of your monthly themes.
2. Citizenship in the World merit badge is on the [(Quartermaster)] required list (requirement 2).
3. Citizenship in the World is a popular merit badge.

## Requirement resources

2. How to become a U.S. citizen (<http://www.uscis.gov/citizenship>) - Citizenship

(<http://en.wikipedia.org/wiki/Citizenship>) - Rights

([http://en.wikipedia.org/wiki/United\\_States\\_nationality\\_law#Rights\\_of\\_citizens](http://en.wikipedia.org/wiki/United_States_nationality_law#Rights_of_citizens)) - Duties

(<http://en.wikipedia.org/wiki/Duty>) - Jury Duty ([http://en.wikipedia.org/wiki/Jury\\_duty](http://en.wikipedia.org/wiki/Jury_duty)) - Obligations

(Responsibilities) ([http://en.wikipedia.org/wiki/United\\_States\\_nationality\\_law#Responsibilities\\_of\\_citizens](http://en.wikipedia.org/wiki/United_States_nationality_law#Responsibilities_of_citizens))

3a. Current World Events ([http://en.wikinews.org/wiki/Main\\_Page](http://en.wikinews.org/wiki/Main_Page)) - National Security

([http://en.wikipedia.org/wiki/National\\_security](http://en.wikipedia.org/wiki/National_security)) - Economy (<http://en.wikipedia.org/wiki/Economy>) - Values

(<http://en.wikipedia.org/wiki/Values>) - Health ([http://en.wikipedia.org/wiki/Social\\_determinants\\_of\\_health](http://en.wikipedia.org/wiki/Social_determinants_of_health))

British Broadcast Co. (<http://www.bbc.co.uk>) - Cable News Network (<http://www.cnn.com>) - C-SPAN

(<http://www.c-span.org>) - The New York Times (<http://www.nytimes.com>) - The Wall Street Journal

(<http://www.wsj.com>) - The Washington Post (<http://www.washingtonpost.com>)

3b. List of Countries ([http://en.wikipedia.org/wiki/List\\_of\\_countries](http://en.wikipedia.org/wiki/List_of_countries)) with geography, natural resources, climate, and global partnership information.

4a. International Law ([http://en.wikipedia.org/wiki/International\\_law](http://en.wikipedia.org/wiki/International_law)) - National Law

(<http://en.wikipedia.org/wiki/Law>)

4b. Current International Issues (<http://www.foreignaffairs.org/>) - State Department's World Issues

(<http://www.state.gov/issuesandpress/>) - International (Foreign) Trade

([http://encarta.msn.com/encyclopedia\\_761574787/Foreign\\_Trade.html](http://encarta.msn.com/encyclopedia_761574787/Foreign_Trade.html)) - Foreign Exchange

([http://encarta.msn.com/encyclopedia\\_761567759/Foreign\\_Exchange.html](http://encarta.msn.com/encyclopedia_761567759/Foreign_Exchange.html)) - Balance of Payments

([http://encarta.msn.com/encyclopedia\\_761552315/Balance\\_of\\_Payments.html](http://encarta.msn.com/encyclopedia_761552315/Balance_of_Payments.html)) - Tariffs

([http://encarta.msn.com/encyclopedia\\_761570453/Tariff.html](http://encarta.msn.com/encyclopedia_761570453/Tariff.html)) - Free Trade

([http://encarta.msn.com/encyclopedia\\_761570344/Free\\_Trade.html](http://encarta.msn.com/encyclopedia_761570344/Free_Trade.html))

4c1. United Nations (<http://www.un.org/>) *Official page*

4c2. International Court of Justice (World Court) (<http://www.icj-cij.org/>)

4c3. World Organization of the Scout Movement

4c4. World Health Organization (<http://www.who.int/en/>)

4c5. Amnesty International (<http://www.amnesty.org/>)

4c6. The International Committee of the Red Cross (<http://www.icrc.org/>) *Official page*

4c7. C.A.R.E. (<http://care.org>)

5a. Constitutional Government in the United States (<http://teachingamericanhistory.org/library/index.asp?document=799>) An explanation from President Woodrow Wilson.

5b. CIA Factbook: Forms of Government (<https://www.cia.gov/library/publications/the-world-factbook/fields/2128.html>) Definitions of each type of government, and a listing of each type by system

5c. See the Citizenship in the World Workbook for the blank world map you will need (see above link for country listings).

6a. Government are accredited to through ambassadors (<http://en.wikipedia.org/wiki/Ambassador>) and to international organizations

([http://en.wikipedia.org/wiki/Ambassadors\\_from\\_the\\_United\\_States#Ambassadors\\_to\\_international\\_organizations](http://en.wikipedia.org/wiki/Ambassadors_from_the_United_States#Ambassadors_to_international_organizations))

Embassy Listing (<http://www.embassyworld.com/dev/>) - The Electronic Embassy (<http://www.embassy.org/>)

6b1. Ambassador (<http://en.wikipedia.org/wiki/Ambassador>) - List of US Ambassadors

([http://en.wikipedia.org/wiki/Ambassadors\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Ambassadors_of_the_United_States))

6b2. Consul ([http://en.wikipedia.org/wiki/Consul\\_\(representative\)](http://en.wikipedia.org/wiki/Consul_(representative)))

6b3. Bureau of International Information Programs

([http://en.wikipedia.org/wiki/Bureau\\_of\\_International\\_Information\\_Programs](http://en.wikipedia.org/wiki/Bureau_of_International_Information_Programs))

6b4. Agency for International Development ([http://en.wikipedia.org/wiki/Agency\\_for\\_International\\_Development](http://en.wikipedia.org/wiki/Agency_for_International_Development))

6b5. United States and Foreign Commercial Service

([http://en.wikipedia.org/wiki/United\\_States\\_and\\_Foreign\\_Commercial\\_Service](http://en.wikipedia.org/wiki/United_States_and_Foreign_Commercial_Service))

6c. Passport (<http://en.wikipedia.org/wiki/Passport>) - Visa ([http://en.wikipedia.org/wiki/Visa\\_\(document\)](http://en.wikipedia.org/wiki/Visa_(document)))

7a. US Department of State (<http://www.state.gov/>) *Official page* - Future State (<http://future.state.gov/>) - US Department of State for Youth

7d. World Scouting Jamboree (<http://www.scouting.org/jamboree/world/>)

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness** - **Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- How to Become a Citizen of the United States of America (<http://bensguide.gpo.gov/3-5/citizenship/index.html>) — Written for middle schoolers
- CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/index.html>) — Information on every country in the world
- Presidential Speech Archive (<http://comm.tamu.edu/pres/speech.html>)
- The Global Environment and the National Interest (<http://www.state.gov/www/global/oes/960910.html>)
- Background Notes on geographic entities and international organizations (<http://www.state.gov/r/pa/ei/bgn/>)
- The Interactive Currency Table (<http://www.xe.com/ict/>)
- NATO (<http://www.nato.int/>)
- Foreign Consular Offices in the United States (<http://www.state.gov/s/cpr/rls/fco/>)
- The Electronic Embassy (<http://www.embassy.org/>)
- Geneva International (<http://geneva.intl.ch/>)
- WWW Virtual Library: Culture ([http://hirsch.cosy.sbg.ac.at/www-virtual-library\\_culture.html](http://hirsch.cosy.sbg.ac.at/www-virtual-library_culture.html))
- WWW Virtual Library: Indigenous Studies (<http://www.cwis.org/wwwvl/indig-vl.html>)
- WWW Virtual Library: International Affairs Resources (<http://www2.etown.edu/vl/>)

### Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • Citizenship in the Nation •  
**Citizenship in the World**  
Camping • Communication • Cooking • Family Life • Personal Fitness •  
Personal Management  
Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
Sustainability  
Swimming **OR** Hiking **OR** Cycling



### Awards related to the Quartermaster Award for Sea Scouts



First Aid • Weather • Swimming • Lifesaving • **Citizenship in the World** • Motorboating • BSA Lifeguard



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Categories: Shortcuts | Personal Development merit badges | Merit badges | Eagle-required merit badges | World Conservation Award merit badges | Boy Scout Requirements

- This page was last modified 16:12, January 30, 2016.



# Citizenship in the World



## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in February 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.


2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship.

How:

Rights:


Duties:


Obligations:


Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.

Country

Rights:


Duties:


Obligations:


Country

Rights:


Duties:


Obligations:


3. Do the following:

a. Pick a current world event. \_\_\_\_\_

In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.

Security:


Economy:


Values:


Health:




- b. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.

Geography:


Natural resources:


Climate:


- 4. Do TWO of the following:

- a. Explain international law and how it differs from national law.


Explain the role of international law and how international law can be used as a tool for conflict resolution.


- b. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade.

International trade:


Foreign exchange:


Balance of payments:


Tariffs:


Free trade:


Explain what you have learned:


Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.


c. Select TWO of the following organizations and describe their role in the world.

- 1 The United Nations and UNICEF
- 2 The World Court
- 3 Interpol
- 4 World Organization of the Scout Movement
- 5 The World Health Organization
- 6 Amnesty International
- 7 The International Committee of the Red Cross
- 8 CARE (Cooperative for American Relief Everywhere)
- 9. European Union

Organization:	
Role in the international system:	

Organization:	
Role in the international system:	

5. Do the following:

a. Discuss the differences between constitutional and nonconstitutional governments.


b. Name at least five different types of governments currently in power in the world.

1.	
2.	
3.	
4.	
5.	

- c. Show on a world map countries that use each of these five different forms of government.



6. Do the following:

- a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.

Representation abroad:


Accreditation to international organizations.


b. Describe the roles of the following in the conduct of foreign relations.

1. Ambassador


2. Consul


3. Bureau of International Information Programs


4. Agency for International Development


5. United States and Foreign Commercial Service


c. Explain the purpose of a passport and visa for international travel.


7. Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:

a. Visit the Web site of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.


b. Visit the Web site of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.

News Story:	

- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.

Values:


Holidays:


Ethnic foods:


Traditions:


- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Citizenship\\_in\\_the\\_World#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Citizenship_in_the_World#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. Partials 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.

# Communication

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Decide on a skill you want to teach, write a plan for teaching it, and bring any material you need to teach it.
2. Pick a product or service you want to sell and write an outline of what you will say to make the sale.
3. Write a 5-minute speech on a topic of your choice.
4. Do one - write a letter to the editor of the N&O Newspaper expressing your opinion on a news issue **OR** write a newsletter describing an event to be attended by others.
5. Write a personal resume.
6. Choose a communications career field, find out the qualifications you must have to get a job, and write a list of these qualifications.

# Communication

## From MeritBadgeDotOrg

Resources include the Communication merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Communication merit badge** for Boy Scouts, Varsity Scouts, and Venturers.

Webelos Scouts can earn the Communicator activity badge.

Cub Scouts and Webelos Scouts can earn the Cub Scout Communicating belt loop and pin.



**Communication** merit badge is **required** for the Eagle Scout rank.



**Communication** requires prior counselor approval for requirement(s) #5, 6, & 7b.

## Contents

- 1 Communication merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Communication merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1965
<b>Renamed from:</b>	Communications
<b>BSA Advancement ID:</b>	005
<b>Requirements revision:</b>	2014
<b>Latest pamphlet revision:</b>	2009

“ This clear and concise definition comes from the U.S. Department of Education: "Communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The field of communication promotes the effective and ethical practice of human communication. ”

## Communication merit badge requirements



1. Do ONE of the following:

- a. For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers or the radio, watching television, reading books and other print media, and using any electronic communication device. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communications skills.
- b. For three days, keep a journal of your listening experiences. Identify one example of each of the following, and discuss with your counselor when you have listened to:

1. Obtain information
2. A persuasive argument
3. Appreciate or enjoy something
4. Understand someone's feelings

- c. In a small-group setting, meet with other scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each scout participates in the group discussion and how effectively he communicates his story. Report what you have learned to your counselor about the differences you observed in effective communication.
- d. List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, e-mail, text messages, and so on). For each type of communication discuss with your counselor an instance when that method might not be appropriate or effective.

2. Do ONE of the following:

- a. Think of a creative way to describe yourself, using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.
- b. Choose a concept, product, or service in which you have great confidence. Build a sales plan based on its good points. Try to persuade the counselor to agree with, use, or buy your concept, product or service. After your sales talk, discuss with your counselor how persuasive you were.

3. Write a five-minute speech. Give it at a meeting of a group.

4. Interview someone you know fairly well, like, or respect because of his or her position, talent, career or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak. Show how you would call to invite this person to speak.


5. Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.

6. With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.

7. Do ONE of the following:

- a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email or regular mail.
- b. Create a web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport).. Include at least three articles or entries and one photograph or illustration, and one link to some other Web page or blog that would be helpful to someone who visits the Web page or blog you have created. It is not necessary to post your Web page or blog to the Internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.

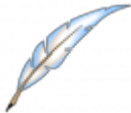

- c. Use desktop publishing to produce a newsletter, brochure, flier or other printed material for your scout troop, class at school, or other group. Include at least one article and one photograph or illustration.
8. Plan a troop or crew court of honor, campfire program, or an interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.
9. Find out about three career opportunities in the field of communication. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.



**The *official* source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Communication/req&action=edit>) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

 <p><b>A FREE workbook for Communication is available here!</b></p> <p>  <i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the Communication requirements (<a href="http://meritbadge.org/wiki/index.php?title=Template:Communication/req&amp;printable=yes">http://meritbadge.org/wiki/index.php?title=Template:Communication/req&amp;printable=yes</a>) .</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Communications Troop Program Feature offers meeting and activity plans to include Communication as one of your monthly themes.
2. Communication is a popular merit badge.

## Requirement resources

- The Troop Communications Monthly Theme includes meeting and activity materials.

1. How we communicate: Communications (<http://en.wikipedia.org/wiki/Communication>) - Telecommunications ([http://en.wikipedia.org/wiki/Telecommunication#Modern\\_operation](http://en.wikipedia.org/wiki/Telecommunication#Modern_operation))

1a. A communications log is in the Communication Workbook.

1b. A listening journal is in the Communication Workbook.

1c. See below: #4 for interviewing resources, #5 for active listening and taking notes.

2a. Scout Songs - Scout Skits - Also see Art Merit Badge

- Microsoft PowerPoint (<http://mistupid.com/tutorials/powerpoint/index.htm>) - Great Microsoft PowerPoint tutorials.

2b. How to sell Popcorn - with sample scripts, sales plans, and even a video. Also see Salesmanship #3.

3. Presentation resources:

- **Cub Scout:** Communicating Belt Loop & Pin - **Webelos:** Communicator - **Merit Badges:** Public Speaking - **Communication**
- **Speeches & Presentations:** How to Choose a topic (<http://www.wikihow.com/Choose-a-Topic-for-an-Informative-Speech>) - How to Write a Speech (<http://www.wikihow.com/Write-an-Informative-Speech>) - How to Give a Speech (<http://www.wikihow.com/Prepare-and-Give-a-Speech>) - Ideas from eHow ([http://www.ehow.com/how\\_4799985\\_give-speech-stress.html](http://www.ehow.com/how_4799985_give-speech-stress.html))
- **Lesson Videos:** ExpertVillage: Giving a Speech (<http://www.expertvillage.com/results.aspx?q=speech>) - Public Speaking Tips ([http://www.expertvillage.com/video-series/436\\_public-speaking.htm](http://www.expertvillage.com/video-series/436_public-speaking.htm)) - Public Speaking ([http://www.expertvillage.com/video-series/4588\\_public-speaker.htm](http://www.expertvillage.com/video-series/4588_public-speaker.htm)) - Eye Contact ([http://www.expertvillage.com/video/78300\\_public-speaker-historical.htm](http://www.expertvillage.com/video/78300_public-speaker-historical.htm)) - Hand Gestures ([http://www.expertvillage.com/video/78301\\_public-speaker-gestures.htm](http://www.expertvillage.com/video/78301_public-speaker-gestures.htm)) - Props ([http://www.expertvillage.com/video/78297\\_public-speaker-props.htm](http://www.expertvillage.com/video/78297_public-speaker-props.htm))
- Speeches & presentations: How to Choose a topic (<http://www.wikihow.com/Choose-a-Topic-for-an-Informative-Speech>) - How to Write a Speech (<http://www.wikihow.com/Write-an-Informative-Speech>) - How to Give a Speech (<http://www.wikihow.com/Prepare-and-Give-a-Speech>) - Ideas from eHow ([http://www.ehow.com/how\\_4799985\\_give-speech-stress.html](http://www.ehow.com/how_4799985_give-speech-stress.html))

The Citizenship in the Community #8 *public presentation...of your community* could be given as a **Communication** #3 *five-minute speech* using the techniques from Photography #4b to *produce a picture story* and Art #1 to *tell a story with...pictures* which could be developed into the Digital Technology #6d *short presentation*.

Also see Public Speaking #1. "Give a three- to five-minute introduction of yourself".

4. **Lesson Video:** How a reporter interviews someone ([http://www.expertvillage.com/video/22557\\_write-news-new-style.htm](http://www.expertvillage.com/video/22557_write-news-new-style.htm)) - How to Conduct an Interview (Job) ([http://www.expertvillage.com/video-series/3193\\_conduct-interview.htm](http://www.expertvillage.com/video-series/3193_conduct-interview.htm)) .

5. **Communication** #5 "Attend a public meeting..." is similar to Journalism #4 " Attend a public event..."

- Active Listening skills: Wikipedia ([http://en.wikipedia.org/wiki/Active\\_listening](http://en.wikipedia.org/wiki/Active_listening)) - How to be an active listener ([http://www.ehow.com/how\\_2057868\\_be-active-listener.html](http://www.ehow.com/how_2057868_be-active-listener.html))
- How to remember what is said: Memory Tricks (<http://encarta.msn.com/encnet/features/guides/?article=HomeworkMemoryTricks>) - 12 Memory Tricks (<http://encarta.msn.com/encnet/Features/Columns/?article=12MemoryTricks>)
- How to Take Notes (<http://www.wikihow.com/Take-Lecture-Notes>) - Take Better Notes (<http://www.wikihow.com/Take-Better-Notes>) - Lesson Video: How to take notes ([http://www.expertvillage.com/video/145862\\_take-research-notes.htm](http://www.expertvillage.com/video/145862_take-research-notes.htm))

6. Some ideas for skills or topics you could teach:

- Knots - pick a basic knot or knots to teach (animated instructions and handouts.
- Scout Songs & Scout Skits for great campfire programs
- How to present a Flag Ceremony
- Essentials for the Outdoors - what you need for a hike, campout, or summer camp, etc.
- What is Order of the Arrow? Great topic if you are in OA.
- First Aid Merit Badge Requirement 7 is to teach a first aid skill - resources and videos are there.
- Camping - possible topics include packing a backpack, cold or warm weather clothing, Leave No Trace, etc.
- **Lesson Videos** (If you want to use PowerPoint): PowerPoint Presentation Basics (<http://www.expertvillage.com/interviews/powerpoint-beginners.htm>) - PowerPoint Tips (<http://www.expertvillage.com/interviews/powerpoint-tips.htm>) - More PowerPoint (<http://www.expertvillage.com/interviews/powerpoint-presentation.htm>)


7a. : **Microsoft Outlook** (<http://mistupid.com/technical/outlook/index.htm>) **great email tutorials.** - Lesson Videos: **Outlook Email** ([http://www.expertvillage.com/video-series/2196\\_microsoft-outlook-tips.htm](http://www.expertvillage.com/video-series/2196_microsoft-outlook-tips.htm))

- Microsoft Word (<http://mistupid.com/tutorials/word/index.htm>) - Great Microsoft Word tutorials.

7b. **Communication #7b** "Create a Web page..." is very similar to Digital Technology #6h "Create a web page..."

7c. Microsoft Word (<http://mistupid.com/tutorials/word/index.htm>) - Great Microsoft Word tutorials teach desktop publishing and more.

- See Photography for help with your photo.

8. See Court of Honor for ideas and a sample script and program in the Word  format that you can customize.

9. Communications Careers resources from: Careers.org

(<http://education.careers.org/curriculum/09/communication-journalism-and-related-programs>) , Berkley

(<http://career.berkeley.edu/communications/Communications.stm>) , Rutgers

([http://njca.rutgers.edu/careers\\_comm.htm](http://njca.rutgers.edu/careers_comm.htm)) , and Temple University (<http://www.temple.edu/sct/comm-major/careers.html>)

## Related awards

2b. This is very similar to Salesmanship #3.

3. The Citizenship in the Community #8 *public presentation...of your community*

could be given as a **Communication #3 five-minute speech**

using the techniques from Photography #4b to *produce a picture story*

and Art #1 to *tell a story with...pictures*

which could be developed into the Digital Technology #6d *short presentation*.

- Also see Public Speaking #1. "Give a three- to five-minute introduction of yourself".

5. **Communication #5** "Attend a public meeting..." is similar to Journalism #4 "Attend a public event..."

7b. **Communication #7b** "Create a Web page..." is very similar to Digital Technology #7d "Create a web page..."

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness -

**Family Life - Genealogy - Personal Fitness - Personal Management - Public Speaking - Reading - Scholarship - Traffic Safety**

- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Advice for personal and unit Web sites (<http://www.scouting.org/webmasters/units.html>) — *Official BSA web site*
- Effective Presentations (<http://www.kumc.edu/SAH/OTEd/jradel/effective.html>)
- Confidence in Public Speaking - First Speech (<http://www.roxbury.net/images/pdfs/cps6chapb.pdf>)
- Cartographic Communication ([http://www.colorado.edu/geography/gcraft/notes/cartocom/cartocom\\_f.html](http://www.colorado.edu/geography/gcraft/notes/cartocom/cartocom_f.html))

### Merit badges required for the Eagle Scout rank

First Aid • Citizenship in the Community • Citizenship in the Nation •  
Citizenship in the World  
Camping • **Communication** • Cooking • Family Life • Personal Fitness  
• Personal Management





Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
Sustainability  
Swimming **OR** Hiking **OR** Cycling



Retrieved from "<http://meritbadge.org/wiki/index.php/Communication>"

Categories: Merit badges requiring prior approval | Personal Development merit badges | Merit badges | Eagle-required merit badges | Boy Scout Requirements

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- This page was last modified 19:07, May 5, 2014.



# Communication

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 619576).

The requirements were last issued or revised in 2014 • This workbook was updated in January, 2014

Scout's Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_

Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Do ONE of the following:

- a. For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers or the radio, watching television, using social media, reading books and other print media, and using any electronic communication device.

Date:

Time	Duration	Activity Type	Description

Discuss with your counselor what your log reveals about the importance of communication in your life.


Think of ways to improve your communications skills.


- b. For three days, keep a journal of your listening experiences.

Dates:

Date/Time	Listening Experience

Identify one example of each of the following, and discuss with your counselor when you have listened to:

- 1. Obtain information


- 2. Be persuaded


- 3. Appreciate or enjoy something


- 4. Understand someone's feelings


- c. In a small-group setting, meet with other Scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each Scout participates in the group discussion and how effectively he communicates his story.

Scout or friend:

Personal story:

Effectiveness:


Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Report what you have learned to your counselor about the differences you observed in effective communication.


- d. List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, e-mail, text messages, and so on). For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.

Way to Communicate	When that method might not be appropriate or effective.

2. Do ONE of the following:

a. Think of a creative way to describe yourself using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.

b. Choose a concept, product, or service in which you have great confidence.

Build a sales plan based on its good points.


Try to persuade the counselor to agree with, use, or buy your concept, product, or service. After your sales talk, discuss with your counselor how persuasive you were.


3. Write a five-minute speech. Give it at a meeting of a group.



4. Interview someone you know fairly well, like, or respect because of his or her position, talent, career, or life experiences.

--

Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak.


Show how you would call to invite this person to speak.



- 5.  Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue.
- Practice active listening skills and take careful notes of each point of view.

Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.


- 6. With your counselor's approval, develop a plan to teach a skill or inform someone about something.


- Prepare teaching aids for your plan.

Carry out your plan. With your counselor, determine whether the person has learned what you intended.


7. Do ONE of the following:

- a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose.


- Send your message by  fax,  e-mail, or  regular mail.

- b. Create a web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration and one link to some other Web page or blog that would be helpful to someone who visits the Web page or blog you have created. It is not necessary to post your Web page or blog to the Internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.

Articles:	
Image:	
Link:	

- c. Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your Scout troop, class at school, or other group. Include at least one article and one photograph or illustration.

Article:	



- Have the patrol leaders' council approve it, then write the script and prepare the program.


- Serve as master of ceremonies.

9. Find out about three career opportunities in the field of communication.

1. _____
2. _____
3. _____

Pick one and explain how to prepare for such a career.

--

Discuss with your counselor what education and training are required, and explain why this profession might interest you.

**Education**


**Training**


Why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Communications#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Communications#Requirement_resources)

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Crime Prevention

## From MeritBadgeDotOrg

Resources include the Crime Prevention merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



*This is the **Crime Prevention merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
Scouts at all levels can earn the Crime Prevention Award.*



**Crime Prevention** requires prior counselor approval for requirement(s) #7b.

## Contents

- 1 Crime Prevention merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Preventing crime, which can be as simple as reducing the opportunities for crime to occur, is far less costly than apprehending and bringing legal action against those who break the law and it helps save people from the anguish of being victims. ”

## Crime Prevention merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1996
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	131
<b>Requirements revision:</b>	2006
<b>Latest pamphlet revision:</b>	2008

## Crime Prevention merit badge requirements



1. Discuss the role and value of laws in society with regard to crime and crime prevention. Include in your discussion the definitions of "crime" and "crime prevention."
2. Prepare a notebook of newspaper and other clippings that addresses crime and crime prevention efforts in your community.
3. Discuss the following with your counselor:

- a. The role of citizens, including youth, in crime prevention
  - b. Gangs and their impact on the community
  - c. When and how to report a crime
4. After doing EACH of the following, discuss with your counselor what you have learned.
- a. Inspect your neighborhood for opportunities that may lead to crime. Learn how to do a crime prevention survey.
  - b. Using the checklist in this (the merit badge) pamphlet, conduct a security survey of your home and discuss the results with your family.
5. Teach your family or patrol members how to protect themselves from crime at home, at school, in your community, and while traveling.
6. Help raise awareness about one school safety issue facing students by doing ONE of the following:
- a. Create a poster for display on a school bulletin board.
  - b. With permission from school officials, create a page long public service announcement that could be read over the public address system at school or posted on the school's Web site.
  - c. Make a presentation to a group such as a Cub Scout den that addresses the issue.
7. Do ONE of the following:
- a. Assist in the planning and organization of a crime prevention program in your community such as Neighborhood Watch, Community Watch, or Crime Stoppers. Explain how this program can benefit your neighborhood.
  - b. With your parent's and counselor's approval, visit a jail or detention facility or a criminal court hearing. Discuss your experience with your counselor.
8. Discuss the following with your counselor:
- a. How drug abuse awareness programs, such as "Drugs: A Deadly Game," help prevent crime
  - b. Why alcohol, tobacco, and marijuana are sometimes called "gateway drugs" and how "gateway drugs" can lead to the use of other drugs
  - c. Three resources in your city where a person with a drug problem or drug-related problem can go for help
  - d. How the illegal sale and use of drugs lead to other crimes
  - e. How to recognize child abuse
  - f. The three R's of Youth Protection
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.



**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited ([http://www.meritbadge.org/wiki/index.php?title=Template:Crime\\_Prevention/req&action=edit](http://www.meritbadge.org/wiki/index.php?title=Template:Crime_Prevention/req&action=edit)) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



### A FREE workbook for Crime Prevention is available here!



*with the maps, charts, links, diagrams, and checklists you need!  
Or click here to print just the Crime Prevention requirements  
([http://www.meritbadge.org/wiki/index.php?title=Template:Crime\\_Prevention/req&printable=yes](http://www.meritbadge.org/wiki/index.php?title=Template:Crime_Prevention/req&printable=yes)) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

1. Law Definition, Overview, History, etc. (<http://en.wikipedia.org/wiki/Law>) - Definiton of "Law" (<http://dictionary.reference.com/browse/Law>) - Crime (<http://www.merriam-webster.com/dictionary/crime>) - Crime Prevention ([http://en.wikipedia.org/wiki/Crime\\_prevention](http://en.wikipedia.org/wiki/Crime_prevention))
3. The National Crime Prevention Council (<http://www.nationaltcc.org>) - Nat. Sheriffs' Association (<http://www.sheriffs.org>) - Nat. McGruff House Network (<http://www.mcgruff.org>) - Youth Crime Watch (<http://www.ycwa.org>) - Nat. School Safety Center (<http://www.nssc1.org>)
- 3b. Cops Office: Gangs (<http://www.cops.usdoj.gov/Default.asp?Item=1593>) From the Department of Justice
- 3c. Call 911 only when you need to ([http://www.nyc.gov/html/nypd/html/faq/faq\\_police.shtml#3](http://www.nyc.gov/html/nypd/html/faq/faq_police.shtml#3)) - What to do if you see a crime ([http://www.nyc.gov/html/nypd/html/faq/faq\\_police.shtml#4](http://www.nyc.gov/html/nypd/html/faq/faq_police.shtml#4))
4. The Security Checklist you need is included in the Crime Prevention Worksheet.
5. & 6. Crime prevention: McGruff (<http://www.mcgruff.org/>) - Home ([http://www.mcgruff.org/Advice/home\\_alone.php](http://www.mcgruff.org/Advice/home_alone.php)) - School ([http://www.mcgruff.org/Advice/school\\_safety.php](http://www.mcgruff.org/Advice/school_safety.php)) - School Tips (<http://www.npc.org/topics/by-audience/teens/protect-yourself/in-school>) - Bullies (<http://www.mcgruff.org/Advice/bullies.php>) - Community ([http://www.mcgruff.org/Advice/neighborhood\\_safety.php](http://www.mcgruff.org/Advice/neighborhood_safety.php)) - Traveling (<http://ezinearticles.com/?Travel---Protect-Yourself-While-Travelling&id=212583>) - Traveling Abroad ([http://travel.state.gov/travel/tips/tips\\_1232.html](http://travel.state.gov/travel/tips/tips_1232.html))
- 6c. Presentation Links:
  - **Cub Scout:** Communicating Belt Loop & Pin - **Webelos:** Communicator - **Merit Badges:** Public Speaking - Communication



- **Speeches & Presentations:** How to Choose a topic (<http://www.wikihow.com/Choose-a-Topic-for-an-Informative-Speech>) - How to Write a Speech (<http://www.wikihow.com/Write-an-Informative-Speech>) - How to Give a Speech (<http://www.wikihow.com/Prepare-and-Give-a-Speech>) - Ideas from eHow ([http://www.ehow.com/how\\_4799985\\_give-speech-stress.html](http://www.ehow.com/how_4799985_give-speech-stress.html))
- **Lesson Videos:** ExpertVillage: Giving a Speech (<http://www.expertvillage.com/results.aspx?q=speech>) - Public Speaking Tips ([http://www.expertvillage.com/video-series/436\\_public-speaking.htm](http://www.expertvillage.com/video-series/436_public-speaking.htm)) - Public Speaking ([http://www.expertvillage.com/video-series/4588\\_public-speaker.htm](http://www.expertvillage.com/video-series/4588_public-speaker.htm)) - Eye Contact ([http://www.expertvillage.com/video/78300\\_public-speaker-historical.htm](http://www.expertvillage.com/video/78300_public-speaker-historical.htm)) - Hand Gestures ([http://www.expertvillage.com/video/78301\\_public-speaker-gestures.htm](http://www.expertvillage.com/video/78301_public-speaker-gestures.htm)) - Props ([http://www.expertvillage.com/video/78297\\_public-speaker-props.htm](http://www.expertvillage.com/video/78297_public-speaker-props.htm))

**7a.** Neighborhood Watch (<http://www.npc.org/topics/neighborhood-watch>) - Find your Neighborhood Watch (<http://www.usaonwatch.org/LEA/LEASearch.php>) - Crime Stoppers (<http://www.crimestopusa.com/>)

**8a.** Order "*Choose to Refuse*" (<http://www.scouting.org/filestore/pdf/60-060.pdf>) - Online Version (<http://cubpack23.com/upldDocuments/Unit297/Drugs%20a%20Deadly%20Game%20Choose%20to%20Refuse.pdf>) - USScouts: Choose to Refuse (<http://www.usscouts.org/safety/Drugs.asp>) - Drugs: A Deadly Game (<http://www.scouting.org/Media/FactSheets/02-574.aspx>) - DARE (<http://www.dare.com/>)

**8b.** US DOH: "Smoking May Contribute to Increased Use of Cocaine and Heroin" ([http://www.nida.nih.gov/nida\\_notes/NNVol15N5/Craving.html](http://www.nida.nih.gov/nida_notes/NNVol15N5/Craving.html))

Gateway Drugs Lead to Cocaine Use

([http://www.columbia.edu/cu/record/archives/vol20/vol20\\_iss10/record2010.24.html](http://www.columbia.edu/cu/record/archives/vol20/vol20_iss10/record2010.24.html))

Alcohol And Tobacco: Two Dangerous Gateway Drugs

([http://www.drugwatch.org/Alcohol%20&%20Tobacco\\_Gateway%20Drugs.htm](http://www.drugwatch.org/Alcohol%20&%20Tobacco_Gateway%20Drugs.htm))

DARE: Gateway Drugs ([http://www.dare.com/parents/Parents\\_KeepingKidsDrugFree/Default2f75.asp](http://www.dare.com/parents/Parents_KeepingKidsDrugFree/Default2f75.asp))

**8d.** Sources on Drugs and Crime: US Dept of Justice (<http://www.ojp.usdoj.gov/bjs/dcf/duc.htm>) - Whitehouse (<http://www.whitehousedrugpolicy.gov/publications/factsht/crime/index.html>)

**8e.** How to recognize child abuse ([http://www.childwelfare.gov/can/identifying/recog\\_signs.cfm](http://www.childwelfare.gov/can/identifying/recog_signs.cfm)) - Another site (<http://cfsa.dc.gov/cfsa/cwp/view,a,3,q,520656.asp>) -more

([http://www.nyc.gov/html/acs/html/child\\_safety/child\\_abuse\\_signs.shtml](http://www.nyc.gov/html/acs/html/child_safety/child_abuse_signs.shtml))

**8f.** The Three R's of Youth Protection (<http://www.scouting.org/Training/YouthProtection.aspx>)

**9.** Sheriff ([http://en.wikipedia.org/wiki/Sheriffs\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Sheriffs_in_the_United_States)) - Wikipedia: Police (<http://en.wikipedia.org/wiki/Police>)

**9d.** Law Enforcement Careers (<http://www.careeroverview.com/law-enforcement-careers.html>) - CopCareer.Com (<http://www.copcareer.com/careers.html>)

## Related awards

### Emergency Preparedness-related awards

- Scouter Awards: Emergency Preparedness Award
- Boy Scout Merit Badges: **Crime Prevention** - Emergency Preparedness - Fire Safety - First Aid - Lifesaving - Public Health - Safety- Traffic Safety
- Boy Scout awards: Emergency Preparedness Award
- Webelos Activity Badge: Readyman
- Cub Scout Awards: Emergency Preparedness Award
- Others Links: First Aid Skills - First Aid Kit - Emergency Kit - Safe Swim Defense - Safety Afloat - Guide to Safe Scouting: First Aid (<http://www.scouting.org/HealthandSafety/GSS/gss06.aspx>)
- Venturing: Ranger Award-Emergency Preparedness Requirement

## Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - Chemistry - **Crime Prevention** - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - Landscape Architecture - Law - Medicine - Personal Management - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
- Webelos Activity Badges: Engineer - Scientist
- Cub Scout Belt Loops & Pins: Mathematics - Science

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Crime Prevention Division - Metro Nashville Police (<http://www.police.nashville.org/youth/scout.htm>)
- The BSA Crime Prevention Program (<http://www.geocities.com/~pack215/crime-prevention.html>)
- National Crime Prevention Council On-Line Resource Center (<http://www.ncpc.org/>)

Retrieved from "[http://meritbadge.org/wiki/index.php/Crime\\_Prevention](http://meritbadge.org/wiki/index.php/Crime_Prevention)"

Categories: Merit badges requiring prior approval | Public Service merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 20:44, October 28, 2012.



# Crime Prevention

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2006 • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_

Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Discuss the role and value of laws in society with regard to crime and crime prevention.


Include in your discussion the definitions of "crime" and "crime prevention."

"Crime":


"Crime prevention."


2. Prepare a notebook of newspaper and other clippings that addresses crime and crime prevention efforts in your community.

3. Discuss the following with your counselor:

a. The role of citizens, including youth, in crime prevention


b. Gangs and their impact on the community


c. When and how to report a crime


4. After doing EACH of the following, discuss with your counselor what you have learned.

a. Inspect your neighborhood for opportunities that may lead to crime.


Learn how to do a crime prevention survey.


- b. Using the checklist in this (*the merit badge*) pamphlet, conduct a security survey of your home and discuss the results with your family. (*A copy of the Home Safety Checklist can be found at the end of this workbook.*)


- 5. Teach your family or patrol members how to protect themselves from crime at home.
- 6. Help raise awareness about one school safety issue facing students by doing ONE of the following:
  - a. Create a poster for display on a school bulletin board.
  - b. With permission from school officials, create a page long public service announcement that could be read over the public address system at school or posted on the school's Web site.


- c. Make a presentation to a group such as a Cub Scout den that addresses the issue.

7. Do ONE of the following:

- a. Assist in the planning and organization of a crime prevention program in your community such as Neighborhood Watch, Community Watch, or Crime Stoppers. Explain how this program can benefit your neighborhood.


- b. With your parent's and counselor's approval, visit a jail or detention facility or a criminal court hearing. Discuss your experience with your counselor.


8. Discuss the following with your counselor:

- a. How drug abuse awareness programs, such as "Drugs: A Deadly Game," help prevent crime


- b. Why alcohol, tobacco, and marijuana are sometimes called "gateway drugs" and how "gateway drugs" can lead to the use of other drugs


- c. Three resources in your city where a person with a drug problem or drug-related problem can go for help


- d. How the illegal sale and use of drugs lead to other crimes


- e. How to recognize child abuse


- f. The three R's of Youth Protection


- 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.

Career

Describe the level of education required and responsibilities of a person in that position.

Education:	
Responsibilities:	

Tell why this position interests you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Crime Prevention#Requirement resources](http://www.meritbadge.org/wiki/index.php/Crime_Prevention#Requirement_resources)

## **Crime Prevention Merit Badge Sample Home Security Checklist**

Scout's Name: \_\_\_\_\_

Here are some things to consider with your parent or guardian and counselor. See your Crime Prevention Merit Badge Pamphlet for explanations about each item on the checklist.

- 1. Do you keep a list of all valuable property? Is at least one copy kept outside your home?
- 2. Do you have a list of the serial numbers of your valuable property (watches, cameras, computers, TVs, etc.)?
- 3. Do you have descriptions/photographs of valuable property from each room in your home (and closets)?
- 4. Do you keep excess cash and other valuables in a bank? Consider renting a safe deposit box for important papers.
- 5. Do you plan so that you don't need to "hide" a house key under the doormat or in a similar location?
- 6. Do your family members know what to do if they discover a burglar in your home? Don't go in! Dial 911!
- 7. Do family members know to leave everything undisturbed and call the sheriff or police if they discover a burglary?
- 8. Are trees and shrubs trimmed to eliminate hiding places?
- 9. Do you have a security closet with a solid-core door, non-removable hinges, and a deadbolt lock? For items of value.
- 10. Do you have emergency telephone numbers listed on your phone? In most areas of the country it is 911.
- 11. Is the outside of your home well lit? Do you have working porch lights? Is your yard well illuminated?
- 12. Is your house number easily visible from the street at any hour? Police need to see your number in an emergency.
- 13. Are ladders locked up and trellises and drainpipes eliminated that can be used as ladders to reach upper floor?
- 14. Are your exterior doors of solid-core construction? Hollow core wood doors offer little protection from break in.
- 15. Do your entry doors have wide-angle viewers? Needed so you can see out before opening the door.
- 16. Are your door's locks secure from being opened if a burglar breaks out a pane of glass or a panel of lightweight wood?
- 17. Do exterior doors have cylinder-type deadbolt locks with at least a one-inch throw and a beveled cylinder guard?
- 18. Do doors without cylinder locks have a heavy deadbolt or similar security that can be operated only from the inside?
- 19. Can all of your doors (basement, porch, sliding, French, balcony) be securely locked?
- 20. Do your basement doors have locks that allow you to isolate that part of your home?
- 21. Are all of your locks in good repair?
- 22. Are the door strike-plates installed with three-inch screws? Three-inch screws will reach the stud inside the wall.
- 23. Do you know everyone who has a key to your home? Did you change the locks when you moved in?
- 24. Do all out-swinging doors in your home have non-removable pins?
- 25. Do sliding doors have a lock that locks both the door panels together or locks the active side to the frame?
- 26. Is the garage door secured with a padlock, hasp, or other good lock? Even doors with electric openers need locks.
- 27. Do you lock you garage door at night?
- 28. Do you make sure your garage door is locked when you're away from home?
- 29. Do you lock your car and take out the keys even when it is parked in your garage?
- 30. Are all windows in your home equipped with key locks, or pinned?
- 31. Are your window locks properly and securely mounted?
- 32. Do you keep your windows locked when they are shut?
- 33. Do you use locks that let you lock a window that is partly open?

**Crime Prevention Merit Badge Sample Home Security Checklist**

Scout's Name: \_\_\_\_\_

- 34. Have you replaced or secured louvered windows?
- 35. In high-crime areas, do you use window bars or ornamental grilles? Make sure bars or grilles don't block fire escape.
- 36. Do you have secure locks on garage windows?
- 37. Do you cover garage windows with curtains or shades?
- 38. Are you as careful to secure basement and second-story windows as you are to secure windows on the first floor?
- 39. Do you use good telephone security procedures?
  - Never give personal information (name, age, address, etc.) to a stranger on the telephone.
  - Never let a stranger know that you are home alone.
  - Never let a stranger on the telephone know when you will or will not be home.
- 40. When planning a trip, do you secure your telephone? Consider call forwarding or at least check messages daily.
- 41. When you go on a trip, do you arrange for friends or neighbors to pick up newspapers, mail, packages, etc.?
- 42. Do you arrange to make your home look lived-in while you are away? Ask friends to pick up newspapers, mail, etc. daily. Consider light timers. Ask neighbors to park in your driveway and to put out your trash cans on garbage day.
- 43. Do you notify a neighbor that you'll be gone? Leave a key with a friend. Ask that your home be checked every so often.
- 44. Do you notify you police or sheriff that you'll be gone?
- 45. Do you store all your valuables in a secure place while you're gone, such as a safe deposit box in a bank?

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Digital Technology

From MeritBadgeDotOrg

Resources include the Digital Technology merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

## Contents

- 1 Digital Technology merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Digital Technology merit badge



<b>Status:</b>	Elective
<b>Created:</b>	16 Apr 2014
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	154
<b>Requirements revision:</b>	2014
<b>Latest pamphlet revision:</b>	2014

“ Technology has come a long way since Computers merit badge was first introduced in 1967. This badge will teach Scouts about technology in the digital age. ”

The badge was officially released April 16th 2014, even though the requirements had been published in the 2014 Boy Scout Requirements booklet earlier in 2014. April 16, 2014 is the official "Earn Date".

## Digital Technology merit badge requirements



1. Show your counselor your current, up-to-date Cyber Chip.
2. Do the following:
  - a. Give a brief history of the changes in digital technology over time. Discuss with your counselor how digital technology in your lifetime compares with that of your parent's, grandparent's, or other adult's lifetime.
  - b. Describe what kinds of computers or devices you imagine might be available when you are an adult.

3. Do the following:

- a. Explain to your counselor how text, sound, pictures, and videos are digitized for storage.
- b. Describe the difference between lossy and lossless data compression, and give an example where each might be used.
- c. Describe two digital devices and how they are made more useful by their programming.
- d. Discuss the similarities and differences between computers, mobile devices, and gaming consoles.
- e. Explain what a computer network is and describe the network's purpose.

4. Do the following:

- a. Explain what a program or software application or "app" is and how it is created.
- b. Name four software programs or mobile apps you or your family use, and explain how each one helps you.
- c. Describe what malware is, and explain how to protect your digital devices and the information stored on them.

5. Do the following:

- a. Describe how digital devices are connected to the Internet.
- b. Using an Internet search engine (with your parent's permission), find ideas about how to conduct a troop court of honor or campfire program. Print out a copy of the ideas from at least three different websites. Share what you found with your counselor, and explain how you used the search engine to find this information.
- c. Use a Web browser to connect to an HTTPS (secure) website (with your parent's permission). Explain to your counselor how to tell whether the site's security certificate can be trusted, and what it means to use this kind of connection.

6. Do THREE of the following. For each project you complete, copy the files to a backup device and share the finished projects with your counselor.

- a. Using a spreadsheet or database program, develop a food budget for a patrol weekend campout OR create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the roster by each of the following categories: rank, patrol, and alphabetically by name.
- b. Using a word processor, write a draft letter to the parents of your troop's Scouts, inviting them to a troop event.
- c. Using a graphics program, design and draw a campsite plan for your troop OR create a flier for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration.
- d. Using a presentation software program, develop a report about a topic approved by your counselor. For your presentation, create at least five slides, with each one incorporating text and some type of visual such as a photograph or an illustration.
- e. Using a digital device, take a picture of a troop activity. Send or transfer this image to a device where it can be shared with your counselor.
- f. Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording.
- g. Create a blog and use it as an online journal of your Scouting activities, including group discussions and meetings, campouts, and other events. Include at least five entries and two photographs or illustrations. Share your blog with your counselor. You need not post the blog to the Internet; however, if you choose to go live with your blog, you must first share it with your parents AND counselor AND get their approval.
- h. Create a Web page for your troop, patrol, school, or place of worship. Include at least three articles and two photographs or illustrations. Include at least one link to a website of interest to your

audience. You need not post the page to the Internet; however, if you decide to do so, you must first share the Web page with your parents AND counselor AND get their approval.

7. Do the following:

- a. Explain to your counselor each of these protections and why they exist: copyright, patents, trademarks, trade secrets.
- b. Explain when it is permissible to accept a free copy of a program from a friend.
- c. Discuss with your counselor an article or a news report about a recent legal case involving an intellectual property dispute.

8. Do TWO of the following:

- a. Describe why it is important to properly dispose of digital technology. List at least three dangerous chemicals that could be used to create digital devices or used inside a digital device.
- b. Explain to your counselor what is required to become a certified recycler of digital technology hardware or devices.
- c. Do an Internet search for an organization that collects discarded digital technology hardware or devices for repurposing or recycling. Find out what happens to that waste. Share with your counselor what you found.
- d. Visit a recycling center that disposes of digital technology hardware or devices. Find out what happens to that waste. Share what you learned with your counselor.
- e. Find a battery recycling center near you and find out what it does to recycle batteries. Share what you have learned with your counselor about the proper methods for recycling batteries.

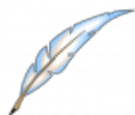
9. Do ONE of the following:

- a. Investigate three career opportunities that involve digital technology. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.
- b. Visit a business or an industrial facility that uses digital technology. Describe four ways digital technology is being used there. Share what you learned with your counselor.

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Digital\\_Technology/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Digital_Technology/req&action=edit)) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Digital Technology is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Digital Technology requirements ([http://meritbadge.org/wiki/index.php?title=Template:Digital\\_Technology/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Digital_Technology/req&printable=yes)).*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

## Related awards

### Science-related awards

- Boy Scout Merit Badges: Animal Science - Archaeology - Astronomy - Architecture - Chemistry - Composite Materials - **Digital Technology** - Electricity - Electronics - Energy - Environmental Science - Geology - Nuclear Science - Radio - Space Exploration - Weather
- Webelos Activity Badge: Engineer - Geologist - Scientist
- Cub Scout Belt Loops & Pins: Astronomy - Geography - Geology - Science - Weather

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*



## External links

Retrieved from "[http://meritbadge.org/wiki/index.php/Digital\\_Technology](http://meritbadge.org/wiki/index.php/Digital_Technology)"

Categories: Physical Science merit badges | Merit badges

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- This page was last modified 10:42, May 6, 2014.



# Digital Technology

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2014 • This workbook was updated in March 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Show your counselor your current, up-to-date Cyber Chip.

*Note: A workbook for the Boy Scout Cyber Chip is attached at the end of this worksheet. There are 2 sets of requirements for the Cyber Chip for Boy Scouts, depending on Grade level (6-8 or 9-12)*

2. Do the following:

- a. Give a brief history of the changes in digital technology over time.


- Discuss with your counselor how digital technology in your lifetime compares with that of your parent's, grandparent's, or other adult's lifetime.


- b. Describe what kinds of computers or devices you imagine might be available when you are an adult.


3. Do the following:

a. Explain to your counselor how text, sound, pictures, and videos are digitized for storage.

Text	<hr/> <hr/> <hr/> <hr/> <hr/>
Sound	<hr/> <hr/> <hr/> <hr/> <hr/>
Pictures	<hr/> <hr/> <hr/> <hr/> <hr/>
Videos	<hr/> <hr/> <hr/> <hr/> <hr/>

b. Describe the difference between lossy and lossless data compression, and give an example where each might be used.

Lossy	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Example:	<hr/>
Lossless	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Example:	<hr/>

- c. Describe two digital devices and how they are made more useful by their programming.

1.	
2.	

- d. Discuss the similarities and differences between computers, mobile devices, and gaming consoles.

	similarities	differences
Computers		
Mobile devices		
Gaming consoles		

- e. Explain what a computer network is and describe the network's purpose.


4. Do the following:

- a. Explain what a program or software application or "app" is and how it is created.


- b. Name four software programs or mobile apps you or your family use, and explain how each one helps you.

1.	
2.	
3.	
4..	

- c. Describe what malware is, and explain how to protect your digital devices and the information stored on them.


5. Do the following:

- a. Describe how digital devices are connected to the Internet.


- b. Using an Internet search engine (with your parent's permission), find ideas about how to conduct a troop court of honor or campfire program.
- Print out a copy of the ideas from at least three different websites.
- Share what you found with your counselor, and explain how you used the search engine to find this information.


- c. Use a Web browser to connect to an HTTPS (secure) website (with your parent's permission).
- Explain to your counselor how to tell whether the site's security certificate can be trusted, and what it means to use this kind of connection.


6. Do THREE of the following. For each project you complete, copy the files to a backup device and share the finished projects with your counselor.
- a. Using a spreadsheet or database program, develop a food budget for a patrol weekend campout OR create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the roster by each of the following categories: rank, patrol, and alphabetically by name.
  - b. Using a word processor, write a draft letter to the parents of your troop's Scouts, inviting them to a troop event.
  - c. Using a graphics program, design and draw a campsite plan for your troop OR create a flier for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration.
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  - e. Using a digital device, take a picture of a troop activity. Send or transfer this image to a device where it can be shared with your counselor.
  - f. Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording.
  - g. Create a blog and use it as an online journal of your Scouting activities, including group discussions and meetings, campouts, and other events. Include at least five entries and two photographs or illustrations. Share your blog with your counselor. You need not post the blog to the Internet; however, if you choose to go live with your blog, you must first share it with your parents AND counselor AND get their approval.
  - h. Create a Web page for your troop, patrol, school, or place of worship. Include at least three articles and two photographs or illustrations. Include at least one link to a website of interest to your audience. You need not post the page to the Internet; however, if you decide to do so, you must first share the Web page with your parents AND counselor AND get their approval.
7. Do the following:
- a. Explain to your counselor each of these protections and why they exist: copyright, patents, trademarks, trade secrets.

	What they do	Why they exist
Copyright		
Patents		

Trademarks


Trade secrets


- b. Explain when it is permissible to accept a free copy of a program from a friend.


- c. Discuss with your counselor an article or a news report about a recent legal case involving an intellectual property dispute.


8. Do TWO of the following:

- a. Describe why it is important to properly dispose of digital technology.




- List at least three dangerous chemicals that could be used to create digital devices or used inside a digital device.

1.	
2.	
3.	

- b. Explain to your counselor what is required to become a certified recycler of digital technology hardware or devices.


- c. Do an Internet search for an organization that collects discarded digital technology hardware or devices for repurposing or recycling. Find out what happens to that waste. Share with your counselor what you found.


- d. Visit a recycling center that disposes of digital technology hardware or devices. Find out what happens to that waste. Share what you learned with your counselor.


- e. Find a battery recycling center near you and find out what it does to recycle batteries. Share what you have learned with your counselor about the proper methods for recycling batteries.


9. Do ONE of the following:

a. Investigate three career opportunities that involve digital technology

1.	
2.	
3.	

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

Career:	
Education:	
Training:	
Experience:	

Discuss this with your counselor, and explain why this profession might interest you. Report what you learn to your counselor.


- b. Visit a business or an industrial facility that uses digital technology.

- Describe four ways digital technology is being used there.

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2.	<div style="border: 1px solid black; height: 40px;"></div>
3.	<div style="border: 1px solid black; height: 40px;"></div>
4.	<div style="border: 1px solid black; height: 40px;"></div>

- Share what you learned with your counselor.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Digital\\_Technology#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Digital_Technology#Requirement_resources)



# Boy Scout Cyber Chip Workbook



The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2013 • This workbook was updated in March 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **award** should be sent to: [Advancement.Team@Scouting.Org](mailto:Advancement.Team@Scouting.Org)

## A. Cyber Chip Requirements for Grades 6-8

1. Read and sign the Level II Internet Safety Pledge from NetSmartz. (BSA Cyber Chip green card) – Available from BSA

<b>Internet Safety Pledge</b>	
1.	I will think before I post
2.	I will respect other people online
3.	I will respect digital media ownership
4.	I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission
5.	I will protect myself online.

2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.

General comments


What I can download


What I can post

Consequences for inappropriate use


- 3. Watch the video "Friend or Fake?", along with two additional videos of your choosing, to see how friends can help each other to stay safe online. ([www.NetSmartz.org/scouting](http://www.NetSmartz.org/scouting))

	Video Name	Date Watched
<input type="checkbox"/>	Friend or Fake?	
<input type="checkbox"/>		
<input type="checkbox"/>		

- 4. As an individual or with your patrol, use the EDGE method and mini lessons to teach Internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson. ([www.NetSmartz.org/scouting](http://www.NetSmartz.org/scouting))


- 5. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events.


**B. Cyber Chip Requirements for Grades 9-12**

- 1. Read and sign the Level II Internet Safety Pledge from NetSmartz. (BSA Cyber Chip green card) – Available from BSA

<b>Internet Safety Pledge</b>
1. I will think before I post
2. I will respect other people online
3. I will respect digital media ownership
4. I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission
5. I will protect myself online.

- 2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.

General comments	
What I can download	
What I can post	
Consequences for inappropriate use	

- 3. Discuss with your parents the benefits and potential dangers teenagers might experience when using social media.


- Give examples of each.


- 4. Watch three "Real-Life Story" videos to learn the impact on teens. ([www.NetSmartz.org/scouting](http://www.NetSmartz.org/scouting))

	Video Name	Date Watched
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

- 5. As an individual or patrol, use the EDGE method and the Teen Volunteer Kit to teach Internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson. ([www.NetSmartz.org/scouting](http://www.NetSmartz.org/scouting))


- 6. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices such as phones and games at your meetings and other Scouting events.


**Note:** All Cyber Chips will expire annually. Each Scout will need to “recharge” the chip by going back to the NetSmartz Recharge area. This space will hold new information, news, and a place for the Scout to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card or certificate.

Requirement resources can be found here:  
<http://www.scouting.org/cyberchip.aspx> and <http://www.netsmartz.org/scouting>



## 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.

(NOTE: It is not necessary to print this page.)

# Emergency Preparedness

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

Item # 1


Item #2B and #2C. Scout must bring all items to MBU.

Item #8A and #8B. Scout may bring a photograph of family kit showing contents.

Item #9A using approved worksheet

# Emergency Preparedness

From MeritBadgeDotOrg

Resources include the Emergency Preparedness merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Emergency Preparedness merit badge** for Boy Scouts, Varsity Scouts, and Venturers.

Webelos Scouts can earn the Readyman activity badge.

Scouts and Scouters at all levels can earn the Emergency Preparedness Award.



**Emergency Preparedness** merit badge is an option for the Eagle Scout rank. Scouts can choose to earn **Lifesaving** instead.



**Emergency Preparedness** requires prior counselor approval for requirement(s) #8b, 9a.

## Contents

- 1 Emergency Preparedness merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Emergency Preparedness merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1972
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	006
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2015

“ Scouts are often called upon to help because they know first aid and they know about the discipline and planning needed to react to an emergency situation. Earning this merit badge helps a Scout to be prepared by learning the actions that can be helpful and needed before, during, and after an emergency. ”

Emergency Preparedness merit badge is an option for the National Outdoor Badge for Adventure.

## Emergency Preparedness merit badge requirements



1. Earn the First Aid merit badge.

2. Do the following:

a. Discuss with your counselor the aspects of emergency preparedness:

1. **Prepare** for emergency situations
2. **Respond** to emergency situations
3. **Recover** from emergency situations
4. **Prevent** emergency situations
5. **Mitigate** losses in emergency situations.

Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

b. Make a chart that demonstrates your understanding of each of the aspects of emergency preparedness in requirement 2a (prepare, respond, recover, prevent, and mitigate) with regard to 10 of the situations listed below. **You must use situations 1, 2, 3, 4, and 5 below in boldface**, but you may choose any other five listed here for a total of 10 situations. Discuss this chart with your counselor.

1. **Home kitchen fire**
2. **Home basement/storage room/garage fire**
3. **Explosion in the home**
4. **Automobile crash**
5. **Food-borne disease (food poisoning)**
6. Fire or explosion in a public place
7. Vehicle stalled in the desert
8. Vehicle trapped in a blizzard
9. Flash flooding in town or the country
10. Mountain/backcountry accident
11. Boating or water accident
12. Gas leak in a home or a building
13. Tornado or hurricane
14. Major flood
15. Toxic chemical spills and releases
16. Nuclear power plant emergency
16. Avalanche (snowslide or rockslide)
17. Violence in a public place

c. Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

3. Show how you could safely save a person from the following:

- a. Touching a live household electric wire.
- b. A structure filled with carbon monoxide
- c. Clothes on fire.
- d. Drowning, using nonswimming rescues (including accidents on ice).

4. Show three ways of attracting and communicating with rescue planes/aircraft.

5. With another person, show a good way to transport an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.

6. Do the following:

- a. Describe the National Incident Management System (NIMS)/Incident Command System (ICS).
- b. Identify the local government or community agencies that normally handle and prepare for emergency services similar to those of the NIMS or ICS. Explain to your counselor ONE of the following:

1. How the NIMS/ICS can assist a Boy Scout troop when responding in a disaster
2. 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 for, respond to, recover from, prevent, and mitigate** emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.

7. Do the following:

- a. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
- b. Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.

8. 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. Prepare a personal emergency service pack for a mobilization call. Prepare a family kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.

9. Do ONE of the following:

- a. Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected.
- b. Review or develop a plan of escape for your family in case of fire in your home.
- c. Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose.

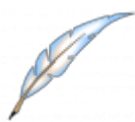



The *official* source for the information shown in this article or section is:  
***Boy Scout Requirements***, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Emergency\\_Preparedness/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Emergency_Preparedness/req&action=edit)) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

# Notes



**A FREE workbook for Emergency Preparedness is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Emergency Preparedness requirements ([http://meritbadge.org/wiki/index.php?title=Template:Emergency\\_Preparedness/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Emergency_Preparedness/req&printable=yes))*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: "You should read the merit badge pamphlet on the subject." Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- "Get a signed Merit Badge application from your Scoutmaster." An online, printable Word doc file version is available.

1. Emergency Preparedness merit badge is on the Eagle Scout required list (requirement 3.g.). It is one choice of a group of two merit badges (or Lifesaving) on the list.
2. The BSA Emergency Preparedness Troop Program Feature offers meeting and activity plans to include Emergency Preparedness as one of your monthly themes.
3. Emergency Preparedness is a popular summer camp merit badge.

## Requirement resources

The Troop Emergency Preparedness Monthly Theme includes meeting and activity materials.

**1-9** American Red Cross (<http://www.redcross.org>) - "After a Disaster" Series of Publications (<http://www.ext.vt.edu/pubs/disaster/disaster.html>) - FEMA (<http://www.fema.gov/>)

**1.** First Aid Merit Badge - First Aid Kit

**2.** Natural Disaster Program for Families (<http://www.ces.ncsu.edu/depts/fcs/human/disaster/index.php>) - "After a Disaster" Series of Publications (<http://www.ext.vt.edu/pubs/disaster/disaster.html>) - American Red Cross - Disaster Safety ([http://www.redcross.org/services/disaster/0,1082,0\\_501\\_,00.html](http://www.redcross.org/services/disaster/0,1082,0_501_,00.html)) - NFPA Natural Disasters Link (<http://www.nfpa.org/riskwatch/RWND/index.html>)

**2b.** The chart is in the Emergency Preparedness Worksheet.

**2d.** Swimming Merit Badge

**4.** SARBC - Survival: Signalling for Help (<http://www.islandnet.com/sarbc/sarbc/survival.html>)

**4b.** FEMA (<http://www.fema.gov/>)

**8.** Emergency Preparedness Kit - NFPA Emergency Preparedness Kits (<http://www.nfpa.org/categoryList.asp?categoryID=791&URL=Research%20&%20Reports/Fact%20sheets/Prepare%20for%20an%20emergency>)

**8a.** Here is a sample copy of a Troop Mobilization Plan.

**9a.** The BSA Safety Checklist you need is in the Emergency Preparedness Worksheet

**9b.** The graph paper you need is in the Emergency Preparedness Worksheet

**9c.** A blank accident prevention program is in the Emergency Preparedness Worksheet.

## Related awards

### Emergency Preparedness-related awards

- Scouter Awards: Emergency Preparedness Award
- Boy Scout Merit Badges: Crime Prevention - **Emergency Preparedness** - Fire Safety - First Aid - Lifesaving - Public Health - Safety- Traffic Safety
- Boy Scout awards: Emergency Preparedness Award
- Webelos Activity Badge: Readyman
- Cub Scout Awards: Emergency Preparedness Award
- Others Links: First Aid Skills - First Aid Kit - Emergency Kit - Safe Swim Defense - Safety Afloat - Guide to Safe Scouting: First Aid (<http://www.scouting.org/HealthandSafety/GSS/gss06.aspx>)
- Venturing: Ranger Award-Emergency Preparedness Requirement

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Be Lightning Wise! ([http://www.usscouts.org/usscouts/profbvr/lightning\\_safety/index.html](http://www.usscouts.org/usscouts/profbvr/lightning_safety/index.html))
- Lightning Survival ([http://www.usscouts.org/usscouts/profbvr/lightning\\_safety/index.html](http://www.usscouts.org/usscouts/profbvr/lightning_safety/index.html))
- Surviving out in the Desert Southwest ([http://www.usscouts.org/safety/safe\\_desert.html](http://www.usscouts.org/safety/safe_desert.html))
- Stop Disasters! (<http://www.stopdisastersgame.org/>) A disaster simulation game from the UN/ISDR

- FEMA Independent Study List (<http://training.fema.gov/IS/crslist.asp>) — If you have an older Scout working on this badge, FEMA self-study units can be converted to college credits. The courses from FEMA are free; there is a small charge to convert them to college credits.

Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • Citizenship in the Nation •  
Citizenship in the World  
Camping • Communication • Cooking • Family Life • Personal Fitness •  
Personal Management  
**Emergency Preparedness OR Lifesaving • Environmental Science OR**  
Sustainability  
Swimming **OR** Hiking **OR** Cycling



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Categories: [Shortcuts](#) | [Merit badges requiring prior approval](#) | [Public Service merit badges](#) | [Merit badges](#) | [Eagle-required merit badges](#) | [National Outdoor Badge merit badges](#) | [Boy Scout Requirements](#)

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- This page was last modified 16:32, January 30, 2016.





# Emergency Preparedness Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in August 2016.

Scout's Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_

Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

- 1. Earn the First Aid merit badge.
- 2. Do the following:
  - a. Discuss with your counselor the aspects of emergency preparedness:

- 1. Prepare for emergency situations


- 2. Respond to emergency situations


- 3. Recover from emergency situations


4. Prevent emergency situations


5. Mitigate losses in emergency situations


Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

- b. Make a chart that demonstrates your understanding of each of the aspects of emergency preparedness in requirement 2a (prepare, respond, recover, prevent, and mitigate) with regard to 10 of the situations listed below. You must use situations 1, 2, 3, 4, and 5 below in boldface but you may choose any other five listed for a total of 10 situations. Discuss this chart with your counselor.

	Situation	Prepare	Respond	Recover	Prevent	Mitigate
<input type="checkbox"/>	1. <b>Home kitchen fire</b>					
<input type="checkbox"/>	2. <b>Home basement / storage room / garage fire</b>					
<input type="checkbox"/>	3. <b>Explosion in the home</b>					
<input type="checkbox"/>	4. <b>Automobile accident</b>					
<input type="checkbox"/>	5. <b>Food-borne disease (food poisoning)</b>					
<input type="checkbox"/>	6. Fire or explosion in a public place					
<input type="checkbox"/>	7. Vehicle stalled in the desert					
<input type="checkbox"/>	8. Vehicle trapped in a blizzard					

	Situation	Prepare	Respond	Recover	Prevent	Mitigate
<input type="checkbox"/>	9. Flash flooding in town or the country					
<input type="checkbox"/>	10. Mountain/backcountry accident					
<input type="checkbox"/>	11. Boating accident					
<input type="checkbox"/>	12. Gas leak in a home or a building					
<input type="checkbox"/>	13. Tornado or hurricane					
<input type="checkbox"/>	14. Major flood					
<input type="checkbox"/>	15. Toxic chemical spills and releases					
<input type="checkbox"/>	16. Nuclear power plant emergency					
<input type="checkbox"/>	17. Avalanche (snowslide or rockslide)					
<input type="checkbox"/>	18. Violence in a public place					

- c. Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

3. Show how you could safely save a person from the following:

a. Touching a live household electric wire


b. A structure filled with carbon monoxide


c. Clothes on fire


d. Drowning using nonswimming rescues (including accidents on ice)


4. Show three ways of attracting and communicating with rescue planes/aircraft.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

5. With another person, show a good way to move an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.

6. Do the following:

- a. Describe the National Incident Management System (NIMS)/Incident Command System (ICS).


- b. Identify the local government or community agencies that normally handle and prepare for emergency services similar to those of the NIMS or ICS. Explain to your counselor ONE of the following:

- 1. How the NIMS/ICS can assist a Boy Scout troop when responding in a disaster


- 2. 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 for, respond to, recover from, prevent, and mitigate emergency situations in your community.




8. 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

Be prepared to do:


Training they need:


Safety Precautions:


2. Messenger service and communication

Be prepared to do:


Training they need:


Safety Precautions:


3. Collection and distribution services

Be prepared to do:


Training they need:


Safety Precautions:


4. Group feeding, shelter, and sanitation

Be prepared to do:


Training they need:


Safety Precautions:




- b. Prepare a personal emergency service pack for a mobilization call.

Contents	Needs and Uses

- Prepare a family emergency kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.

Contents	Needs and Uses



- b. Review or develop a plan of escape for your family in case of fire in your home.


- c. Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose..

Activity:	Possible Hazards:	Plan to correct:	Reasons for corrections:

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Emergency\\_Preparedness#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Emergency_Preparedness#Requirement_resources)

Check safety steps that are being taking in your home. Write N/A if the item is not applicable. Items left blank may present a safety hazard. This list provides some sample safety steps you might take. See the Merit Badge pamphlet and your counselor for more information. Ask your parent or guardian before making any changes.

**Stairways, Halls, and Outdoor Steps**

**N/A**

- Stairways with three or more steps have a strong handrail and slip resistant finish.
- Stairways & halls are kept free from boxes, toys, shoes, brooms, tools, and other tripping hazards.
- Gates at top and bottom of stairs prevent children from falling.
- The head and foot of stairs have no small or loose rugs.
- Stair carpeting or covering is fastened securely.
- Stairways & halls have good lighting, controllable at each end.

**Kitchen**

- Matches are kept where children cannot get them.
- Emergency numbers are posted next to the telephone, including 911 and poison control.
- Knives & sharp instruments are kept in knife drawers or holder.
- Can openers don't leave sharp edges on cans.
- Disinfectants & cleaning products are out of reach of children.
- Pan handles are turned away from stove edges.
- Spilled grease, water, or bits of food are wiped up immediately.
- Pot holders are located near the stove, within easy reach.
- A dry chemical fire extinguisher is mounted near the stove.

**Attic and Basement**

- Ladder is strong, solid, and sturdily constructed.
- Stairway is sturdy and well lighted.
- Children keep skates and play gear in a specific place.
- Walls and beams are free from protruding nails.
- Fuses or circuit breakers are the proper size.
- Rubbish & flammable materials are in covered metal cans.
- Wastepaper is kept away from furnace and stairs.

**Living Room and Dining Room**

**N/A**

- Furniture is placed to allow easy passage in an emergency.
- Before bedtime, furniture placement is checked for orderliness.
- Furniture and woodwork solid, in good repair, and free from splinters and rough spots.
- Fireplace screen fits snugly.
- Rugs are fastened or laid on non-slip pads.
- Rugs are kept from curling at their edges.
- Wax on floors is thoroughly buffed.
- Fire in fireplace is extinguished at bedtime.
- Candles are in stable holders and fully extinguished after use, before bedtime, or before leaving home

**Bathroom**

- Tub and shower are equipped with strong handholds.
- Tub floor has non-slip surface.
- Poisons and dangerous chemicals are marked, sealed shut in original containers, and out of reach of children.
- Medicines are out of reach of children in childproof containers.
- No one takes medicine in the dark.

**Bedroom**

- Smoke alarm has fresh battery or secure electrical connection & is tested regularly.
- Carbon monoxide detector has fresh battery or secure electrical connection and is tested regularly.
- Furniture placement for clear passage between bed and door.
- Light switch or lamp is within easy reach from bed.
- A night-light illuminates bedroom or hall.
- Bureau and dresser drawers are closed when not in use.
- Bar across upper bunk beds helps prevent falls.
- Children are taught not to lean against windows or screens.
- Low sill windows have sturdy screens to prevent children from falling out.
- Smoking in bed is prohibited.
- Gas and electric heating devices are turned off at bedtime.

**Nursery**

**N/A**

- Bars on cribs are closely spaced – no more than 2 3/8" apart so baby's head cannot slip between them.
- Crib is approved by Consumer Products or similar.
- Crib is free from sharp edges or corners.
- Crib does not have a "drop" side.
- Sleeping garments and covers keep baby warm without danger of smothering.
- Pillows are kept out of bassinet or crib.
- No thin, plastic material is in or near the crib.
- No toys or objects in or near the crib or within reach of any child under 3 are less than 1 inch in diameter and 2 inches long.
- No toys or objects have small parts that can be removed.
- Children are taught not to give marbles, etc. to younger children.
- Toys are sturdy, do not come apart easily, & have no sharp edges or points.
- Nontoxic paint is used on baby furniture and toys.
- All houseplants are nonpoisonous.

**Stoves, Furnaces, and Heaters**

- Stoves are away from curtains.
- Stoves & furnace pipes and flues are inspected & cleaned annually.
- Gas burners are properly adjusted and free from leaks.
- Gas water and space heaters are equipped with vents or flues.
- Water heater or boiler has a safety valve & is checked yearly.
- Water heater temperature is set below 120 degrees Fahrenheit to reduce the risk of serious burns.
- Flames of gas burners are protected from drafts.
- Insulating shield protects woodwork within 18" of furnace, etc.
- Keep flammable materials away from stoves, furnaces, etc.
- A wrench is stored near the shut-off valve of outside gas line.
- The flue is opened before using the fireplace.

**Porch, Yard, and Garage**

**N/A**

- Railings and banisters are sound and inspected periodically.
- Steps and walks are kept free from ice and snow.
- Yard/play space are free from holes, stones, glass, etc.
- Tools and dangerous articles are out of reach of children.
- Dangerous products & chemicals are kept in original containers in locked storage areas.
- Wires and low fences are brightly painted or clearly marked.
- Wells, cisterns, and pits are kept securely covered.
- Disposable materials are not burned outside.
- An area is marked off in the garage for bicycles, wagons, etc.
- Lawn mower is equipped with proper safeguards.

**Workshop**

- Good ventilation exists, especially when sanding or painting.
- Safety goggles or face mask, and hearing protection are worn when working with or around power tools, and an appropriate eyewash is available.
- Baking soda is kept handy to neutralize acid burns.
- All electrical tools are either grounded with three-wire plugs or are double-insulated.
- Work area is well lit & free of clutter, scraps, rags.
- All tools have a place & are in their place.
- Guards are in place on all power tools.
- A push stick is available for use with power saws.
- Tools are unplugged when not in use and before changing blades, servicing or repairing.

**Electrical Devices and Fixtures** **N/A**

- Electrical fixtures and appliances are located & used beyond arm's length of the sink, stove, tub, shower, or other grounded metal unless outlet is protected by a ground-fault interrupter.
- Do not touch electrical fixtures or appliances with wet hands.
- Disconnect seldom-used appliances when not in use.
- Household appliances are disconnected before repairs.
- Light bulbs are installed in all lamp sockets.
- All pull-type sockets have an insulating link.
- Frayed or worn electric cords are promptly replaced.
- Long trailing cords are not in evidence.
- Cords are kept out from under rugs, doors, and furniture.
- UA-approved extension cords are the proper size.
- Children are taught never to touch electric sockets or fixtures.
- Fuses are adequate for the load and are not bypassed.
- Circuit breakers are labeled and not overloaded.

**For Emergency**

- Know how to get emergency help (911, poison control, etc.).
- Be able to find water, gas, & electric shutoffs. Check annually.
- First aid kit approved by your doctor/American Red Cross.
- Know basic first aid procedures.
- Have a fire escape plan from your home.
- Emergency water supply.
- Handheld flashlights readily available.
- In earthquake-prone areas, make sure that the water heater and bookcases are bolted to the walls.

**General** **N/A**

- Home has smoke and Carbon Monoxide detectors, with at least one smoke detector in each bedroom, near the kitchen, and in the basement & garage.
- Everything has a place and is in its place.
- Stepladders are in good repair and stored out of the way.
- Window screens and storm windows are securely fastened.
- Guns are stored unloaded and in locked cases.
- Guns and ammunition are stored separately.
- Children are permitted to use only blunt-end scissors.
- Housework clothing has no drooping sleeves, sashes, or frills.
- Shoes worn for housework have low heels.
- All shoes are in good repair.
- Kerosene, gasoline, paint thinners, and other volatile materials are stored outside in special, clearly marked metal containers.
- Oil mops, dust rags, painting equipment, and other oily materials are stored outside in open metal containers.
- Everyone turns on a light before entering a dark room.
- Matches are extinguished before they're thrown away.
- Children are never permitted to play with matches.
- Fire extinguishers are readily available and in good working order.

## **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.

# Engineering

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**


Complete requirements #1, 2, 3, 5 & 9.

Reports will be required to be brought to MBU for reviewed and discussed with the counselor.



# Engineering

From MeritBadgeDotOrg

Resources include the Engineering merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Engineering merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
Webelos Scouts can earn the Engineer activity badge.



**Engineering** requires prior counselor approval for requirement(s) #1.

## Contents

- 1 Engineering merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Engineers use both science and technology to turn ideas into reality, devising all sorts of things, ranging from a tiny, low-cost battery for your cell phone to a gigantic dam across the mighty Yangtze River in China. ”

## Engineering merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1967
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	046
<b>Requirements revision:</b>	2009
<b>Latest pamphlet revision:</b>	2008

## Engineering merit badge requirements



1. Select a manufactured item in your home (such as a toy or an appliance) and, under adult supervision and with the approval of your counselor, investigate how and why it works as it does. Find out what sort of engineering activities were needed to create it. Discuss with your counselor what you learned and how you got the information.
2. Select an engineering achievement that has had a major impact on society. Using resources such as the Internet (with your parent's permission), books, and magazines, find out about the engineers who made

this engineering feat possible, the special obstacles they had to overcome, and how this achievement has influenced the world today. Tell your counselor what you learned.

3. Explain the work of six types of engineers. Pick two of the six and explain how their work is related.

4. Visit with an engineer (who may be your counselor or parent) and do the following:

- a. Discuss the work this engineer does and the tools the engineer uses.
- b. Discuss with the engineer a current project and the engineer's particular role in it.
- c. Find out how the engineer's work is done and how results are achieved.
- d. Ask to see the reports that the engineer writes concerning the project.
- e. Discuss with your counselor what you learned about engineering from this visit.

5. Do ONE of the following:

- a. Use the systems engineering approach to make step-by-step plans for your next campout. List alternative ideas for such items as program schedule, campsites, transportation, and costs. Tell why you made the choices you did and what improvements were made.
- b. Make an original design for a piece of patrol equipment. Use the systems engineering approach to help you decide how it should work and look. Draw plans for it. Show the plans to your counselor, explain why you designed it the way you did, and explain how you would make it.

6. Do TWO of the following:

- a. *Transforming motion.* Using common material or a construction set, make a simple model that will demonstrate motion. Explain how the model uses basic mechanical concepts like levers and inclined planes to demonstrate motion. Describe an example where this mechanism is used in a real product.
- b. *Using electricity.* Make a list of 10 electrical appliances in your home. Find out approximately how much electricity each uses in one month. Learn how to find out the amount and cost of electricity used in your home during periods of light and heavy use. List five ways to conserve electricity.
- c. *Understanding electronics.* Using an electronic device such as a mobile telephone or portable digital media player, find out how sound travels from one location to another. Explain how the device was designed for ease of use, function, and durability.
- d. *Using materials.* *Do experiments to show the differences in strength and heat conductivity in wood, metal, and plastic. Discuss with your counselor what you have learned.*
- e. *Converting energy.* Do an experiment to show how mechanical, heat, chemical, solar, and/or electrical energy may be converted from one or more types of energy to another. Explain your results. Describe to your counselor what energy is and how energy is converted and used in your surroundings.
- f. *Moving people.* Find out the different ways people in your community get to work. Make a study of traffic flow (number of vehicles and relative speed) in both heavy and light traffic periods. Discuss with your counselor what might be improved to make it easier for people in your community to get where they need to go.
- g. *Building an engineering project.* Enter a project in a science or engineering fair or similar competition. (This requirement may be met by participation on an engineering competition project team.) Discuss with your counselor what your project demonstrates, the kinds of questions visitors to the fair asked you about it, and how well were you able to answer their questions.

7. Explain what it means to be a registered Professional Engineer (PE). Name the types of engineering work for which registration is most important?

8. Study the **Engineer's Code of Ethics**. Explain how it is like the Scout Oath and Scout Law.

9. Find out about three career opportunities in engineering. Pick one and research the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.




The *official* source for the information shown in this article or section is:  
**Boy Scout Requirements**, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited (<http://www.meritbadge.org/wiki/index.php?title=Template:Engineering/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Engineering is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Engineering requirements*  
*(<http://www.meritbadge.org/wiki/index.php?title=Template:Engineering/req&printable=yes>) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Engineering Troop Program Feature offers meeting and activity plans to include Engineering as one of your monthly themes.

## Requirement resources

- 1.: How Things Work (<http://www.howstuffworks.com/>)
- 2.: Engineering Achievements (<http://www.greatachievements.org/>)
- 3.: Discover Engineering (<http://www.discoverengineering.org/>) - Types of Engineers (<http://www.pike.k12.in.us/schools/nasc/classes/kwallace/types+of+Engineers.htm>)
- 5.: Systems Approach (<http://www.creatingtechnology.org/sysapp.htm>) - Overview of the Systems Engineering Process (<http://www.dot.nd.gov/divisions/maintenance/docs/OverviewOfSEA.pdf>)
- 6b.: Appliance Energy Usage (<http://www.otpc.com/SaveEnergyMoney/applianceEnergyUsage.asp>)
- 6f.: Science Fair Projects (<http://www.sciencefair-projects.org/>) - More (<http://www.all-science-fair-projects.com/>)
- 7.: What is a Professional Engineer? (<http://www.bceo.org/peps.html>) - Professional Engineer (<http://www.nspe.org/>)

- 8.: Engineer's Code of Ethics (<http://www.nspe.org/Ethics/CodeofEthics/index.html>)
- 9.: Careers in Engineering ([http://www.tryengineering.org/become.php?page=majors\\_eng](http://www.tryengineering.org/become.php?page=majors_eng))

## Related awards

### Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - Chemistry - Crime Prevention - Dentistry - **Engineering** - Entrepreneurship - Inventing - Journalism - Landscape Architecture - Law - Medicine - Personal Management - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
- Webelos Activity Badges: Engineer - Scientist
- Cub Scout Belt Loops & Pins: Mathematics - Science

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Best Engineering Programs (<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/engineering>) Annual Ranking from US News & World Reports
- Berkeley (<http://www.coe.berkeley.edu/students/prospective-students/admissions/freshman-faq.html>)

- Grove City (<http://www.gcc.edu/Admissions.php>)
- Iowa State (<http://www.public.iastate.edu/~catalog/2005-07/curric/engineering.html>)
- MIT ([http://www.mitadmissions.org/topics/before/recommended\\_high\\_school\\_preparation/index.shtml](http://www.mitadmissions.org/topics/before/recommended_high_school_preparation/index.shtml))
- Purdue (<https://engineering.purdue.edu/Engr/Academics/Admissions>)
- Stanford (<http://www.stanford.edu/dept/uga/basics/selection/prepare.html>)
- University of Colorado (<http://www.uccs.edu/futurestudents/index.html>)
- University of Illinois ([http://www.oar.uiuc.edu/future/apply/requirements\\_freshman.html](http://www.oar.uiuc.edu/future/apply/requirements_freshman.html))
- Recommended High School Courses for Engineering Colleges ([http://www.swe.org/regionE/OpeningEngineering/suggested\\_high\\_school\\_courses.htm](http://www.swe.org/regionE/OpeningEngineering/suggested_high_school_courses.htm))
  
- Fire Protection Engineering at the University of Maryland at College Park (<http://www.enfp.umd.edu/>)
- Fire Protection Engineering at Worcester Polytechnic Institute (<http://www.wpi.edu/Academics/Depts/Fire/>)
- The Code of Ethics of Engineers (<http://tbp.cwru.edu/resources/ethics.html>) - Tau Beta Pi, the Engineering Honor Society
- Exhibits Collection -- Amusement Park Physics (<http://www.learner.org/exhibits/parkphysics/>)
- Satellites - You Be the Engineer (<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/satellites/english/index.html>)
- WWW Virtual Library: Civil Engineering (<http://www.ce.gatech.edu/WWW-CE/>)
- WWW Virtual Library: Electrical and Electronics Engineering (<http://www.vlib-ee.org/Joomla/>)
- WWW Virtual Library: Mechanical Engineering (<http://dart.stanford.edu/vlme/>)

Retrieved from "<http://meritbadge.org/wiki/index.php/Engineering>"

Categories: Merit badges requiring prior approval | Professions merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 20:52, October 28, 2012.



# Engineering

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2009 • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Select a manufactured item in your home (such as a toy or an appliance) and, under adult supervision and with the approval of your counselor, investigate how and why it works as it does.


Find out what sort of engineering activities were needed to create it.


Discuss with your counselor what you learned and how you got the information.


2. Select an engineering achievement that has had a major impact on society.


Using resources such as the Internet (with your parent's permission), books, and magazines, find out about the engineers who made this engineering feat possible, the special obstacles they had to overcome, and how this achievement has influenced the world today. Tell your counselor what you have learned.

Engineers:	
Obstacles:	
Influence:	

3. Explain the work of six types of engineers.


Pick two of the six and explain how their work is related.




4. Visit with an engineer (who may be your counselor or parent) and do the following:

Name of Engineer:

a. Discuss the work this engineer does and the tools the engineer uses.

Work:


Tools:


b. Discuss with the engineer a current project and the engineer's particular role in it.

Project:


Engineer's role:


c. Find out how the engineer's work is done and how results are achieved.


d. Ask to see the reports that the engineer writes concerning the project.

- e. Discuss with your counselor what you learned about engineering from this visit.


- 5. Do ONE of the following:

- a. Use the systems engineering approach to make step-by-step plans for your next campout.

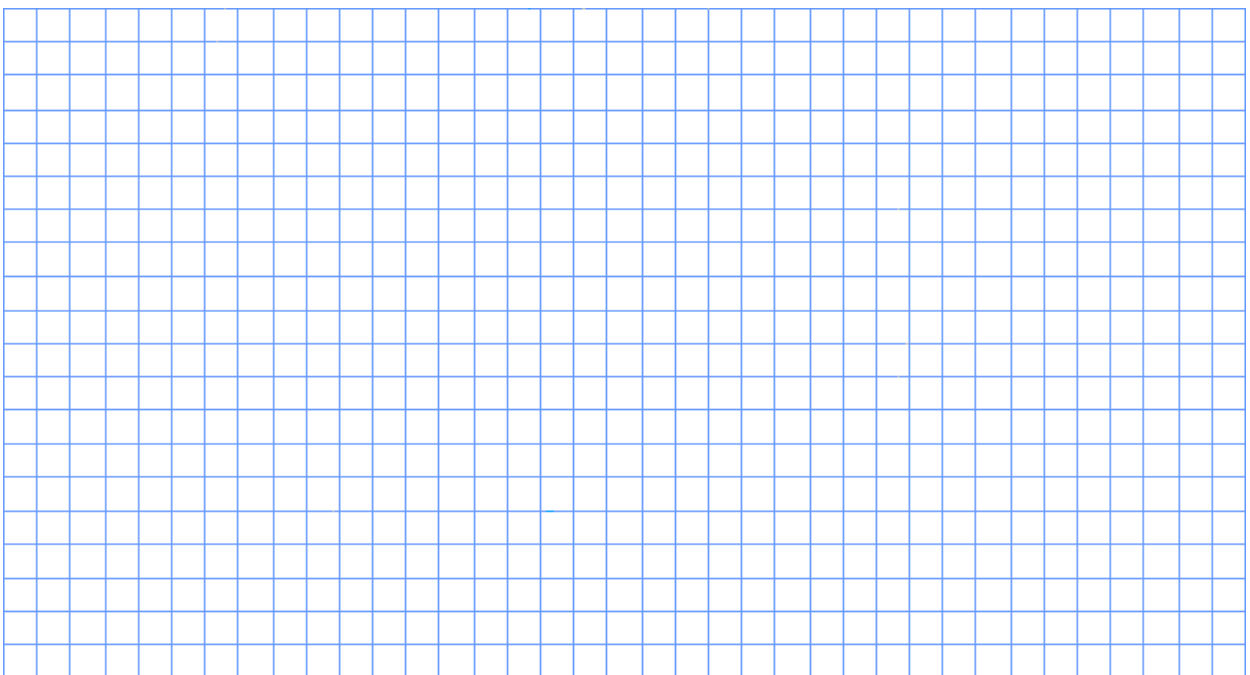

List alternative ideas for such items as program schedule, campsites, transportation, and costs.

Schedule:	
Campsites:	
Transportation:	
Costs:	

Tell why you made the choices you did and what improvements were made.


- b. Make an original design for a piece of patrol equipment.  
Use the systems engineering approach to help you decide how it should work and look.


Draw plans for it.



Show the plans to your counselor, explain why you designed it the way you did, and explain how you would make it.


6. Do TWO of the following:

- a. **Transforming motion.** Using common materials or a construction set, make a simple model that will demonstrate motion. Explain how the model uses basic mechanical concepts like levers and inclined planes to demonstrate motion. Describe an example where this mechanism is used in a real product.
- b. **Using electricity.** Make a list of 10 electrical appliances in your home. Find out approximately how much electricity each uses in one month. Learn how to find out the amount and cost of electricity used in your home during periods of light and heavy use. List five ways to conserve electricity.
- c. **Understanding electronics.** Using an electronic device such as a mobile telephone or portable digital media player, find out how sound travels from one location to another. Explain how the device was designed for ease of use, function, and durability.
- d. **Using materials.** Do experiments to show the differences in strength and heat conductivity in wood, metal, and plastic. Discuss with your counselor what you have learned.
- e. **Converting energy.** Do an experiment to show how mechanical, heat, chemical, solar, and/or electrical energy may be converted from one or more types of energy to another. Explain your results. Describe to your counselor what energy is and how energy is converted and used in your surroundings.
- f. **Moving people.** Find out the different ways people in your community get to work. Make a study of traffic flow (number of vehicles and relative speed) in both heavy and light traffic periods. Discuss with your counselor what might be improved to make it easier for people in your community to get where they need to go.
- g. **Building an engineering project.** Enter a project in a science or engineering fair or similar competition. (This requirement may be met by participation on an engineering competition project team.) Discuss with your counselor what your project demonstrates, the kinds of questions visitors to the fair asked you about it, and how well were you able to answer their questions.

Project 1:	

Project 2:


7. Explain what it means to be a registered Professional Engineer (P.E.).


Name the types of engineering work for which registration is most important.


8. Study the Engineer's Code of Ethics. Explain how it is like the Scout Oath and Scout Law.


9. Find out about three career opportunities in engineering.

1.	
2.	
3.	

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

Career:	
Education:	
Training:	
Experience:	

Discuss this with your counselor, and explain why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Engineering#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Engineering#Requirement_resources)

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Environmental Science

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.


**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Complete Requirement 3 Before Class
2. Complete Requirement 4 before Class



# Environmental Science

From MeritBadgeDotOrg

Resources include the Environmental Science merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



**Environmental Science** merit badge is an option for the Eagle Scout rank. Scouts can choose to earn **Sustainability** instead.

## Contents

- 1 Environmental Science merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Environmental Science merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1972
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	007
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2015

“ While earning the Environmental Science merit badge, Scouts will get a taste of what it is like to be an environmental scientist, making observations and carrying out experiments to investigate the natural world. ”

From its beginnings, the Boy Scouts of America had a strong foundation of woodcraft, nature study, and conservation. Many activities in Scouting come from activities of Native Americans. Many of the principles that Scouts uphold come from the conservation ethics of early founders, in particular Ernest Thompson Seton and Daniel Carter Beard. The BSA has taught more than 110 million young environmentalists throughout its history. Currently, with nearly 5 million members, the BSA continues to train the youth of America in principles of conservation and environmental science.

Environmental Science is one of the required merit badges for the World Conservation Award for Boy Scouts, and one of the required merit badges for the William T. Hornaday awards for Boy Scouts and Varsity Scouts.

Environmental Science merit badge is an option for the National Outdoor Badge for Conservation.

## Environmental Science merit badge requirements



1. Make a timeline of the history of environmental science in America. Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.
2. Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.
3. Do ONE activity in EACH of the following categories (using the activities in this {the merit badge} pamphlet as the basis for planning and carrying out your projects):

a. Ecology

1. Conduct an experiment to find out how living things respond to changes in their environments. Discuss your observations with your counselor.
2. Conduct an experiment illustrating the greenhouse effect. Keep a journal of your data and observations. Discuss your conclusions with your counselor.
3. Discuss what is an ecosystem. Tell how it is maintained in nature and how it survives.

b. Air Pollution

1. Perform an experiment to test for particulates that contribute to air pollution. Discuss your findings with your counselor.
2. Record the trips taken, mileage, and fuel consumption of a family car for seven days, and calculate how many miles per gallon the car gets. Determine whether any trips could have been combined ("chained") rather than taken out and back. Using the idea of trip chaining, determine how many miles and gallons of gas could have been saved in those seven days.
3. Explain what is acid rain. In your explanation, tell how it affects plants and the environment and the steps society can take to help reduce its effects.

c. Water Pollution

1. Conduct an experiment to show how living things react to thermal pollution. Discuss your observations with your counselor.
2. Conduct an experiment to identify the methods that could be used to mediate (reduce) the effects of an oil spill on waterfowl. Discuss your results with your counselor.
3. Describe the impact of a waterborne pollutant on an aquatic community. Write a 100-word report on how that pollutant affected aquatic life, what the effect was, and whether the effect is linked to biomagnification.

d. Land Pollution

1. Conduct an experiment to illustrate soil erosion by water. Take photographs or make a drawing of the soil before and after your experiment, and make a poster showing your results. Present your poster to your patrol or troop.
2. Perform an experiment to determine the effect of an oil spill on land. Discuss your conclusions with your counselor.
3. Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.

e. 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.

2. Do research on one species that was endangered or threatened but which has now recovered. Find out how the organism recovered, and what its new status is. Write a 100-word report on the species and discuss it with your counselor.
3. With your parent's and counselor's approval, work with a natural resource professional to identify two projects that have been approved to improve the habitat for a threatened or endangered species in your area. Visit the site of one of these projects and report on what you saw.

#### f. Pollution Prevention, Resource Recovery, and Conservation

1. Look around your home and determine 10 ways your family can help reduce pollution. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
2. Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
3. Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusions with your counselor.

#### f. Pollination

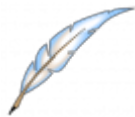
1. Using photographs or illustrations, point out the differences between a drone and a worker bee. Discuss the stages of bee development (eggs, larvae, pupae). Explain the pollination process, and what propolis is and how it is used by honey bees. Tell how bees make honey and beeswax, and how both are harvested. Explain the part played in the life of the hive by the queen, the drones, and the workers.
  2. Present to your counselor a one-page report on how and why honey bees are used in pollinating food crops. In your report, discuss the problems faced by the bee population today, and the impact to humanity if there were no pollinators. Share your report with your troop or patrol, your class at school, or another group approved by your counselor.
  3. Hive a swarm OR divide at least one colony of honey bees. Explain how a hive is constructed.
4. Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:
    - a. Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Write a report that adequately discusses the biodiversity and population density of these study areas. Discuss your report with your counselor.
    - b. Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Then, write a short report that adequately addresses your observations, including how the differences of the study areas might relate to the differences noted, and discuss this with your counselor.
  5. Using the construction project provided or a plan you create on your own, identify the items that would need to be included in an environmental impact statement for the project planned.
  6. Find out about three career opportunities in environmental science. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.



The *official* source for the information shown in this article or section is:  
*Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Environmental\\_Science/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Environmental_Science/req&action=edit)) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Environmental Science is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Environmental Science requirements ([http://meritbadge.org/wiki/index.php?title=Template:Environmental\\_Science/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Environmental_Science/req&printable=yes)) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Environment Troop Program Feature offers meeting and activity plans to include Environmental Science as one of your monthly themes.
2. Environmental Science is a popular summer camp merit badge.

## Requirement resources

## Related awards

### Ecology-related awards

- Boy Scout Merit Badges: Bird Study - **Environmental Science** - Fish and Wildlife Management - Forestry - Gardening - Geology - Insect Study - Mammal Study - Nature - Oceanography - Plant Science - Reptile and Amphibian Study - Soil and Water Conservation - Sustainability
- Boy Scout awards: Conservation Good Turn Award - Outdoor Ethics Awareness Award - William T. Hornaday award - World Conservation Award
- Venturing: Ranger Award electives: Ecology - Plants and Wildlife; Awards: Conservation Good Turn Award - Outdoor Ethics Awareness Award - William T. Hornaday award - World Conservation Award

- World Conservation Award
- Wolf Scout
  - Paws on the Path, Grow Something, Requirements 1 and 2 from Spirit of the Water
- Bear Scout
  - Fur, Feathers, and Ferns, Bear Goes Fishing, Critter Care, Requirement 3 from Baloo the Builder
- Webelos Scouts (Including Webelos II's earning the Arrow of Light award)
  - Building a Better World, Into the Wild, Into the Woods, Earth Rocks, Adventures in Science
- Cub Scout awards: Conservation Good Turn Award - World Conservation Award

## Science-related awards

- Boy Scout Merit Badges: Animal Science - Archaeology - Astronomy - Architecture - Chemistry - Composite Materials - Digital Technology - Electricity - Electronics - Energy - **Environmental Science** - Geology - Nuclear Science - Radio - Space Exploration - Weather
- Webelos Activity Badge: Engineer - Geologist - Scientist
- Cub Scout Belt Loops & Pins: Astronomy - Geography - Geology - Science - Weather

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- EnviroLink (<http://www.envirolink.org/>)
- Fort Collins Science Center (<http://www.mesc.usgs.gov/>)
- Human Dimensions of Global Environmental Change ([http://sedac.ciesin.columbia.edu/tg/guide\\_main.jsp](http://sedac.ciesin.columbia.edu/tg/guide_main.jsp))

- Introduction to Terrarium & Vivarium Keeping (<http://www.blackjungle.com/ju01000.htm>)
- The Internet Consumer Recycling Guide (<http://www.obviously.com/recycle/>)
- MAPS - Measurement of Air Pollution from Satellites (<http://oea.larc.nasa.gov/PAIS/MAPS.html>)
- Earth Awareness Educational Resources (<http://www.earthballoon.com/resource.htm>)
- Earth911 (<http://earth911.org/>)
- Nonpoint Source Pointers (Factsheets) (<http://www.epa.gov/OWOW/NPS/facts/>)
- GLOBE - Global Learning and Observations to Benefit the Environment (<http://www.globe.gov/>)
- Green Peace (<http://www.greenpeace.org/usa/>)
- Endangered Species Program (<http://www.fws.gov/endangered/>)
- CRC Endangered Species Science (<http://nationalzoo.si.edu/ConservationAndScience/EndangeredSpecies/>) - from the Smithsonian
- EE-Link: Endangered Species (<http://eelink.net/EndSpp/>)
- EnviroInfo (<http://www.deb.uminho.pt/fontes/enviroinfo/>)
- Find Endangered Species in Your State (<http://www.endangeredspecie.com/map.htm>) Clickable map, good for requirement 3e1.

Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • Citizenship in the Nation •  
 Citizenship in the World  
 Camping • Communication • Cooking • Family Life • Personal Fitness •  
 Personal Management  
 Emergency Preparedness **OR** Lifesaving • **Environmental Science OR**  
 Sustainability  
 Swimming **OR** Hiking **OR** Cycling



Retrieved from "[http://meritbadge.org/wiki/index.php/Environmental\\_Science](http://meritbadge.org/wiki/index.php/Environmental_Science)"

Categories: Conservation merit badges | Merit badges | Eagle-required merit badges | World Conservation Award merit badges | William T. Hornaday award merit badges | National Outdoor Badge merit badges | Boy Scout Requirements | Nature

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- This page was last modified 03:42, November 17, 2016.



# Environmental Science

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in March 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Make a timeline of the history of environmental science in America.

1500s	
1600s	
1700s	
1800s	
1900s	

2000s


Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.

Date	People/Organizations	Event

2. Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.

Population:


Community:


Ecosystem:


Biosphere:




Symbiosis:


Niche:


Habitat:


Conservation:


Threatened species:


Endangered species:


Extinction


Pollution prevention:


Brownfield:


Ozone:


Watershed:




b. Air Pollution

- 1. Perform an experiment to test for particulates that contribute to air pollution. Discuss your findings with your counselor.
- 2. Record the trips taken, mileage, and fuel consumption of a family car for seven days, and calculate how many miles per gallon the car gets. Determine whether any trips could have been combined ("chained") rather than taken out and back. Using the idea of trip chaining, determine how many miles and gallons of gas could have been saved in those seven days.
- 3. Explain what is acid rain. In your explanation, tell how it affects plants and the environment and the steps society can take to help reduce its effects.


c. Water Pollution

- 1. Conduct an experiment to show how living things react to thermal pollution. Discuss your observations with your counselor.
- 2. Conduct an experiment to identify the methods that could be used to mediate (reduce) the effects of an oil spill on waterfowl. Discuss your results with your counselor.
- 3. Describe the impact of a waterborne pollutant on an aquatic community. Write a 100-word report on how that pollutant affected aquatic life, what the effect was, and whether the effect is linked to biomagnification.


d. Land Pollution

- 1. Conduct an experiment to illustrate soil erosion by water. Take photographs or make a drawing of the soil before and after your experiment, and make a poster showing your results. Present your poster to your patrol or troop. (Per National, "troop" means "unit".)
- 2. Perform an experiment to determine the effect of an oil spill on land. Discuss your conclusions with your counselor.
- 3. Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.


e. 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.
- 2. Do research on one species that was endangered, or threatened, but which has now recovered. Find out how the organism recovered, and what its new status is. Write a 100-word report on the species and discuss it with your counselor.
- 3. With your parent's and counselor's approval, work with a natural resource professional to identify two projects that have been approved to improve the habitat for a threatened or endangered species in your area. Visit the site of one of these projects and report on what you saw.


f. Pollution Prevention, Resource Recovery, and Conservation

- 1. Look around your home and determine 10 ways your family can help reduce pollution. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
- 2. Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.
- 3. Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusions with your counselor.


g. Pollination

- 1. Using photographs or illustrations, point out the differences between a drone and a worker bee. Discuss the stages of bee development (eggs, larvae, pupae). Explain the pollination process, and what propolis is and how it is used by honey bees. Tell how bees make honey and beeswax, and how both are harvested. Explain the part played in the life of the hive by the queen, the drones, and the workers.


- 2. Present to your counselor a one-page report on how and why honey bees are used in pollinating food crops. In your report, discuss the problems faced by the bee population today, and the impact to humanity if there were no pollinators. Share your report with your troop or patrol, your class at school, or another group approved by your counselor.

- 3. Hive a swarm OR divide at least one colony of honey bees. Explain how a hive is constructed


- 4. Choose two outdoor study areas that are very different from one another (e.g., hilltop vs. bottom of a hill; field vs. forest; swamp vs. dry land). For BOTH study areas, do ONE of the following:
  - a. Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of non-plant species you find.

Study Plot Location 1: \_\_\_\_\_ Number of Species: \_\_\_\_\_

Plant Species	Space each occupies

Non-Plant Species	Number found

Study Plot Location 2: \_\_\_\_\_ Number of Species: \_\_\_\_\_

<b>Plant Species</b>	<b>Space each occupies</b>

<b>Non-Plant Species</b>	<b>Number found</b>





- b. Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe

**Study Area 1:**

**Visit 1 Date:** \_\_\_\_\_ **Time Started:** \_\_\_\_\_ **Time Ended** \_\_\_\_\_

Observations of living parts:


Observations of nonliving parts:


Differences noted:


**Visit 2 Date:** \_\_\_\_\_ **Time Started:** \_\_\_\_\_ **Time Ended** \_\_\_\_\_

Observations of living parts:


Observations of nonliving parts:


Differences noted:




**Study Area 2:**

**Visit 1 Date:** \_\_\_\_\_ **Time Started:** \_\_\_\_\_ **Time Ended** \_\_\_\_\_

Observations of living parts:


Observations of nonliving parts:


Differences noted:


**Visit 2 Date:** \_\_\_\_\_ **Time Started:** \_\_\_\_\_ **Time Ended** \_\_\_\_\_

Observations of living parts:


Observations of nonliving parts:


Differences noted:


**Visit 3 Date:** \_\_\_\_\_ **Time Started:** \_\_\_\_\_ **Time Ended** \_\_\_\_\_

Observations of living parts:


Observations of nonliving parts:


Differences noted:


Then, write a short report that adequately addresses your observations, including how the differences of the study areas might relate to the differences noted, and discuss this with your counselor.


5. Using the construction project provided or a plan you create on your own, identify the items that would need to be included in an environmental impact statement for the project planned.


6. Find out about three career opportunities in environmental science.

- 1. 

--
- 2. 

--
- 3. 

--

Pick one and explain how to prepare for such a career.

Discuss with your counselor what education and training are required, and explain why this profession might interest you.

Education


Training


Why this profession might interest you.


<p><b>Requirement resources can be found here:</b> <a href="http://www.meritbadge.org/wiki/index.php/Environmental_Science#Requirement_resources">http://www.meritbadge.org/wiki/index.php/Environmental_Science#Requirement_resources</a></p>
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## **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.

# Family Life

The class size may be limited to 15 Scouts. You must be First Class to take Family Life at Merit Badge University. There is a MANDATORY prerequisite meeting at Highland with the scout and one parent/guardian before the MBU class. Your counselor will contact you with the time and date of this meeting

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Scouts need to obtain the Family Life Handbook and familiarize themselves with the contents and the requirements.
2. The Family Life Merit Badge Counselor will be in contact with you to arrange a meeting with you and one parent/guardian on a date yet to be determined at Highland United Methodist Church to complete requirements #1,#2,#3.
3. Between the mandatory meeting and MBU you are to work on and be prepared to go over requirements 4, 5, and 6 at MBU. You will be able to complete all of the items at MBU except the 90 day requirement which will need to be turned into the Merit Badge Counselor no later than a date determined by your counselor.

# Family Life

From MeritBadgeDotOrg

Resources include the Family Life merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Family Life merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
Webelos Scouts can earn the Family Member activity badge.  
Cub Scouts and Webelos Scouts can earn the Cub Scout Citizenship belt loop and pin.



**Family Life** merit badge is **required** for the Eagle Scout rank.

## Contents

- 1 Family Life merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Family Life merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1991
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	129
<b>Requirements revision:</b>	2015
<b>Latest pamphlet revision:</b>	2014

“ The family is the basic unit of society and is important to both individuals and communities. The world is rapidly changing, making today's society much more complex than ever before. As Scouts earn this merit badge, they will realize why it is important to know more about family life and how to strengthen their families. ”

# Family Life merit badge requirements



1. Prepare an outline on what a family is and discuss this with your merit badge counselor. Tell why families are important to individuals and to society. Discuss how the actions of one member can affect other members.
2. List several reasons why you are important to your family and discuss this with your parents or guardians and with your merit badge counselor.
3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family.
4. With the approval of your parents or guardians and your merit badge counselor, decide on and carry out a project that you would do around the home that would benefit your family. Submit a report to your merit badge counselor outlining how the project benefited your family.
5. Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your merit badge counselor:
  - a. The objective or goal of the project
  - b. How individual members of your family participated
  - c. The results of the project
6. Do the following:
  - a. Discuss with your merit badge counselor how to plan and carry out a family meeting.
  - b. After this discussion, plan and carry out a family meeting\* to include the following subjects:
    1. Avoiding substance abuse, including tobacco, alcohol, and drugs, all of which negatively affect your health and well-being
    2. Understanding the growing-up process and how the body changes, and making responsible decisions dealing with sex
    3. How your chores in requirement 3 contributed to your role in the family
    4. Personal and family finances
    5. A crisis situation within your family
    6. The effect of technology on your family
    7. Good etiquette and manners

Discussion of each of these subjects will very likely carry over to more than one family meeting.

\*This conversation may take place with only one or both of your parents or guardians.


7. Discuss the following with your counselor:
  - a. Your understanding of what makes an effective father and why, and your thoughts on the father's role in the family
  - b. Your understanding of the responsibilities of a parent.



**The official source for the information shown in this article or section is:**  
**Boy Scout Requirements, 2016 Edition (BSA Supply SKU #621535)**

## Notes



**A FREE workbook for Family Life is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Family Life requirements*  
*([http://www.meritbadge.org/wiki/index.php?](http://www.meritbadge.org/wiki/index.php?title=Template:Family_Life/req&printable=yes)*  
*[title=Template:Family\\_Life/req&printable=yes](http://www.meritbadge.org/wiki/index.php?title=Template:Family_Life/req&printable=yes)*).

meritbadge.org  
has PDF and  
DOC versions  
of  
Boy Scout  
merit badge  
workbooks,  
Webelos  
workbooks,  
and Cub Scout  
workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Family Life is a popular merit badge.

## Requirement resources

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness** - **Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

## See also



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- Because I Love You (<http://www.becauseiloveyou.org/>)
- ERIC - Clearinghouse on Elementary and Early Childhood Education (<http://ceep.crc.uiuc.edu/eecearchive/>)
- Families Under Construction (<http://www.famucon.com/>)
- Family Life Project Ideas (<http://kitsapscouts.com/merit-badges/family-life-project-ideas/>)

### Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • Citizenship in the Nation •  
 Citizenship in the World  
 Camping • Communication • Cooking • **Family Life** • Personal Fitness •  
 Personal Management  
 Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
 Sustainability  
 Swimming **OR** Hiking **OR** Cycling



- This page was last modified 15:47, February 13, 2015.



# Family Life

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 620714).

The requirements were last issued or revised in 2015 • This workbook was updated in February 2015.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Prepare an outline on what a family is and discuss this with your merit badge counselor.


Tell why families are important to individuals and to society.

Individuals:


Society:




Discuss how the actions of one member can affect other members.


2. List several reasons why you are important to your family and discuss this with your parents or guardians and with your merit badge counselor.


3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them.

Chore 1	
Chore 2	
Chore 3	
Chore 4	
Chore 5	
Chore 6	

*(See the sample Home Chore Chart at the end of this workbook.)*

Discuss with your counselor the effect your chores had on your family.


4. With the approval of your parents or guardians and your merit badge counselor, decide on and carry out a project that you would do around the home that would benefit your family.


Submit a report to your merit badge counselor outlining how the project benefited your family.


5.  Plan and carry out a project that involves the participation of your family.

After completing the project, discuss the following with your merit badge counselor:

- a. The objective or goal of the project


- b. How individual members of your family participated


c. The results of the project


6. Do the following:

a. Discuss with your merit badge counselor how to plan and carry out a family meeting.


b. After this discussion, plan and carry out a family meeting\* to include the following subjects:

1. Avoiding substance abuse, including tobacco, alcohol, and drugs, all of which negatively affect your health and well-being.

Tobacco:


Alcohol:


Drugs:


\*This conversation may take place with only one or both of your parents or guardians.

- 2. Understanding the growing-up process and how the body changes, and making responsible decisions dealing with sex


- 3. How your chores in requirement 3 contributed to your role in the family


- 4. Personal and family finances


- 5. A crisis situation within your family


6. The effect of technology on your family


7. Good etiquette and manners:


Discussion of each of these subjects will very likely carry over to more than one family meeting.

7. Discuss the following with your counselor:

- a. Your understanding of what makes an effective father and why, and your thoughts on the father's role in the family

What makes an effective father?


Why?


The father's role in the family:


b. Your understanding of the responsibilities of a parent


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Family\\_Life#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Family_Life#Requirement_resources)

### Sample Home Duty or Chore List

Duty 1	Duty 2
Duty 3	Duty 4
Duty 5	Duty 6

Week:								Week:								Week:							
Day:	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Duty 1								Duty 1								Duty 1							
Duty 2								Duty 2								Duty 2							
Duty 3								Duty 3								Duty 3							
Duty 4								Duty 4								Duty 4							
Duty 5								Duty 5								Duty 5							
Duty 6								Duty 6								Duty 6							

Week:								Week:								Week:							
Day:	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Duty 1								Duty 1								Duty 1							
Duty 2								Duty 2								Duty 2							
Duty 3								Duty 3								Duty 3							
Duty 4								Duty 4								Duty 4							
Duty 5								Duty 5								Duty 5							
Duty 6								Duty 6								Duty 6							

Week:								Week:								Week:							
Day:	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Duty 1								Duty 1								Duty 1							
Duty 2								Duty 2								Duty 2							
Duty 3								Duty 3								Duty 3							
Duty 4								Duty 4								Duty 4							
Duty 5								Duty 5								Duty 5							
Duty 6								Duty 6								Duty 6							

Week:								Week:								Week:							
Day:	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Day	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Duty 1								Duty 1								Duty 1							
Duty 2								Duty 2								Duty 2							
Duty 3								Duty 3								Duty 3							
Duty 4								Duty 4								Duty 4							
Duty 5								Duty 5								Duty 5							
Duty 6								Duty 6								Duty 6							

Week:							
Day:	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Duty 1							
Duty 2							
Duty 3							
Duty 4							
Duty 5							
Duty 6							

*Enter the dates for the weeks across the top of each block.  
Under the day of the week the duty is performed, enter a check mark or X next to the duty number. Each duty may not need to be done each day.*

*Your parent or guardian may want to initial this chart each time duties are completed.*

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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

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### [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.

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- 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 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.

### [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. Partials 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.



# Fingerprinting

From MeritBadgeDotOrg

Resources include the Fingerprinting merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

## Contents

- 1 Fingerprinting merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ In earning the Fingerprinting merit badge, Scouts will learn about and use an important technique that is used by law enforcement officers, along with other materials like matching dental records and DNA sampling, to help identify amnesia victims, missing persons, abducted children, and others. ”

## Fingerprinting merit badge




<b>Status:</b>	Elective
<b>Created:</b>	1938
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	049
<b>Requirements revision:</b>	2004
<b>Latest pamphlet revision:</b>	2003

## Fingerprinting merit badge requirements



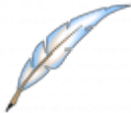
1. Give a short history of fingerprinting. Tell the difference between civil and criminal identification.
2. Explain the difference between the automated fingerprint identification systems (AFIS) now used by some law enforcement agencies and the biometric fingerprint systems used to control access to places like buildings, airports, and computer rooms.
3. Do the following:
  - a. Name the surfaces of the body where friction or papillary ridges are found.
  - b. Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.
  - c. Explain what it takes to positively identify a person using fingerprints.

4. Take a clear set of prints using ONE of the following methods:
  - a. Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card available from your local police department or counselor.
  - b. Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.
5. Show your merit badge counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

	<p><b>The official source for the information shown in this article or section is:</b>  <b>Boy Scout Requirements, 2016 Edition (BSA Supply SKU #621535)</b></p>
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The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Fingerprinting/req&action=edit>) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

	<p><b>A FREE workbook for Fingerprinting is available here!</b></p> <p>  <i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the Fingerprinting requirements</i>  <i>(<a href="http://meritbadge.org/wiki/index.php?title=Template:Fingerprinting/req&amp;printable=yes">http://meritbadge.org/wiki/index.php?title=Template:Fingerprinting/req&amp;printable=yes</a>) .</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Fingerprinting is a popular merit badge.

## Requirement resources

- 1, 2, & 3. FBI Fingerprint Identification, History, etc. ([http://www.fbi.gov/about-us/cjis/fingerprints\\_biometrics/fingerprint-overview](http://www.fbi.gov/about-us/cjis/fingerprints_biometrics/fingerprint-overview))

- 1. Fingerprint History ([http://www.usmarshals.gov/usmsforkids/fingerprint\\_history.htm](http://www.usmarshals.gov/usmsforkids/fingerprint_history.htm))
- 1. Criminal versus Civil Fingerprint Identification (<http://www.fbi.gov/hq/cjisd/iafis.htm>)
- 2. AFIS versus Biometrics (Fingerprint versus Finger-Scan) (<http://www.broward.k12.fl.us/hrms/kronos/bio.htm>)
- 3a. What is a Fingerprint? (<http://ridgesandfurrows.homestead.com/fingerprint.html>)
- 3b. Is Fingerprint Identification a "Science"? ([http://www.forensic-evidence.com/site/ID/ID00004\\_2.html](http://www.forensic-evidence.com/site/ID/ID00004_2.html))
- 3c. Latent Print Examination: Fingerprints, Palm Prints, and Footprints (<http://onin.com/fp>)
- 4. Recording legible fingerprints ([http://www.fbi.gov/about-us/cjis/fingerprints\\_biometrics/recording-legible-fingerprints](http://www.fbi.gov/about-us/cjis/fingerprints_biometrics/recording-legible-fingerprints))

Fingerprinting Video Lesson (<http://www.youtube.com/watch?v=d7N-4UNAzsw&feature=related>) ·

- 5. Taking Legible Fingerprints (<http://www.fbi.gov/hq/cjisd/takingfps.html>)

## Related awards

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Biometric Watch ([http://biometricwatch.com/Technologies/Fingerprint\\_recognition/fingerpr.htm](http://biometricwatch.com/Technologies/Fingerprint_recognition/fingerpr.htm)) Includes a brief history, and identification of the three major types.
- Fingerprinting Merit Badge (<http://onin.com/fp/fpmeritbdg.html>) An online course specific to the merit badge.
- National Center For Missing And Exploited Children (<http://www.missingkids.com/>)

- Southern California Association of Fingerprint Officers (<http://www.scafo.org/>)
- The Thin Blue Line: Fingerprinting (<http://www.policensw.com/info/fingerprints/finger01.html>) A detailed history of fingerprinting.

Retrieved from "<http://meritbadge.org/wiki/index.php/Fingerprinting>"

Categories: Public Service merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 20:53, October 28, 2012.



# Fingerprinting

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2004 • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Give a short history of fingerprinting.


Tell the difference between civil and criminal identification.


2. Explain the difference between the automated fingerprint identification systems (AFIS) now used by some law enforcement agencies and the biometric fingerprint systems used to control access to places like buildings, airports, and computer rooms.

AFIS:


Biometric:


3. Do the following:

a. Name the surfaces of the body where friction or papillary ridges are found.


b. Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.

1.	
2.	

c. Explain what it takes to positively identify a person using fingerprints.


4. Take a clear set of prints using ONE of the following methods.

- a. Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card, available from your local police department or your counselor.  
*(A sample Fingerprint Card is included on the next page of this workbook)*
- b. Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.

Fingerprinting

Scout's Name: \_\_\_\_\_

5. Show your merit badge counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

Basic Patterns & subcategories:

1.

--

2.

--

3.

--

Your hand:


**Requirement resources can be found here:**

[http://www.meritbadge.org/wiki/index.php/Fingerprinting#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Fingerprinting#Requirement_resources)

FINGERPRINT CARD									
LAST NAME		FIRST NAME			MIDDLE NAME			SR; JR; etc.	
DATE OF BIRTH	PLACE OF BIRTH	SOCIAL SECURITY NUMBER	SEX	RACE	HGT.	WGT.	EYES	HAIR	
DATE	SIGNATURE OF PERSON FINGERPRINTED			RESIDENCE OF PERSON FINGERPRINTED					
DATE	SIGNATURE OF PERSON TAKING FINGERPRINTS			PRINTED NAME OF PERSON TAKING FINGERPRINTS					
1. RIGHT THUMB		2. RIGHT INDEX		3. RIGHT MIDDLE		4. RIGHT RING		5. RIGHT LITTLE	
6. LEFT THUMB		7. LEFT INDEX		8. LEFT MIDDLE		9. LEFT RING		10. LEFT LITTLE	
LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY				L. THUMB	R THUMB	RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY			

**Notes:**

1. Based on FBI Criminal Justice Information Services Division Fingerprint Card: FD-258 Applicant Card.
2. You may be asked to use this or another card to take fingerprints. Please print on card stock paper.
3. Parent or Guardian - Consider keeping this fingerprint card in a safe place.



## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Fire Safety

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Conduct a home safety survey with the help of an adult. Then do the following:
  - a. Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.
  - b. Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.
  - c. Explain what to do when you smell gas and when you smell smoke.
  - d. Explain how you would report a fire alarm.
  - e. Explain what fire safety equipment can be found in public buildings.
  - f. Explain who should use fire extinguishers and when these devices can be used.
  - g. Explain how to extinguish a grease pan fire.
  - h. Explain what fire safety precautions you should take when you are in a public building.
2. Choose a fire safety-related career that interests you and describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.

# Fire Safety

From MeritBadgeDotOrg

Resources include the Fire Safety merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

## Contents

- 1 Fire Safety merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“The ability to use fire safely is essential to human survival. By earning this merit badge, Scouts will learn to use fire safely and responsibly, how to prevent home fires, and how to handle fire safely, as well as burn prevention, and camping safety.”

Fire Safety merit badge	
	<b>Status:</b> Elective
	<b>Created:</b> 1995
	<b>Replaced:</b> Firemanship
	<b>BSA Advancement ID:</b> 050
	<b>Requirements revision:</b> 2013
	<b>Latest pamphlet revision:</b> 2013

## Fire Safety merit badge requirements



1. Do the following:
  - a. Demonstrate the technique of stop, drop, roll, and cool. Explain how burn injuries can be prevented.
  - b. List the most frequent causes of burn injuries.
2. 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.
3. Name the most frequent causes of fire in the home and give examples of ways they can be prevented. Include a discussion about fires caused by smoking in the home, cooking, candles, fireplaces, and electrical appliances.
4. Do the following:
  - a. Explain the role of human behavior in the arson problem in this country
  - b. List the actions that cause seasonal fires and explain how these fires can be prevented.
5. List common circumstances that cause holiday-related fires and explain how these fires can be prevented.
6. Conduct a home safety survey with the help of an adult. Then do the following:
  - a. Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.
  - b. Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.
  - c. Explain what to do when you smell gas and when you smell smoke.
  - d. Explain how you would report a fire alarm.
  - e. Explain what fire safety equipment can be found in public buildings.
  - f. Explain who should use fire extinguishers and when these devices can be used.
  - g. Explain how to extinguish a grease pan fire.
  - h. Explain what fire safety precautions you should take when you are in a public building.
7. Do the following:
  - a. Demonstrate lighting a match safely.
  - b. Demonstrate the safe way to start a charcoal fire.
  - c. Demonstrate how to safely light a candle. Discuss with your counselor how to safely use candles.
8. Explain the difference between combustible and noncombustible liquids and between combustible and noncombustible fabrics.
9. Do the following:
  - a. Demonstrate the safe way to fuel a lawnmower.
  - b. Demonstrate the safety factors, such as proper ventilation, for auxiliary heating devices and the proper way to fuel those devices.
10. Do the following:
  - a. Explain the cost of outdoor and wildland fires and how to prevent them.
  - b. Demonstrate setting up and putting out a cooking fire.
  - c. Demonstrate using a camp stove and lantern.
  - d. Explain how to set up a campsite safe from fire.

11. Visit a fire station. Identify the types of fire trucks. Find out about the fire prevention activities in your community.
12. Choose a fire safety-related career that interests you and describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.




**The official source for the information shown in this article or section is:**  
**Boy Scout Requirements**, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Fire\\_Safety/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Fire_Safety/req&action=edit)) by an administrator. **Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Fire Safety is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Fire Safety requirements*  
([http://meritbadge.org/wiki/index.php?title=Template:Fire\\_Safety/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Fire_Safety/req&printable=yes)) .

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Fire Safety merit badge meets Sea Scout [Able] rank required list (requirement 12).

## Requirement resources

- **2.**: Fire tetrahedron (University of Illinois at Chicago) ([http://www.uic.edu/sph/cade/confined\\_space/mod2/m2p6.htm](http://www.uic.edu/sph/cade/confined_space/mod2/m2p6.htm))
- **6c.**: NFPA Fire Extinguishers' page (<http://www.nfpa.org/itemDetail.asp?categoryID=277&itemID=18264&URL=Research%20%20Reports/Fact%20sheets/Fire%20protection%20equipment/Fire%20extinguishers>)
- **6e.**: NFPA: Sprinkler Systems (<http://www.nfpa.org/itemDetail.asp?categoryID=276&itemID=18249&URL=Research%20%20Reports/Fact%20sheets/Fire%20protection%20equipment/Automatic%20sprinkler%20systems>)
- **9.**: How to Add Gas to a Lawnmower ([http://www.ehow.com/how\\_2211044\\_add-gas-lawn-mowers.html](http://www.ehow.com/how_2211044_add-gas-lawn-mowers.html))
- **10d.**: Camping Fire Safety (<http://www.kidde.com/utcfs/ws-384/Assets/CampingFireSafety.pdf>)
- **11.**: Fire Trucks (<http://arapaho.nsuok.edu/~hiskett/webquest.htm>)

## Related awards




### Outdoor-related awards

- Boy Scout ranks: Tenderfoot - Second Class - First Class
- Boy Scout awards: Fire'n Chit - Totin' Chip - Paul Bunyan Woodsman
- Boy Scout Merit Badges: Astronomy - Backpacking - Camping - Canoeing - Climbing - Cooking - Cycling - **Fire Safety** - Hiking - Orienteering - Pioneering - Rowing - Weather - Water Sports - Whitewater - Wilderness Survival
- Venturing: Ranger Award electives: Backpacking
- Webelos Activity Badges:
- Cub Scout Adventures:

### Emergency Preparedness-related awards

- Scouter Awards: Emergency Preparedness Award
- Boy Scout Merit Badges: Crime Prevention - Emergency Preparedness - **Fire Safety** - First Aid - Lifesaving - Public Health - Safety- Traffic Safety
- Boy Scout awards: Emergency Preparedness Award
- Webelos Activity Badge: Readyman
- Cub Scout Awards: Emergency Preparedness Award
- Others Links: First Aid Skills - First Aid Kit - Emergency Kit - Safe Swim Defense - Safety Afloat - Guide to Safe Scouting: First Aid (<http://www.scouting.org/HealthandSafety/GSS/gss06.aspx>)
- Venturing: Ranger Award-Emergency Preparedness Requirement

## See also

	<i>Boy Scout portal</i>
	<i>Varsity Scout portal</i>
	<i>Venturing portal</i>

## General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- NFPA Safety in the Home (<http://www.nfpa.org/categoryList.asp?categoryID=246&URL=Research%20%20Reports/Fact%20sheets/Safety%20in%20the%20home>) (National Fire Protection Association)
- The Fire Station (<http://home.flash.net/~jturner/>)
- Fire Safety and Protection Tips (<http://www.fireescapesystems.com/fire.asp>)
- Fire Department News and Safety Tips (<http://www.ci.san-carlos.ca.us/gov/depts/fire/default.asp>)
- Fire Prevention Tips ([http://www.escapefireladders.com/index.php?main\\_page=page&id=8](http://www.escapefireladders.com/index.php?main_page=page&id=8))
- Operation Safe Home (<http://www.smokealarmssavelives.com/smoke.html>)
- Fire Fighters Creed (<http://www.fire-find.com/ffcreed.html>)
- Sparky the Fire Dog (<http://www.sparky.org/>)
- National Association of Fire Equipment Distributors (<http://www.nafed.org/>)
- Federal Emergency Management Agency (<http://www.fema.gov/>)

Retrieved from "[http://meritbadge.org/wiki/index.php/Fire\\_Safety](http://meritbadge.org/wiki/index.php/Fire_Safety)"

Categories: Public Service merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 17:16, October 30, 2013.



# Fire Safety

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 620714).

The requirements were last issued or revised in 2013 • This workbook was updated in May 2015.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Do the following:

- a. Demonstrate the technique of stop, drop, roll, and cool.

Explain how burn injuries can be prevented.


- b. List the most frequent causes of burn injuries.


2. Explain the chemistry and physics of fire.


Name the parts of the fire tetrahedron.

- 1)
- 2)
- 3)
- 4)


Explain why vapors are important to the burning process.


Name the products of combustion.


Give an example of how fire grows and what happens.



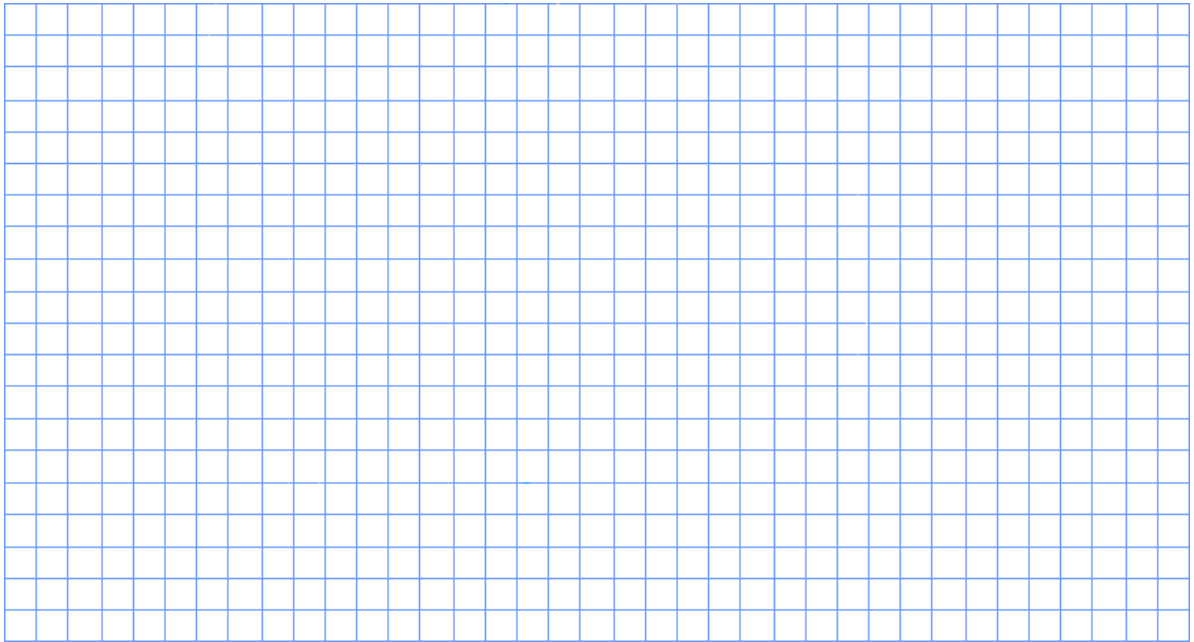







Then do the following:

- a. Draw a home fire escape plan, create a home fire-drill schedule, and conduct a home fire drill.
- Home fire escape plan.



Home fire-drill schedule


- Conduct a home fire drill.
- b. Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.
- c. Explain what to do when you smell gas and when you smell smoke.

Gas:

Smoke


d. Explain how you would report a fire alarm.


e. Explain what fire safety equipment can be found in public buildings.


f. Explain who should use fire extinguishers and when these devices can be used.


g. Explain how to extinguish a grease pan fire.


h. Explain what fire safety precautions you should take when you are in a public building.


7. Do the following:

- a. Demonstrate lighting a match safely.
- b. Demonstrate the safe way to start a charcoal fire.
- c. Demonstrate how to safely light a candle.

Discuss with your counselor how to safely use candles.


8. Explain the difference between combustible and noncombustible liquids and between combustible and noncombustible fabrics.

Liquids:


Fabrics:


9. Do the following:

- a. Demonstrate the safe way to fuel a lawn mower.
- b. Demonstrate the safety factors, such as proper ventilation, for auxiliary heating devices and the proper way to fuel those devices.

10. Do the following:

a. Explain the cost of outdoor and wildland fires and how to prevent them.

Cost:

How to prevent them:


- b. Demonstrate setting up and putting out a cooking fire.
- c. Demonstrate using a camp stove and lantern.
- d. Explain how to set up a campsite safe from fire.


- 11. Visit a fire station.

Identify the types of fire trucks.


Find out about the fire prevention activities in your community:


- 12. Choose a fire safety related career that interests you and describe the level of education required and responsibilities of a person in that position.

Career:

Education:

Responsibilities:


Tell why this position interests you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Fire\\_Safety#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Fire_Safety#Requirement_resources)

Check safety steps that are being taking in your home. Write N/A if the item is not applicable. Items left blank may present a safety hazard. This list provides some sample safety steps you might take. See your Safety Merit Badge pamphlet and counselor for more information. Ask your parent or guardian before making any changes.

### **Stairways, Halls, and Outdoor Steps**

- Stairways with three or more steps have a strong handrail and slip resistant finish.
- Stairways & halls are kept free from boxes, toys, shoes, brooms, tools, and other tripping hazards.
- Gates at top and bottom of stairs prevent children from falling.
- The head and foot of stairs have no small or loose rugs.
- Stair carpeting or covering is fastened securely.
- Stairways & halls have good lighting, controllable at each end.

### **Kitchen**

- Matches are kept where children cannot get them.
- Emergency numbers are posted next to the telephone, including 911 and poison control.
- Knives & sharp instruments are kept in knife drawers or holder.
- Can openers don't leave sharp edges on cans.
- Disinfectants & cleaning products are out of reach of children.
- Pan handles are turned away from stove edges.
- Spilled grease, water, or bits of food are wiped up immediately.
- Pot holders are located near the stove, within easy reach.
- A dry chemical fire extinguisher is mounted near the stove.

### **Attic and Basement**

- Ladder is strong, solid, and sturdily constructed.
- Stairway is sturdy and well lighted.
- Children keep skates and play gear in a specific place.
- Walls and beams are free from protruding nails.
- Fuses or circuit breakers are the proper size.
- Rubbish & flammable materials are in covered metal cans.
- Wastepaper is kept away from furnace and stairs.

### **Living Room and Dining Room**

- Furniture is placed to allow easy passage in an emergency.
- Before bedtime, furniture placement is checked for orderliness.
- Furniture and woodwork solid, in good repair, and free from splinters and rough spots.
- Fireplace screen fits snugly.
- Rugs are fastened or laid on non-slip pads.
- Rugs are kept from curling at their edges.
- Wax on floors is thoroughly buffed.
- Fire in fireplace is extinguished at bedtime.
- Candles are in stable holders and fully extinguished after use, before bedtime, or before leaving home.

### **Bathroom**

- Tub and shower are equipped with strong handholds.
- Tub floor has non-slip surface.
- Poisons and dangerous chemicals are marked, sealed shut in original containers, and out of reach of children.
- Medicines are out of reach of children in childproof containers.
- No one takes medicine in the dark.

### **Bedroom**

- Smoke alarm has fresh battery or secure electrical connection & is tested regularly.
- Carbon monoxide detector has fresh battery or secure electrical connection and is tested regularly.
- Furniture placement for clear passage between bed and door.
- Light switch or lamp is within easy reach from bed.
- A night-light illuminates bedroom or hall.
- Bureau and dresser drawers are closed when not in use.
- Bar across upper bunk beds helps prevent falls.
- Children are taught not to lean against windows or screens.
- Low sill windows have sturdy screens to prevent children from falling out.
- Smoking in bed is prohibited.
- Gas and electric heating devices are turned off at bedtime.

### **Nursery**

- Bars on cribs are closely spaced – no more than 2 3/8" apart so baby's head cannot slip between them.
- Crib is approved by Consumer Products or similar.
- Crib is free from sharp edges or corners.
- Crib does not have a "drop" side.
- Sleeping garments and covers keep baby warm without danger of smothering.
- Pillows are kept out of bassinet or crib.
- No thin, plastic material is in or near the crib.
- No toys or objects in or near the crib or within reach of any child under 3 are less than 1 inch in diameter and 2 inches long.
- No toys or objects have small parts that can be removed.
- Children are taught not to give marbles, etc. to younger children.
- Toys are sturdy, do not come apart easily, & have no sharp edges or points.
- Nontoxic paint is used on baby furniture and toys.
- All houseplants are nonpoisonous.



**Stoves, Furnaces, and Heaters**

- Stoves are away from curtains.
- Stoves & furnace pipes and flues are inspected & cleaned annually.
- Gas burners are properly adjusted and free from leaks.
- Gas water and space heaters are equipped with vents or flues.
- Water heater or boiler has a safety valve & is checked yearly.
- Water heater temperature is set below 120 degrees Fahrenheit to reduce the risk of serious burns.
- Flames of gas burners are protected from drafts.
- Insulating shield protects woodwork within 18" of furnace, etc.
- Keep flammable materials away from stoves, furnaces, etc.
- A wrench is stored near the shut-off valve of outside gas line.
- The flue is opened before using the fireplace.

**Porch, Yard, and Garage**

- Railings and banisters are sound and inspected periodically.
- Steps and walks are kept free from ice and snow.
- Yard/play space are free from holes, stones, glass, etc.
- Tools and dangerous articles are out of reach of children.
- Dangerous products & chemicals are kept in original containers in locked storage areas.
- Wires and low fences are brightly painted or clearly marked.
- Wells, cisterns, and pits are kept securely covered.
- Disposable materials are not burned outside.
- An area is marked off in the garage for bicycles, wagons, etc.
- Lawn mower is equipped with proper safeguards.

**Workshop**

- Good ventilation exists, especially when sanding or painting.
- Safety goggles or face mask, and hearing protection are worn when working with or around power tools, and an appropriate eyewash is available.
- Baking soda is kept handy to neutralize acid burns.
- All electrical tools are either grounded with three-wire plugs or are double-insulated.
- Work area is well lit & free of clutter, scraps, rags.
- All tools have a place & are in their place.
- Guards are in place on all power tools.
- A push stick is available for use with power saws.
- Tools are unplugged when not in use and before changing blades, servicing or repairing.

**Electrical Devices and Fixtures**

- Electrical fixtures and appliances are located & used beyond arm's length of the sink, stove, tub, shower, or other grounded metal unless outlet is protected by a ground-fault interrupter.
- Do not touch electrical fixtures or appliances with wet hands.

- Disconnect seldom-used appliances when not in use.
- Household appliances are disconnected before repairs.
- Light bulbs are installed in all lamp sockets.
- All pull-type sockets have an insulating link.
- Frayed or worn electric cords are promptly replaced.
- Long trailing cords are not in evidence.
- Cords are kept out from under rugs, doors, and furniture.
- UA-approved extension cords are the proper size.
- Children are taught never to touch electric sockets or fixtures.
- Fuses are adequate for the load and are not bypassed.
- Circuit breakers are labeled and not overloaded.

**General**

- Home has smoke and Carbon Monoxide detectors, with at least one smoke detector in each bedroom, near the kitchen, and in the basement & garage.
- Everything has a place and is in its place.
- Stepladders are in good repair and stored out of the way.
- Window screens and storm windows are securely fastened.
- Guns are stored unloaded and in locked cases.
- Guns and ammunition are stored separately.
- Children are permitted to use only blunt-end scissors.
- Housework clothing has no drooping sleeves, sashes, or frills.
- Shoes worn for housework have low heels.
- All shoes are in good repair.
- Kerosene, gasoline, paint thinners, and other volatile materials are stored outside in special, clearly marked metal containers.
- Oil mops, dust rags, painting equipment, and other oily materials are stored outside in open metal containers.
- Everyone turns on a light before entering a dark room.
- Matches are extinguished before they're thrown away.
- Children are never permitted to play with matches.
- Fire extinguishers are readily available and in good working order.

**For Emergency**

- Know how to get emergency help (911, poison control, etc.).
- Be able to find water, gas, & electric shutoffs. Check annually.
- First aid kit approved by your doctor/American Red Cross.
- Know basic first aid procedures.
- Have a fire escape plan from your home.
- Emergency water supply.
- Handheld flashlights readily available.
- In earthquake-prone areas, make sure that the water heater and bookcases are bolted to the walls.

## 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.

(NOTE: It is not necessary to print this page.)

# First Aid

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

- 1) Bring a note from your Scout Master stating that you have completed the First Aid requirements for the ranks of Tenderfoot, Second Class and First Class.
- 2) Bring a First Aid kit from home.
- 3) Bring splinting materials for improvised splints.
- 4) **READ THE BOOK!!!!!!**
- 5) Bring the First Aid Merit Badge book to MBU.
- 6) Review the symptoms, first aid procedures and possible prevention measures for those conditions listed in the First Aid Merit Badge book under requirement 5.
- 7) Be prepared to teach a first aid skill in class.

# First Aid

From MeritBadgeDotOrg

Resources include the First Aid merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **First Aid merit badge** for Boy Scouts, Varsity Scouts, and Venturers.

Venturers can also complete the First Aid elective for the Ranger Award  
Webelos Scouts can earn the Readyman activity badge.



**First Aid** merit badge is **required** for the Eagle Scout rank.



**First Aid** requires prior counselor approval for requirement(s) #6c.

## Contents

- 1 First Aid merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## First Aid merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1911
<b>Renamed from:</b>	Ambulance
<b>BSA Advancement ID:</b>	008
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2015

“ **First aid** — caring for injured or ill persons until they can receive professional medical care — is an important skill for every Scout. With some knowledge of first aid, a Scout can provide immediate care and help to someone who is hurt or who becomes ill. First aid can help prevent infection and serious loss of blood. It could even save a limb or a life. ”

The First Aid merit badge was one of the original 57 merit badges issued by the Boy Scouts of America in 1911. It replaced the 1910 Ambulance "Badge of Merit".

First Aid merit badge is an option for the National Outdoor Badge for Camping.



## First Aid merit badge requirements


1. Satisfy your counselor that you have current knowledge of all first aid requirements for Tenderfoot rank, Second Class rank, and First Class rank.
2. Do the following:
  - a. Explain how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.
  - b. Define the term *triage*. Explain the steps necessary to assess and handle a medical emergency until help arrives.
  - c. Explain the standard precautions as applied to bloodborne pathogens.
  - d. Prepare a first aid kit for your home. Display and discuss its contents with your counselor.
3. Do the following:
  - 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.
  - 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.
  - c. Explain the use of an automated external defibrillator (AED).
  - 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.
  - e. Explain when a bee sting could be life threatening and what action should be taken for prevention and for first aid.
  - f. Explain the symptoms of heatstroke and what action needs to be taken for first aid and for prevention.
4. Do the following:
  - 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.
  - 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.
5. Describe the symptoms, proper first aid procedures, and possible prevention measures for the following conditions:
  - a. Hypothermia
  - b. Convulsions / seizures
  - c. Frostbite
  - d. Dehydration
  - e. Bruises, strains, sprains

- f. Burns
- g. Abdominal pain
- h. Broken, chipped, or loosened tooth
- i. Knocked out tooth
- j. Muscle cramps

6. Do TWO of the following:

- a. If a sick or injured person must be moved, tell how you would determine the best method. Demonstrate this method.
- b. With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.
- c. With your counselor's approval, arrange a visit with your patrol or troop to an emergency medical facility or through an American Red Cross chapter for a demonstration of how an AED is used.

7. Teach another Scout a first-aid skill selected by your counselor.

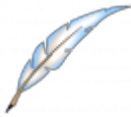



**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:First\\_Aid/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:First_Aid/req&action=edit)) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

	<p><b>A FREE workbook for First Aid is available here!</b> </p> <p><i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the First Aid requirements</i>  <i>(<a href="http://meritbadge.org/wiki/index.php?title=Template:First_Aid/req&amp;printable=yes">http://meritbadge.org/wiki/index.php?title=Template:First_Aid/req&amp;printable=yes</a>) .</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. First Aid merit badge is on the Eagle Scout required list (requirement 3.a.).

2. The First Aid Merit Badge requirements were updated in 2008.
3. The BSA First Aid Troop Program Feature offers meeting and activity plans to include First Aid as one of your monthly themes.
4. First Aid merit badge is on the Sea Scout Able rank required list (requirement 13)

## Requirement resources

The Troop Emergency Preparedness Monthly Theme includes meeting and activity materials.

- Your handbook is your primary reference. See First Aid Skills for step-by-step instructions and lesson video links.
- **See also:** First Aid Merit Badge Pamphlet ([http://www.scoutstuff.org/BSASupply/SearchPage.aspx?page=LIST&free\\_text=35897\\*](http://www.scoutstuff.org/BSASupply/SearchPage.aspx?page=LIST&free_text=35897*)) - First Aid Kit - Emergency Kit - Guide to Safe Scouting - Physical

### 1. Tenderfoot rank First Aid Requirements

#### 11. Poisonous Plants

##### 12a. Choking

##### 12b. Cuts and Scratches - Blisters - Burns - Bites and Stings - Snakebite - Nosebleed - Frostbite - Sunburn

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### Second Class rank First Aid Requirements

#### 6a. Choking - Bleeding - Poisoning

#### 6b. First Aid Kit

#### 6c. Object in Eye - Bites and Stings - Puncture Wounds - Burns - Heat Exhaustion - Shock - Heat Stroke - Dehydration - Hypothermia - Hyperventilation

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### First Class rank First Aid Requirements

#### 8b. Sprains

#### 8c. Transporting an Injured Person

#### 8d. Heart Attack - CPR

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### 2a. Video: Calling 911 ([http://www.expertvillage.com/video/3621\\_first-aid-basics-nine-one-one.htm](http://www.expertvillage.com/video/3621_first-aid-basics-nine-one-one.htm))

#### 2b. Triage

#### 2c. Bloodborne Pathogens

#### 2d. First Aid Kit

#### 3a. Shock - Heart Attack - Stroke

#### 3b. CPR

#### 3c. AED

#### 3d. Bleeding

#### 3e. Bee Sting

#### 3f. Heat Stroke

#### 4a. Broken Bones

#### 4b. Head, Neck, and Back Injuries

### 5. You can use the chart in the First Aid Workbook

#### 5a. Hypothermia

#### 5b. Convulsions/Seizures

- 5c. Frostbite
- 5d. Dehydration
- 5e. Bruises - Sprains - Strains
- 5f. Burns
- 5g. Abdominal Pain
- 5h, 5i. Tooth Injury
- 5j. Muscle Cramps
- 6a, 6b. Transporting an Injured Person
- 6c. AED
- 7. Communications Merit Badge #6 is to also teach a skill.

- Your handbook is your primary reference. See First Aid Skills for step-by-step instructions and lesson video links.
- **See also:** First Aid Merit Badge Pamphlet ([http://www.scoutstuff.org/BSASupply/SearchPage.aspx?page=LIST&free\\_text=35897\\*](http://www.scoutstuff.org/BSASupply/SearchPage.aspx?page=LIST&free_text=35897*)) - First Aid Kit - Emergency Kit - Guide to Safe Scouting - Physical

## Related awards

- 7. Communications Merit Badge #6 is to also teach a skill.
- Dentistry Merit Badge
- Medicine Merit Badge

### Emergency Preparedness-related awards

- Scouter Awards: Emergency Preparedness Award
- Boy Scout Merit Badges: Crime Prevention - Emergency Preparedness - Fire Safety - **First Aid** - Lifesaving - Public Health - Safety- Traffic Safety
- Boy Scout awards: Emergency Preparedness Award
- Webelos Activity Badge: Readyman
- Cub Scout Awards: Emergency Preparedness Award
- Others Links: First Aid Skills - First Aid Kit - Emergency Kit - Safe Swim Defense - Safety Afloat - Guide to Safe Scouting: First Aid (<http://www.scouting.org/HealthandSafety/GSS/gss06.aspx>)
- Venturing: Ranger Award-Emergency Preparedness Requirement

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*



- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

### First Aid Kit

- Boy Scout **First Aid Merit Badge**
- Webelos Webelos Readyman

### Emergency Kit

- Boy Scout Emergency Preparedness Merit Badge

## External links

- Free online basic first aid course (<http://www.firstaidforfree.com/free-first-aid-course/>) ]
- Learn CPR - You Can Do It! (<http://depts.washington.edu/learnpr/>)
- Realistic First Aid ([http://www.troop502.info/mouillage\\_tips.html](http://www.troop502.info/mouillage_tips.html)) How to use theatrical makeup to teach First Aid

### Merit badges required for the Eagle Scout rank



**First Aid** • Citizenship in the Community • Citizenship in the Nation •  
 Citizenship in the World  
 Camping • Communication • Cooking • Family Life • Personal Fitness •  
 Personal Management  
 Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
 Sustainability  
 Swimming **OR** Hiking **OR** Cycling



### Awards related to the Quartermaster Award for Sea Scouts



**First Aid** • Weather • Swimming • Lifesaving • Citizenship in the World  
 • Motorboating • BSA Lifeguard



- This page was last modified 16:39, January 30, 2016.



# First Aid

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in March 2016.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Satisfy your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class and First Class ranks.

*NOTE: Excerpts from the Tenderfoot, Second Class, and First Class Rank Workbooks, showing the first aid requirements for those ranks can be found at the back of this notebook.*

2. Do the following:
- a. Explain how you would obtain emergency medical assistance from your home, on a wilderness camping trip and during an activity on open water.

Home:


Wilderness camping trip:


Open water:


b. Define the term *triage*.


Explain the steps necessary to assess and handle a medical emergency until help arrives..


c. Explain the standard precautions as applied to bloodborne pathogens.


d. Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.

3. Do the following:

- 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.

Shock:


Heart attack:


Stroke.


- 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.

- c. Explain the use of an automated external defibrillator (AED).


- 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.


- e. Explain when a bee sting could be life threatening and what action should be taken for prevention and for first aid.

When:


Prevention:


First aid.


- f. Explain the symptoms of heatstroke and what action should be taken for first aid and for prevention.

Symptoms:


First aid:


Prevention:


4. Do the following:

- 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.

- 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.


5. Describe the symptoms, proper first-aid procedures, and possible prevention measures for the following conditions:

a. Hypothermia


b. Convulsions/seizures


c. Frostbite


d. Dehydration


e. Bruises, strains, sprains


f. Burns


g. Abdominal pain


h. Broken, chipped, or loosened tooth




i. Knocked out tooth


j. Muscle cramps


6. Do TWO of the following:

a. If a sick or an injured person must be moved, tell how you determine the best method.


Demonstrate this method.

b. With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.

c. With your counselor's approval, arrange a visit with your patrol or troop to an emergency medical facility or through an American Red Cross Chapter for a demonstration of how an AED is used.

7. Teach another Scout a first-aid skill selected by your counselor.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/First\\_Aid#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/First_Aid#Requirement_resources)



b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location.


identify any that grow in your local area or campsite location.


Tell how to treat for exposure to them.


c. Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.

- Simple cuts and scrapes
- Blisters on the hand and foot
- Minor (thermal/heat) burns or scalds (superficial, or first degree)
- Bites or stings of insects and ticks


- Venomous snakebite


- Nosebleed


- Frostbite and sunburn


- Choking


- Poisonous or hazardous plants


d Assemble a personal first-aid kit to carry with you on future campouts and hikes.

Tell how each item in the kit would be used.


**SECOND CLASS**

**FIRST AID AND EMERGENCY PREPAREDNESS**

- 6. a. Demonstrate first aid for the following:
  - Object in the eye
  - Bite of a warm-blooded animal
  - Puncture wounds from a splinter, nail, and fishhook
    - Splinter
    - Nail
    - Fishhook
  - Serious burns (partial thickness, or second-degree)
  - Heat exhaustion
  - Shock
  - Heatstroke, dehydration, hypothermia, and hyperventilation
    - Heatstroke
    - Dehydration
    - Hypothermia
    - Hyperventilation
- b. Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.
  - Stopped breathing
  - Stroke
  - Severe bleeding
  - Ingested poisoning
- c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.

Injury	How to prevent
Object in the eye	
Bite of a warm-blooded animal	
Puncture wounds from a splinter	
Puncture wounds from a nail	
Puncture wounds from a fishhook	
Serious burns	
Heat exhaustion	

Shock


Heatstroke


Dehydration


Hypothermia


Hyperventilation


Stopped breathing


Stroke


Severe bleeding


Ingested poisoning


- d. Explain what to do in case of accidents that require emergency response in the home and backcountry.


- Explain what constitutes an emergency and what information you will need to provide to a responder.


- e. Tell how you should respond if you come upon the scene of a vehicular accident.


**FIRST CLASS**

**FIRST AID AND EMERGENCY PREPAREDNESS**

- 7. a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
  - Sprained ankle
  - Injuries on the head
  - Injuries on the upper arm
  - Injuries on the collarbone
- b. By yourself and with a partner, show how to:
  - Transport a person from a smoke-filled room.
  - Transport for at least 25 yards a person with a sprained ankle
- c. Tell the five most common signals of a heart attack.

1.	
2.	
3.	
4.	
5.	

Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).


## **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. Partials 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.



# Genealogy

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

1. READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU
  
2. Do a time line for yourself or for a relative. Then write a short biography based on that time line. (This can be done in class, but if you elect to do one on someone other than yourself, it will be better with their input).
  
3. Interview an older relative, and record the information so you don't forget it.
  
- 4.b. Obtain at least one genealogical document that supports an event on your pedigree chart. (Your birth certificate is probably the easiest to obtain. Others are wills, death certificates, "old" Bible records, court records, etc.)
  
6. Begin your family tree chart. Start with what you know, and add to it from information you gather from your interviews and research. It must show at least back to your grandparents.
  
7. Complete the 2 family group sheets (you'll need the help of your parents). Go to <http://www.ancestry.com/trees/charts/familysheet.aspx> to download the group sheet form.

**I'd encourage all boys to do some searching on the internet for information about their family tree. It can give you some good "leads" in your research.**

# Genealogy

From MeritBadgeDotOrg

Resources include the Genealogy merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Genealogy merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
Cub Scouts and Webelos Scouts can earn the Cub Scout Heritages belt loop and pin.

## Contents

- 1 Genealogy merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Exploring your roots—where your family name came from, why your family lives where it does, what your parents and grandparents did for fun when they were your age—can be fascinating. Discovering your ancestors back through history ”  
is what genealogy is all about.

## Genealogy merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1972
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	056
<b>Requirements revision:</b>	2006
<b>Latest pamphlet revision:</b>	2008

## Genealogy merit badge requirements



1. Explain to your counselor what the words genealogy, ancestor, and descendant mean.
2. Do ONE of the following:
  - a. Do a time line for yourself or for a relative. Then write a short biography based on that time line.
  - b. Keep a journal for 6 weeks. You must write in it at least once a week.

3. With your parent's help, choose a relative or a family acquaintance you can interview in person, by telephone, or by e-mail or letter. Record the information you collect so you do not forget it.
4. Do the following:
  - a. Name three types of genealogical resources and explain how these resources can help you chart your family tree.
  - b. Obtain at least one genealogical document that supports an event that is or can be recorded on your pedigree chart or family group record. The document could be found at home or at a government office, religious organization, archive, or library.
  - c. Tell how you would evaluate the genealogical information you found for requirement 4b.
5. Contact ONE of the following individuals or institutions. Ask what genealogical services, records, or activities this individual or institution provides, and report the results:
  - a. A genealogical or lineage society
  - b. A professional genealogist (someone who gets paid for doing genealogical research)
  - c. A surname organization, such as your family's organization
  - d. A genealogical education facility or institution.
  - e. A genealogical record repository of any type (courthouse, genealogical library, state or national archive, state library, etc.)
6. Begin your family tree by listing yourself and include at least two additional generations. You may complete this requirement by using the chart provided in the Genealogy merit badge pamphlet or the genealogy software program of your choice.
7. Complete a family group record form, listing yourself and your brothers and sisters as the children. On another family group record form, show one of your parents and his or her brothers and sisters as the children. This requirement may be completed using the chart provided or the genealogy software program of your choice.
8. Do the following:
  - a. Explain the effect computers and the Internet are having on the world of genealogy.
  - b. Explain how photography (including microfilming) has influenced genealogy.
9. Discuss what you have learned about your family and your family members through your genealogical research.

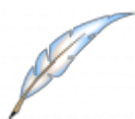



**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited (<http://www.meritbadge.org/wiki/index.php?title=Template:Genealogy/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Genealogy is available here!**   
with the maps, charts, links, diagrams, and checklists you need!

Or click here to print just the Genealogy requirements  
(<http://www.meritbadge.org/wiki/index.php?title=Template:Genealogy/req&printable=yes>) .

DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: "You should read the merit badge pamphlet on the subject." Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- "Get a signed Merit Badge application from your Scoutmaster." An online, printable Word doc file version is available.

1. Genealogy is a rare merit badge with 4,387 earned in 2007!

## Requirement resources

- 6: Make My Family Tree (<http://www.makemyfamilytree.com/>) A free site with step-by-step directions to make a family tree.

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - **Genealogy** - **Personal Fitness** - **Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

### Hobby-related awards

- Boy Scout Merit Badges: Art - Chess - Coin Collecting - Collections - Digital Technology - Dog Care - Fishing - Gardening - **Genealogy** - Golf - Horsemanship - Pets - Photography - Radio - Railroading - Reading - Stamp Collecting
- Venturing: Ranger Award electives: Cave Exploration - Cycling - Equestrian - Fishing
- Webelos Activity Badges: Artist - Traveler
- Cub Scout Adventures:

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Julie's Genealogy - BSA Merit Badge ([http://homepages.rootsweb.com/~julieann/genealogy\\_merit\\_badge.htm](http://homepages.rootsweb.com/~julieann/genealogy_merit_badge.htm))
- Kindred Trails ([http://www.kindredtrails.com/free\\_genealogy\\_stuff.html](http://www.kindredtrails.com/free_genealogy_stuff.html)) A comprehensive genealogy site with free downloads, free forms, and free software.
- Beginner's Guide to Family History Research (<http://www.arkansasresearch.com/guide.html>)
- The Learning Center (<http://www.ngsgenealogy.org/edu.cfm>) - National Genealogical Society
- Rubincam Youth Award ([http://www.ngsgenealogy.org/cs/rubincam\\_youth\\_award/nomination\\_form](http://www.ngsgenealogy.org/cs/rubincam_youth_award/nomination_form)) - National Genealogical Society (Deadline for Submissions—31 January Annually)
- RootsWeb Genealogical Data Cooperative (<http://www.rootsweb.com/>)
- Ancestry HomeTown (<http://www.ancestry.com/>)
  - Ancestry.com - Genealogy Forms (<http://www.ancestry.com/trees/charts/ancchart.aspx>)
  - Ancestry.com - Family History Made Easy: Step by Step (<http://www.ancestry.com/learn/library/article.aspx?article=2082>)
- Genealogy: Free Advice for Effective Searches (<http://www.genealogy-search-advice.com/>)
- Family Tree Searcher (<http://www.familytreearcher.com/>)
- GenSite (<http://www.genealogy.org/>) - ranks genealogy sites by popularity
- Kindred Konnections Genealogy and Family History Home Page (<http://www.kindredkonnections.com/>)
- Daughters of the American Revolution Library (<http://www.dar.org/library/default.cfm>)
- The USGenWeb Project (<http://www.usgenweb.net/>)
- The WorldGenWeb Project (<http://www.worldgenweb.org/>)
- Genealogy: Ultimate Family Tree (<http://www.uftree.com/>) - several free databases available

- FamilySearch Internet Genealogy Service (<http://www.familysearch.org/>)
- Family Tree Maker's Genealogy Site: Genealogy Help (<http://familytreemaker.genealogy.com/gene-help.html>)
- Cyndi's List of Genealogy Sites on the Internet (<http://www.cyndislist.com/>) - hundreds of thousands of links

Retrieved from "<http://meritbadge.org/wiki/index.php/Genealogy>"

Categories: Personal Development merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 14:03, October 28, 2012.



# Genealogy

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2006 • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Explain to your counselor what the words genealogy, ancestor, and descendant mean.

Genealogy:


Ancestor:


Descendant:








- b. Obtain at least one genealogical document that supports an event that is or can be recorded on your pedigree chart or family group record. The document could be found at home or at a government office, religious organization, archive, or library.
- c. Tell how you would evaluate the genealogical information you found for requirement 4b.


5. Contact ONE of the following individuals or institutions.
- a. A genealogical or lineage society
  - b. A professional genealogist (someone who gets paid for doing genealogical research)
  - c. A surname organization, such as your family's organization
  - d. A genealogical education facility or institution.
  - e. A genealogical record repository of any type (courthouse, genealogical library, state or national archive, state library, etc.)

Ask what genealogical services, records, or activities this individual or institution provides, and report the results:


- 6. Begin your family tree by listing yourself and include at least two additional generations. You may complete this requirement by using the chart provided in the *Genealogy* merit badge pamphlet or the genealogy software program of your choice. *(See the sample Pedigree Chart at the end of this workbook)*
- 7. Complete a family group record form, listing yourself and your brothers and sisters as the children. On another family group record form, show one of your parents and his or her brothers and sisters as the children. This requirement may be completed using the chart provided or the genealogy software program of your choice. *(See the sample Family Group Record Charts at the end of this workbook)*
- 8. Do the following:
  - a. Explain the effect computers and the Internet are having on the world of genealogy.




**Pedigree Chart**

Scout's Name: \_\_\_\_\_

<p><b>Me</b></p> <p>Name: _____</p> <p>Born: _____</p> <p>Place: _____</p> <p>Married: _____</p> <p>Place: _____</p> <p>Died: _____</p> <p>Place: _____</p>	<p><b><u>My Father:</u></b></p> <p>Name: _____</p> <p>Born: _____</p> <p>Place: _____</p> <p>Married: _____</p> <p>Place: _____</p> <p>Died: _____</p> <p>Place: _____</p>	<p><b><u>His Father:</u></b> Name: _____</p> <p>Born: _____</p> <p>Place: _____</p> <p>Married: _____</p> <p>Place: _____</p> <p>Died: _____</p> <p>Place: _____</p>
	<p><b><u>My Mother:</u></b></p> <p>Name: _____</p> <p>Born: _____</p> <p>Place: _____</p> <p>Married: _____</p> <p>Place: _____</p> <p>Died: _____</p> <p>Place: _____</p>	<p><b><u>His Mother:</u></b> Name: _____</p> <p>Born: _____</p> <p>Place: _____</p> <p>Married: _____</p> <p>Place: _____</p> <p>Died: _____</p> <p>Place: _____</p>

**Her Father:** Name: \_\_\_\_\_

Born: \_\_\_\_\_

Place: \_\_\_\_\_

Married: \_\_\_\_\_

Place: \_\_\_\_\_

Died: \_\_\_\_\_

Place: \_\_\_\_\_

**Her Mother:** Name: \_\_\_\_\_

Born: \_\_\_\_\_

Place: \_\_\_\_\_

Married: \_\_\_\_\_

Place: \_\_\_\_\_

Died: \_\_\_\_\_

Place: \_\_\_\_\_

**Family Group Record (Listing you as a child)**

Scout's Name: \_\_\_\_\_

<b>Husband's Name</b>	
Birth Date	Place
Died	Place
Married	Place
Father's Name	Mother's Name
Other info	
<b>Wife's Maiden Name</b>	
Birth Date	Place
Died	Place
Father's Name	Mother's Name
Other info	
<b>Children (list whether living or dead, in order of Birth)</b>	
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place

**Family Group Record (Listing one of your parents as a child)**

Scout's Name: \_\_\_\_\_

<b>Husband's Name</b>	
Birth Date	Place
Died	Place
Married	Place
Father's Name	Mother's Name
Other info	
<b>Wife's Maiden Name</b>	
Birth Date	Place
Died	Place
Father's Name	Mother's Name
Other info	
<b>Children (list whether living or dead, in order of Birth)</b>	
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

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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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

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**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.

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 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.

- 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 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.

### [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. Partials 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.

# Landscape Architecture

From MeritBadgeDotOrg

Resources include the Landscape Architecture merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

## Contents

- 1 Landscape Architecture merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Landscape Architecture merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1967
<b>Replaced:</b>	Landscaping
<b>BSA Advancement ID:</b>	067
<b>Requirements revision:</b>	2010
<b>Latest pamphlet revision:</b>	2010

“Landscape architects design and plan the various outdoor spaces in modern communities - neighborhood parks, soccer fields, school grounds, places of worship, office parks, shopping malls, cemeteries, and lakes - creating outdoor places that people will care about and want to visit.”

Landscape Architecture is one of the elective merit badges for the William T. Hornaday awards for Boy Scouts and Varsity Scouts.


## Landscape Architecture merit badge requirements



1. Go to a completed landscape project that a landscape architect has designed. Before you visit the site, obtain a plan of the design from the landscape architect if one is available.
2. After completing requirement 1, discuss the following with your merit badge counselor:
  - a. Tell whether the design had separate spaces, a clear path system, and sun and shade variety.



- b. Discuss how the designated seating, eating, or parking area suited the overall design.
  - c. Explain how the design reflected consideration for the comfort, shelter, and security of the users.
  - d. Discuss how the choice of trees, shrubs, and ground covers used in the project contributed to its appeal and function.
3. Identify five shrubs, five trees, and one ground cover, being sure that you select examples of different shapes, sizes, and textures. With the help of your counselor or a local nursery, choose plants that will grow in your area. Bring pictures of the different planting materials or, if possible, examples of their branches, leaves, or flowers to a troop meeting. Be prepared to tell how you might use each in the design of a landscape.
  4. Look at and study a place of worship or school grounds to find the place where most people arrive by bus or car. Show you can do the following:
    - a. Using a measuring tape, measure and draw the entry and its nearby area using a scale of 1/8 inch equal to 1 foot on an 11-by-17 inch piece of paper. Be sure to include the driveway and the wall and door where people enter the school or place of worship.
    - b. Indicate any sidewalks, structures, trees, and plants within the study area. Make a copy of this plan to save the original, then do 4b and 4c using the copies.
    - c. On one copy, use directional arrows to indicate where the water drains across the site, where ditches occur, and where water stands for a longer period of time.
  5. Decide how you can make the place safer and more comfortable for those using it. Redesign the area on another copy of the plan. You may want to include new walks, covered waiting areas, benches, space-defining plantings of trees and shrubs, and drainage structures.
  6. Find out about three career opportunities in landscape architecture. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.



**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Landscape\\_Architecture/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Landscape_Architecture/req&action=edit)) by an administrator.  
**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

	<p><b>A FREE workbook for Landscape Architecture is available here!</b> </p> <p><i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the Landscape Architecture requirements (<a href="http://meritbadge.org/wiki/index.php?title=Template:Landscape_Architecture/req&amp;printable=yes">http://meritbadge.org/wiki/index.php?title=Template:Landscape_Architecture/req&amp;printable=yes</a>).</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks,</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The merit badge pamphlets for this merit badge and for Architecture were combined into a single pamphlet in 2008. However, there were NO changes to the requirements for this badge at that time.
2. Landscape Architecture is a rare merit badge!

## Requirement resources

1. What is the difference between Landscape Architects and other design professionals?  
(<http://www.asla.org/nonmembers/publicrelations/qanda.htm>)

## Related awards

### Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - Chemistry - Crime Prevention - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - **Landscape Architecture** - Law - Medicine - Personal Management - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
- Webelos Activity Badges: Engineer - Scientist
- Cub Scout Belt Loops & Pins: Mathematics - Science

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

Retrieved from "[http://meritbadge.org/wiki/index.php/Landscape\\_Architecture](http://meritbadge.org/wiki/index.php/Landscape_Architecture)"

Categories: Professions merit badges | Merit badges | William T. Hornaday award merit badges | Boy Scout Requirements

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- This page was last modified 14:07, October 28, 2012.



c. Explain how the design reflected consideration for the comfort, shelter, and security of the users.


d. Discuss how the choice of trees, shrubs, and ground covers used in the project contributed to its appeal and function


3. Identify five shrubs, five trees, and one ground cover, being sure that you select examples of different shapes, sizes, and textures. With the help of your counselor or a local nursery, choose plants that will grow in your area.

**Shrubs:**

1.	
2.	
3.	
4.	
5.	

**Trees:**

1.	
2.	
3.	
4.	
5.	

**Ground cover:**

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5. Find out about three career opportunities in landscape architecture.

1.	
2.	
3.	

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

Career:	
Education:	
Training:	
Experience:	

Discuss this with your counselor, and explain why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Landscape\\_Architecture#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Landscape_Architecture#Requirement_resources)

## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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# Law

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.


**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Download the worksheet from <http://www.meritbadge.com/mb/068.htm> and complete requirements 4 and 9 before attending MBU. We will conduct a mock trial during MBU so it is not necessary to attend a session of court, although that will be to your benefit if you decide to do so.
2. Conduct the 5 interviews for requirement 4 beforehand. Use the sample questions from pages 36-37 of the Law Merit Badge pamphlet as a guide. Prepare a report on each interview as required. Be prepared to discuss your reports at MBU.
3. Prepare a list of 15 jobs that deal with some aspects of law or legal processes, indicating which you prefer and why, in accordance with requirement 9.

You will be able to complete all of the remaining requirements at MBU.

# Law

## From MeritBadgeDotOrg

Resources include the Law merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Law merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
For the Scout Law, see Scout Law.

## Contents

- 1 Law merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“Earning this merit badge enables a Scout to learn about the history and kinds of laws, the purpose and methods of law enforcement, consumer protection agencies, emerging law, and careers in the legal profession.”

## Law merit badge




<b>Status:</b>	Elective
<b>Created:</b>	1974
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	068
<b>Requirements revision:</b>	2013
<b>Latest pamphlet revision:</b>	2003

## Law merit badge requirements



1. Define "law." Tell some of its sources. Describe functions it serves.
2. Discuss TWO of the following:
  - a. Justinian's Code, The Code of Hammurabi, and the Magna Carta.
  - b. The development of the jury system.
  - c. Two famous trials in history.
3. Tell what civil law is; tell what criminal law is. Tell the main differences between them. Give examples of each.

4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them. Go to a law enforcement officer in your neighborhood and ask about his or her responsibilities and duties. Report your findings.
5. Tell about several laws that were passed to protect the consumer and the seller. Tell about several organizations that provide help to consumers and sellers.
6. Do ONE of the following:
  - a. Attend a session of a civil or criminal court. Write 250 words or more on what you saw.
  - b. Plan and conduct a mock trial with your troop or school class. After the trial is over, discuss it with the group.
7. Arrange a visit with a lawyer who works for a business, bank, title company, or government agency. Find out his or her duties and responsibilities. Report what you have learned.
8. Explain the requirements for becoming a lawyer in your state. Describe how judges are selected in your state.
9. Make a list of 15 jobs that deal with some aspect of law or legal processes. Tell which you prefer. Why?
10. Tell where people can go to obtain the help of a lawyer if they are unable to pay for one. Tell what you can do if you can afford a lawyer but do not know of any in your area.
11. Discuss with your counselor the importance in our society of TWO of the following areas of the law:
  - a. Environmental law
  - b. Computers and the Internet
  - c. Copyright and the Internet
  - d. Space travel and satellites orbiting Earth
  - e. Patents
  - f. Biotechnology
  - g. Privacy law
  - h. International law




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The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Law/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Law is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Law requirements*  
*(<http://meritbadge.org/wiki/index.php?title=Template:Law/req&printable=yes>).*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

1. The Law ([http://bastiat.org/en/the\\_law.html](http://bastiat.org/en/the_law.html)) Frederic Bastiat's classic and comprehensive work.  
American Law Source (<http://www.lawsources.com/also/>) A practical guide showing where various laws come from.  
Definition, Overview, History, etc. (<http://en.wikipedia.org/wiki/Law>)  
Definition of "Law" (<http://dictionary.reference.com/browse/Law>)
- 2a. The Justinian Code (<http://uwacadweb.uwyo.edu/blume&justinian/>) An extensive unit from the UWy Law School.  
The Justinian Code (<http://orias.berkeley.edu/summer2004/summer2004JustinianCode.htm>) A teacher's seminar highlighting the Story of Human Rights in the World.  
The Code of Hammurabi (<http://www.justlawlinks.com/REGS/codeham.htm>) With commentary.  
The Code of Hammurabi (<http://www.wsu.edu/~dee/MESO/CODE.HTM>) WSU's translation (their study guide here ([http://www.wsu.edu/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_1/hammurabi.html](http://www.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_1/hammurabi.html)) ).  
The Magna Carta ([http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/](http://www.archives.gov/exhibits/featured_documents/magna_carta/)) from the National Archives.  
What is the Magna Carta? ([http://www.lawbuzz.com/ourlaws/magna\\_carta/magna\\_what.htm](http://www.lawbuzz.com/ourlaws/magna_carta/magna_what.htm))
- 2b. Origins of the American Jury (<http://www.crfc.org/americanjury/origins.html>)
- 2c. Famous Trials (<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>) Trials throughout history, with links to full information.  
Other Famous Trials ([http://www.law.umkc.edu/faculty/projects/ftrials/ftrials\\_LNKS.html](http://www.law.umkc.edu/faculty/projects/ftrials/ftrials_LNKS.html))
3. What is Civil Law? (<http://civil-rights.lawyers.com/ask-a-lawyer/What-Is-%22Civil-Law%22-4557.html>)  
Differences between civil law and criminal law (<http://www.rbs2.com/cc.htm>)
5. Consumer Protection laws & organizations:
  - State Attorneys General ([http://www.naag.org/attorneys\\_general.php](http://www.naag.org/attorneys_general.php)) - enforce state consumer laws and provide free assistance in investigating consumer complaints, issuing alerts, and insuring fair competition.
  - Consumer Product Safety Act (<http://www.cpsc.gov/businfo/cpsa.html>) - gives CPSC (<http://www.cpsc.gov/>) the power to develop safety standards and pursue recalls for products.
  - Federal Trade Commission Act (<http://www.ftc.gov/ogc/ftcact.shtm>) - created the FTC (<http://www.ftc.gov/>) to prevent unfair competition, deceptive acts, regulate trade, etc.
  - Pure Food and Drug Act (<http://www.fda.gov/RegulatoryInformation/Legislation/default.htm>) - led to the creation of the Food and Drug Administration (FDA) (<http://www.fda.gov/>) to regulate foods, drugs, and more.
  - Communications Act of 1934 (<http://www.fcc.gov/Reports/1934new.pdf>) - created the Federal Communications Commission (FCC) (<http://www.fcc.gov/>) to regulate all radio and interstate cable, phone, and satellite communications.
  - National Do Not Call Registry (<https://www.donotcall.gov/Registry>) - Privacy - allows US consumers to limit telemarketing calls they receive.

Fair Credit Reporting Act (FRCA) (<http://www.ftc.gov/os/statutes/031224fcra.pdf>) - regulates the collection, dissemination, and use of consumer credit information.

Fair Debt Collection Practices Act (FDCPA) (<http://www.ftc.gov/bcp/edu/pubs/consumer/credit/cre27.pdf>) - limits abusive consumer practices, insures fairness, etc.

Truth in Lending Act (TILA) (<http://www.fdic.gov/regulations/laws/rules/6500-200.html>) - requires clear disclosure of key terms of the lending arrangement and all costs.

Real Estate Settlement Procedures Act (RESPA) ([http://www.hud.gov/offices/hsg/ramh/res/respa\\_hm.cfm](http://www.hud.gov/offices/hsg/ramh/res/respa_hm.cfm)) - prohibits kickbacks and requires lenders to provide a good faith estimate of costs.

Health Insurance Portability and Accountability Act (HIPAA) (<http://www.hipaa.org/>) - provides consumer protection for Health Information.

Federal Citizen Information Center (<http://www.pueblo.gsa.gov/>) - provides information about consumer news items, recalls, and consumer scam alerts.

Laws that protect the consumer (<http://www.dms-lawyer.com/area/consumer.shtml>)

Better Business Bureau (<http://www.bbb.org/>) - file a complaint or see if others have complained about a business.

Consumers Union (<http://www.consumersunion.org/>) evaluates products and services and publishes Consumer Reports (<http://www.consumerreports.org/cro/index.htm>) ; also advocates for politically liberal causes.

7: What does an attorney do? (<http://www.findanattorney.com/what-does-an-attorney-do.html>)

8: Requirements for becoming a Lawyer (<http://public.findlaw.com/abaflg/flg-1-1a-5.html>)

Judicial Selection Methods in the States ([http://www.ajs.org/selection/sel\\_state-select-map.asp](http://www.ajs.org/selection/sel_state-select-map.asp)) A state-by-state analysis.

9: Jobs in the Legal Field (<http://www.lawfirmstaff.com/jobdetail.php>)

## Related awards

### Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - Chemistry - Crime Prevention - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - Landscape Architecture - **Law** - Medicine - Personal Management - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
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## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
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- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.



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- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

Retrieved from "<http://meritbadge.org/wiki/index.php/Law>"

Categories: Professions merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 10:41, February 5, 2013.



# Law



## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 616334).

The requirements were last issued or revised in 2013 • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Define "law."


Tell some of its sources.


Describe functions it serves.


2. Discuss TWO of the following:

- a. The Justinian Code, The Code of Hammurabi, and the Magna Carta.
- b. The development of the jury system.
- c. Two famous trials in history.

1.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Tell what civil law is; tell what criminal law is.

Civil law:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Criminal law:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Tell the main differences between them.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------------------------



Give examples of each.

Civil law:


Criminal law:


4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them.

1.	
2.	
3.	

4.


5.


- Go to a law enforcement officer in your neighborhood and ask about his or her responsibilities and duties. Report your findings.


- 5. Tell about several laws that were passed to protect the consumer and the seller.


Tell about several organizations that provide help to consumers and sellers.


6. Do ONE of the following:

- a. Attend a session of a civil or criminal court. Write 250 words or more on what you saw.


- b. Plan and conduct a mock trial with your troop or school class. After the trial is over, discuss it with the group.


- 7. Arrange a visit with a lawyer who works for a business, bank, title company, or government agency. Find out his or her duties and responsibilities. Report what you learned.


- 8. Explain the requirements for becoming a lawyer in your state.


Describe how judges are selected in your state.


- 9. Make a list of 15 jobs which deal with some aspect of law or legal processes.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

9.	
10.	
11.	
12.	
13.	
14.	
15.	





## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Moviemaking

From MeritBadgeDotOrg

Resources include the Moviemaking merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



BSA announced in October, 2013, that the "Cinematography" merit badge has been renamed "Moviemaking" to better describe the purpose and intent of the badge. Although BSA changed the ID number from 126 to 156, the requirements are so similar to those for Cinematography, that Scouts should NOT earn this badge if they have already earned the Cinematography badge.



**Moviemaking** requires prior counselor approval for requirement(s) #3a.

## Contents

- 1 Moviemaking merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Moviemaking (formerly Cinematography) merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1990
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	156
<b>Requirements revision:</b>	2013
<b>Latest pamphlet revision:</b>	2013

“ Moviemaking includes the fundamentals of producing motion pictures, including the use of effective light, accurate focus, careful composition (or arrangement), and appropriate camera movement to tell stories. In earning the badge, Scouts will also learn to develop a story and describe other pre- and post-production processes necessary for making a quality motion picture. ”





# Moviemaking merit badge requirements

1. Discuss and demonstrate the proper elements of a good motion picture. In your discussion, include visual storytelling, rhythm, the 180-axis rule, camera movement, framing and composition of camera shots, and lens selection.
2. Do the following:
  - a. In a three- or four-paragraph treatment, tell the story you plan to produce, making sure that the treatment conveys a visual picture.
  - b. Prepare a storyboard for your motion picture (This can be done with rough sketches and stick figures.)
  - c. Demonstrate the following motion picture shooting techniques.
    1. Using a tripod
    2. Panning a camera
    3. Framing a shot
    4. Selecting an angle
    5. Selecting proper lighting
    6. Hand-held shooting
  - d. Using motion picture techniques, plan ONE of the following programs. Start with a treatment, and complete the requirement by presenting this program to a pack or your troop, patrol, or class.
    1. Film or videotape a court of honor and show it to an audience.
    2. Create a short feature of your own design using the techniques you learned.
    3. Shoot a vignette that could be used to train a new Scout in a Scouting skill.
3. Do ONE of the following:
  1. With your parent's permission and your counselor's approval, visit a film set or a television production studio and watch how production work is done.
  2. Explain to your counselor the elements of the zoom lens and three important parts.
4. Find out about three career opportunities in moviemaking. Pick one and find out about the education, training, and experience required for this profession. Discuss this career with your counselor. Explain why this profession might interest you.




**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Moviemaking/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Moviemaking is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Moviemaking requirements  
([http://meritbadge.org/wiki/index.php?  
title=Template:Moviemaking/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Moviemaking/req&printable=yes)) .*

meritbadge.org  
has PDF and  
DOC versions  
of  
Boy Scout  
merit badge  
workbooks,  
Webelos  
workbooks,  
and Cub Scout  
workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Eagle Scout Stephen Spielberg helped develop Cinematography.
2. Moviemaking is a rare merit badge!

## Requirement resources

1:180 Degree Axis Rule and Coverage (<http://www.solutioneers.net/cinema/axis.htm>)

Kodak's Glossary of Film / Video Terms

([http://motion.kodak.com/motion/Education/Film\\_Video\\_Glossary/index.htm](http://motion.kodak.com/motion/Education/Film_Video_Glossary/index.htm))

Types of Lenses (<http://www.elementsofcinema.com/cinematography/type-of-lenses.html>)

2. Working with Cinematic Techniques

([http://schools.dcsd.k12.nv.us/pwl/class/KERB/documents/L4\\_U2\\_activity2\\_15\\_SE.pdf](http://schools.dcsd.k12.nv.us/pwl/class/KERB/documents/L4_U2_activity2_15_SE.pdf)) An activity from College Board

How to Write a Movie Script ([http://www.expertvillage.com/video-series/2794\\_movie-script.htm](http://www.expertvillage.com/video-series/2794_movie-script.htm))

How To Make & Edit Videos ([http://www.expertvillage.com/video-series/1999\\_videos.htm](http://www.expertvillage.com/video-series/1999_videos.htm))

Editing2 ([http://www.expertvillage.com/video-series/761\\_video-editing.htm](http://www.expertvillage.com/video-series/761_video-editing.htm))

Making a Film ([http://www.expertvillage.com/video-series/217\\_indie-film-making-video.htm](http://www.expertvillage.com/video-series/217_indie-film-making-video.htm))

2b. How to Prepare a Storyboard (<http://accad.osu.edu/womenandtech/Storyboard%20Resource/>)

2d. Court of Honor

3b. How a Zoom Lens Works ([http://www.schneiderkreuznach.com/knowhow/zoom\\_e.htm](http://www.schneiderkreuznach.com/knowhow/zoom_e.htm)) - Text and graphic explanation

What's Inside a Zoom Lens (<http://www.adaptall-2.org/articles/InsideZoomLens/InsideZoomLens.html>)

How Does a Zoom Lens Work? (<http://www.madsci.org/posts/archives/2003-11/1069817936.Cs.r.html>)

4. Motion Picture and Film Industries (<http://www.bls.gov/oco/cg/cgs038.htm>) Information from the Bureau of Labor Statistics

## Related awards

### Art-related awards

- Boy Scout Merit Badges: Architecture - Art - Basketry - Bugling - Cinematography - Cooking - Graphic Arts - Indian Lore - Leatherwork - Metalwork - Model Design and Building - Music - Photography - Pottery - Sculpture - Theater- Wood Carving - Woodwork
- Venturing: Arts and Hobbies Bronze Award - Outdoor Living History (Ranger Award elective)
- Webelos Activity Badges: Artist - Craftsman - Showman
- Cub Scout Belt Loops & Pins: Art - Music

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Cinematography Mailing List (<http://www.cinematography.net/>) - includes discussion archives on many techniques
- American Society of Cinematographers (<http://www.theasc.com/>)
- The Internet Movie Database (<http://www.imdb.com/>)
- Filmmaking (<http://en.wikiversity.org/wiki/Filmmaking>)

Retrieved from "<http://meritbadge.org/wiki/index.php/Moviemaking>"

Categories: Merit badges requiring prior approval | Communications merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 14:53, February 13, 2015.



# Moviemaking

## Merit Badge Workbook

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No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2013 • This workbook was updated in October 2013.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Discuss and demonstrate the proper elements of a good motion picture. In your discussion, include visual storytelling rhythm, the 180-degree axis rule, camera movement, framing and composition of camera shots, and lens selection.

Visual storytelling:


Rhythm:


The 180-degree axis rule:


Camera movement:


Framing and composition of camera shots:




b. Prepare a storyboard for your motion picture (This can be done with rough sketches and stick figures.)


c. Demonstrate the following motion picture shooting techniques.

- |                                              |                                                       |
|----------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> 1. Using a tripod   | <input type="checkbox"/> 4. Selecting an angle        |
| <input type="checkbox"/> 2. Panning a camera | <input type="checkbox"/> 5. Selecting proper lighting |
| <input type="checkbox"/> 3. Framing a shot   | <input type="checkbox"/> 6. Handheld shooting         |

d. Using motion picture techniques,, plan ONE of the following programs. Start with a treatment, and complete the requirement by presenting this program to a pack or your troop, patrol, or class.

- 1. Film or videotape a court of honor and show it to an audience.
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b. Explain to your counselor the elements of the zoom lens and three important parts.


4. Find out about three career opportunities in moviemaking.

1.	
2.	
3.	

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

Career:	
Education:	
Training:	
Experience:	

Discuss this career with your counselor. Explain why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Moviemaking#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Moviemaking#Requirement_resources)



## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

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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.

# Music

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Complete section 3a from requirements as follows :

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. In a short essay, 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.

2. Complete either section 4b or section 4d from requirements as follows :


Compose and write the score for a piece of music of 12 measures or more.

or

Catalog your own or your family's collection of 12 or more compact discs, tapes or records. Show how to handle and store them.

# Music

## From MeritBadgeDotOrg

Resources include the Music merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Music merit badge** for Boy Scouts, Varsity Scouts, and Venturers. Cub Scouts and Webelos Scouts can earn the Cub Scout Music belt loop and pin.

## Contents

- 1 Music merit badge requirements
  - 1.1 Music and Bugling merit badge pamphlet (2011)
  - 1.2 2011 Boy Scout Requirements book
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 History
- 6 See also
- 7 External links

## Music merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1911
<b>Renamed from:</b>	Musician
<b>BSA Advancement ID:</b>	077
<b>Requirements revision:</b>	2011
<b>Latest pamphlet revision:</b>	2011

“ The history of music is rich and exciting. Through the ages, new music has been created by people who learned from tradition, then explored and innovated. All the great music has not yet been written. Today, the possibilities for creating new music are limitless. ”

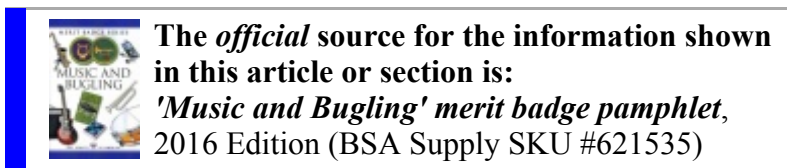
The Music merit badge was one of the original 57 merit badges issued by the Boy Scouts of America in 1911. It replaced the 1910 Musician "Badge of Merit".

## Music merit badge requirements



### Music and Bugling merit badge pamphlet (2011)

1. Sing or play a simple song or hymn chosen by your counselor using good technique, phrasing, tone, rhythm, and dynamics. Read all the signs and terms of the score.
2. Name the five general groups of musical instruments. Create an illustration that shows how tones are generated and how instruments produce sound.
3. Do TWO of the following:
  - 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.
  - b. Interview an adult member of your family about music. Find out what the most popular music was when he or she was your age. Find out what his or her favorite music is now, and listen to three favorite tunes with him or her. How do those favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for your relative, and explain why you like these songs. Ask what he or she thinks of your favorite music.
  - 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.
  - 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 one person born more than 100 years ago.
4. Do ONE of the following:
  - a. Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
  - b. Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.
  - c. Make a traditional instrument and learn to play it.
  - d. Catalog your own or your family's collection of 12 or more compact discs, tapes, records, or other recorded music. Show how to handle and store them.




## **2011 Boy Scout Requirements book**

1. Sing or play a simple song or hymn chosen by your counselor using good technique, phrasing, tone, rhythm, and dynamics.. Read all the signs and terms of the score.
2. Name the five general groups of musical instruments. Create an illustration that shows how tones are generated and how instruments produce sound.
3. Do TWO of the following:
  - 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.

- 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.
- 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.
- 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 one person born more than 100 years ago.

4. Do ONE of the following:

- a. Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
- b. Compose and write the score for a piece of music of 12 measures or more.
- c. Make a traditional instrument and learn to play it.
- d. Catalog your own or your family's collection of 12 or more compact discs, tapes or records. Show how to handle and store them.

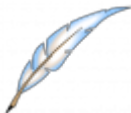



**The *official* source for the information shown in this article or section is:**  
***Boy Scout Requirements*, 2016 Edition (BSA Supply SKU #621535)**

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Music/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

	<p><b>A FREE workbook for Music is available here!</b> </p> <p><i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the Music requirements</i>  <i>(<a href="http://meritbadge.org/wiki/index.php?title=Template:Music/req&amp;printable=yes">http://meritbadge.org/wiki/index.php?title=Template:Music/req&amp;printable=yes</a>) .</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Music is a popular merit badge.

## Requirement resources

1. Music Symbols ([http://en.wikipedia.org/wiki/Modern\\_musical\\_symbols](http://en.wikipedia.org/wiki/Modern_musical_symbols)) - Key Signatures ([http://en.wikipedia.org/wiki/Key\\_signature](http://en.wikipedia.org/wiki/Key_signature)) - Musical Terms ([http://en.wikipedia.org/wiki/Musical\\_terms](http://en.wikipedia.org/wiki/Musical_terms))

Lessons Videos: Singing ([http://www.expertvillage.com/video-series/586\\_voice-lessons.htm](http://www.expertvillage.com/video-series/586_voice-lessons.htm)) - How to Play Music ([http://www.expertvillage.com/video-series/2457\\_edutainment-music.htm](http://www.expertvillage.com/video-series/2457_edutainment-music.htm)) - Guitar ([http://www.expertvillage.com/video-series/113\\_guitar-basics.htm](http://www.expertvillage.com/video-series/113_guitar-basics.htm)) - Piano ([http://www.expertvillage.com/video-series/122\\_piano-lessons.htm](http://www.expertvillage.com/video-series/122_piano-lessons.htm)) - Piano Chords ([http://www.expertvillage.com/video-series/464\\_basic-piano-lessons-chords.htm](http://www.expertvillage.com/video-series/464_basic-piano-lessons-chords.htm)) - Major & Minor Scales ([http://www.expertvillage.com/video-series/521\\_advanced-piano.htm](http://www.expertvillage.com/video-series/521_advanced-piano.htm))

2. The five general groups of musical instruments ([http://en.wikibooks.org/wiki/Scouting:BSA\\_-\\_Music\\_Merit\\_Badge](http://en.wikibooks.org/wiki/Scouting:BSA_-_Music_Merit_Badge)) - Yahoo Answers (<http://sg.answers.yahoo.com/question/index?qid=20060704082248AAJat54>) - Answers.com (<http://www.answers.com/topic/musical-instrument?cat=entertainment>) - Wikipedia ([http://en.wikipedia.org/wiki/Musical\\_instrument\\_classification](http://en.wikipedia.org/wiki/Musical_instrument_classification)) - Classifying Musical Instruments (<http://cnx.org/content/m11896/latest/>)

How tones are generated (<http://numbera.com/musictheory/mechanics/physics.aspx>) - How Instruments Make Sound (<http://numbera.com/musictheory/mechanics/instruments.aspx>) : Vibration (Drum) (<http://en.wikipedia.org/wiki/Vibration>) - Wikipedia: Vibrating String ([http://en.wikipedia.org/wiki/Vibrating\\_string](http://en.wikipedia.org/wiki/Vibrating_string)) - Animated String ([http://en.wikipedia.org/wiki/Standing\\_wave#Opposing\\_waves](http://en.wikipedia.org/wiki/Standing_wave#Opposing_waves))

3. Types of music: The Big Bands Database (<http://64.33.34.112/>) - The Blues Foundation (<http://www.blues.org>) - Classical Music Archives (<http://www.classicalarchives.com>) - Country Music Assn (<http://www.cmaworld.com>)

Int. Bluegrass Music Assn (<http://www.ibma.org>) - Red Hot Jazz Archive (<http://www.redhotjazz.com>) - Rock and Roll Hall of Fame (<http://www.rockhall.com>) - Smithsonian ([http://www.si.edu/art\\_and\\_design/american/music](http://www.si.edu/art_and_design/american/music)) - Links to Composers ([http://en.wikipedia.org/wiki/Category:Lists\\_of\\_composers](http://en.wikipedia.org/wiki/Category:Lists_of_composers)) - Links to Songwriters ([http://en.wikipedia.org/wiki/List\\_of\\_songwriters#United\\_States\\_of\\_America](http://en.wikipedia.org/wiki/List_of_songwriters#United_States_of_America)) - History of American music ([http://en.wikipedia.org/wiki/Music\\_history\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Music_history_of_the_United_States))

4b. Music Theory: Help for Composing (<http://www.musictheory.net>)

4c. Make a traditional instrument (<http://www.kinderart.com/teachers/9instruments.shtml>) - another site ([http://www.wannalearn.com/Crafts\\_and\\_Hobbies/Woodworking/Building\\_Musical\\_Instruments/](http://www.wannalearn.com/Crafts_and_Hobbies/Woodworking/Building_Musical_Instruments/))

## Related awards

Art Awards Links - (Music is an applied art)

### Art-related awards

- Boy Scout Merit Badges: Architecture - Art - Basketry - Bugling - Cinematography - Cooking - Graphic Arts - Indian Lore - Leatherwork - Metalwork - Model Design and Building - **Music** - Photography - Pottery - Sculpture - Theater- Wood Carving - Woodwork
- Venturing: Arts and Hobbies Bronze Award - Outdoor Living History (Ranger Award elective)

- Webelos Activity Badges: Artist - Craftsman - Showman
- Cub Scout Belt Loops & Pins: Art - Music

## History

- The Musician Badge was one of the original badges from the 1910 *Official Handbook*. It was relabeled as the **Music** merit badge in 1911.

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

Retrieved from "<http://meritbadge.org/wiki/index.php/Music>"

Categories: Arts and Crafts merit badges | Merit badges | Original merit badges | Boy Scout requirements | Boy Scout Requirements

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- This page was last modified 18:59, October 26, 2012.



# Music



## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2012 • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

- 1. Sing or play a simple song or hymn chosen by your counselor using good technique, phrasing, tone, rhythm, and dynamics. Read all the signs and terms of the score.
- 2. Name the five general groups of musical instruments.

1.	
2.	
3.	
4.	
5.	

Create an illustration that shows how tones are generated and how instruments produce sound.



3. Do TWO of the following:

- 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.

1. Musical Style: \_\_\_\_\_

Describe the sound of the music and the instruments used.

Sound


Instruments


Identify the composers or songwriters, the performers, and the titles of the pieces you heard.

Composers or songwriters	Performers	Titles

If it was a live performance, describe the setting and the reaction of the audience.

Setting


Reaction


Discuss your thoughts about the music.


2. Musical Style: \_\_\_\_\_

Describe the sound of the music and the instruments used.

Sound			
Instruments			

Identify the composers or songwriters, the performers, and the titles of the pieces you heard.

Composers or songwriters	
Performers	
Titles	

If it was a live performance, describe the setting and the reaction of the audience.

Setting	
Reaction	

Discuss your thoughts about the music.


- b. Interview an adult member of your family about music.

Person interviewed: \_\_\_\_\_

Find out what the most popular music was when he or she was your age.


Find out what his or her favorite music is now, and listen to three of your relative's favorite tunes with him or her.

His or her favorite tunes:

1.	
2.	
3.	

How do those favorites sound to you?


Had you ever heard any of them?




- 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 one person born more than 100 years ago.

1.		
2.		
3.		
4.		
5.		

- 4. Do ONE of the following:
  - a. Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
 

<input type="checkbox"/> 1.	
<input type="checkbox"/> 2.	
<input type="checkbox"/> 3.	
  - b. Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument. *(A sheet of blank music staves can be found at the end of this workbook.)*
  - c. Make a traditional instrument and learn to play it.

Music

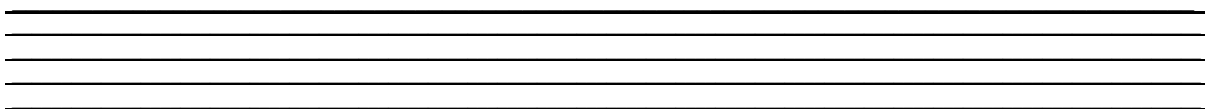
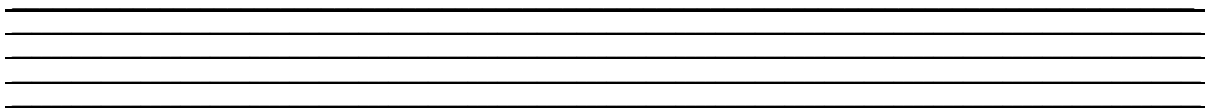
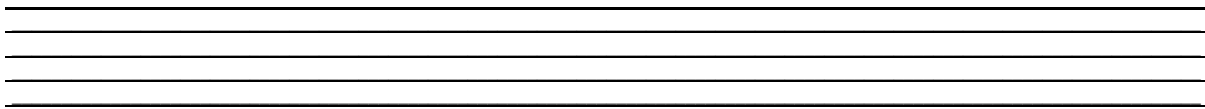
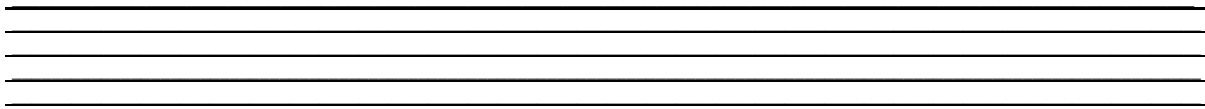
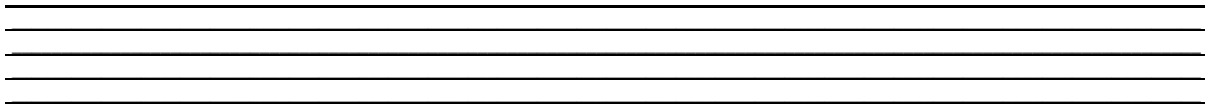
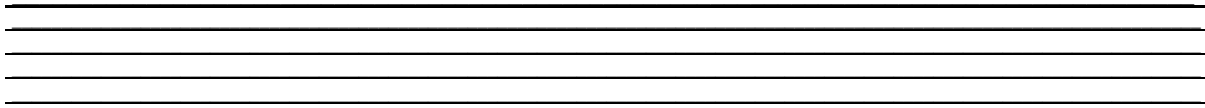
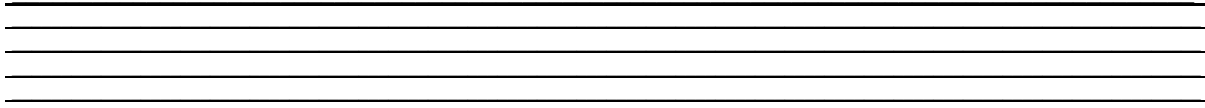
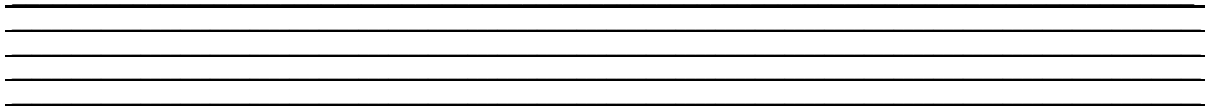
Scout's Name: \_\_\_\_\_

- d. Catalog your own or your family's collection of 12 or more compact discs, tapes, records, or other recorded music.
- Show how to handle and store them.

	Title	Artist	Key Songs Included
1.			
2.			
3.			
4.			
5.			
6.			

7.			
8.			
9.			
10.			
11.			
12.			

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Music#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Music#Requirement_resources)





## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Personal Fitness

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**


- 1: Read the merit badge book and familiarize yourself with the requirements.
- 2: Have your physician complete an exam on the [BSA Class 2 Personal Health and Medical History Form](#) (available at [www.bsatroop357.org](http://www.bsatroop357.org)). You may use a Class 2 or Class 3 exam completed in the past year, for example, for Scout Camp or Philmont. Bring a copy of your exam to MBU.
- 3: Have your dentist complete a letter stating that you have had a dental exam in the past year. Bring the letter to MBU.

**4. You must have completed the 8th grade or be First class to take this merit badge at MBU.**

Scouts should not start the physical fitness program until after MBU. We will supply record forms for the program.

# Personal Fitness

From MeritBadgeDotOrg

Resources include the Personal Fitness merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Personal Fitness merit badge** for Boy Scouts, Varsity Scouts, and Venturers.

Webelos Scouts can earn the Fitness activity badge.

Cub Scouts and Webelos Scouts can earn the Cub Scout Physical Fitness belt loop and pin.



**Personal Fitness** merit badge is **required** for the Eagle Scout rank.



**Personal Fitness** requires prior counselor approval for requirement(s) #7.

## Contents

- 1 Personal Fitness merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Personal fitness is an individual effort and desire to be the best one can be. Regardless of their current levels of personal fitness, in the twelve weeks it will take Scouts to complete the athletic requirements for this merit badge, they will be in better shape, feel better about themselves, have more energy, and gain self-confidence in their overall abilities. ”

## Personal Fitness merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1952
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	010
<b>Requirements revision:</b>	2015
<b>Latest pamphlet revision:</b>	2013



If meeting any of the requirements for this merit badge is against the Scout's religious convictions, the requirement does not have to be done if the Scout's parents and the proper religious advisers state in writing that to do so would be against religious convictions. The Scout's parents must also accept full responsibility for anything that might happen because of this exemption.

1. Do the following:

a. Before completing requirements 2 through 9, have your health-care practitioner give you a physical examination, using the Scout medical examination form. Describe the examination. Tell what questions the doctor asked about your health. Tell what health or medical recommendations the doctor made and report what you have done in response to the recommendations. Explain the following:

1. Why physical exams are important
2. Why preventative habits (such as exercising regularly) are important in maintaining good health, and how the use of tobacco products, alcohol, and other harmful substances can negatively affect our personal fitness.
3. Diseases that can be prevented and how.
4. The seven warning signs of cancer.
5. The youth risk factors that affect cardiovascular fitness in adulthood.

b. Have a dental examination. Get a statement saying that your teeth have been checked and cared for. Tell how to care for your teeth.

2. Explain to your merit badge counselor verbally or in writing what personal fitness means to you, including:

- a. Components of personal fitness
- b. Reasons for being fit in all components.
- c. What it means to be mentally healthy
- d. What it means to be physically healthy and fit.
- e. What it means to be socially healthy. Discuss your activity in the areas of healthy social fitness.
- f. What you can do to prevent social, emotional, or mental problems.

3. With your counselor answer and discuss the following questions:

- a. Are you free from all curable diseases? Are you living in such a way that your risk of preventable diseases is minimized?
- b. Are you immunized and vaccinated according to the advice of your health-care provider?
- c. Do you understand the meaning of a nutritious diet and know why it is important for you? Does your diet include foods from all food groups?
- d. Are your body weight and composition what you would like them to be, and do you know how to modify them safely through exercise, diet, and lifestyle?
- e. Do you carry out daily activities without noticeable effort? Do you have extra energy for other activities?
- f. Are you free from habits relating to poor nutrition and the use of alcohol, tobacco, drugs, and other practices that could be harmful to your health?
- g. Do you participate in a regular exercise program or recreational activities?
- h. Do you sleep well at night and wake up ready to start the new day?
- i. Are you actively involved in the religious organization of your choice, and do you participate in its youth activities?
- j. Do you spend quality time with your family and friends in social and recreational activities?
- k. Do you support family activities and efforts to maintain a good home life?

4. Explain the following about physical fitness:

- a. The components of physical fitness
- b. Your weakest and strongest component of physical fitness
- c. The need to have a balance in all four components of physical fitness.
- d. How the components of personal fitness relate to the Scout Law and Scout Oath.

5. Explain the following about nutrition:

- a. The importance of good nutrition
- b. What good nutrition means to you
- c. How good nutrition is related to the other components of personal fitness
- d. The three components of a sound weight (fat) control program.

6. Before doing requirements 7 and 8, complete the aerobic fitness, flexibility, and muscular strength tests along with the body composition evaluation as described in the *Personal Fitness* merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.
7. Outline a comprehensive 12-week physical fitness program using the results of your fitness tests. Be sure your program incorporates the endurance, intensity, and warm-up guidelines discussed in the Personal Fitness merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parents.
8. Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam, or biked; how many exercise repetitions you completed; your exercise heart rate; etc.). Repeat the aerobic fitness, muscular strength, and flexibility tests every two weeks and record your results. After the 12th week, repeat all of the required activities in each of the three test categories, record your results, and show improvement in each one. For the body composition evaluation, compare and analyze your preprogram and postprogram body composition measurements. Discuss the meaning and benefit of your experience, and describe your long-term plans regarding your personal fitness.
9. Find out about three career opportunities in personal fitness. Pick one and find out the education, training, and experience required for these professions. Discuss what you learned with your counselor, and explain why this profession might interest you.

NOTE: The text of requirements 6 & 8 above are taken from the *Personal Fitness* merit badge pamphlet, not the Boy Scout Requirements book.

The Physical Fitness Tests and Body Composition Evaluation specified for requirements 6 and 8 are as follows:

### **AEROBIC FITNESS TEST**

Record your performance on one of the following tests:

- a. Run/walk as far as you can as fast as you can in nine minutes
- OR
- b. Run/walk one mile as fast as you can.

### **FLEXIBILITY TEST**

Using a sit-and-reach box constructed according to specifications in the *Personal Fitness* merit badge pamphlet, make four repetitions and record the fourth reach. This last reach must be held steady for 15 seconds to qualify. (Remember to keep your knees down.)

### **STRENGTH TESTS**

You must do the sit-ups exercise and one other (either push-ups or pull-ups). You may also do all three for extra experience and benefit.

- a. **Sit-ups.** Record the number of sit-ups done correctly in 60 seconds. The sit-ups must be done in the form explained and illustrated in the *Personal Fitness* merit badge pamphlet.
- b. **Pull-ups.** Record the total number of pull-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the *Personal Fitness* merit badge pamphlet.
- c. **Push-ups.** Record the total number of push-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the *Personal Fitness* merit badge pamphlet.

### **BODY COMPOSITION EVALUATION (Calculating Your BMI percentile):**

Step 1 - Multiply your weight in pounds by 703.

Step 2 - Divide the figure you get in No. 1 above by your height in inches.

Step 3 - Divide the figure you get in No. 2 above by your height in inches to get your BMI.

Step 4 - Use the chart in the *Personal Fitness* merit badge pamphlet to determine the BMI percentile for your age.

As an example, if you are 15 years old, you weigh 130 pounds, and you are 5'8" (68") tall, then:

1.  $130 \times 703 = 91390$
2.  $91390 / 68 = 1344$
3.  $1344 / 68 = 20$ . This means your BMI is 20.
4. From the chart in the pamphlet, you are at the 50th percentile.




**The official source for the information shown in this article or section is:**  
**Boy Scout Requirements**, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Personal\\_Fitness/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Personal_Fitness/req&action=edit)) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Personal Fitness is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Personal Fitness requirements*  
*([http://meritbadge.org/wiki/index.php?](http://meritbadge.org/wiki/index.php?title=Template:Personal_Fitness/req&printable=yes)*  
*title=Template:Personal\_Fitness/req&printable=yes*).

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Physical Fitness Troop Program Feature offers meeting and activity plans to include Personal Fitness as one of your monthly themes.
2. Personal Fitness is a popular merit badge.

## Requirement resources

The Troop Physical Fitness Monthly Theme includes meeting and activity materials.

**1.a.** The Annual Health and Medical Record #34605 has replaced the Medical Exam Form Class 1, 2, & 3

**1.a.4** Seven Warning Signs of Cancer (<http://www.healthfirst.net.au/content/view/265/42/>) - 7 Signs of cancer at WebMD (<http://www.webmd.com/cancer/understanding-cancer-symptoms>)

**1.a.5** Risk Factors for Coronary Heart Disease (<http://www.americanheart.org/presenter.jhtml?identifier=4726>) - What are the Youth Risk Factors that Affect Cardiovascular Fitness in Adulthood? (<http://www.whfhc.com/Fitness/35096.htm>)

**2.c.** What does it mean to be mentally healthy?

([http://actbelongcommit.org.au/downloads/resources/ad\\_mentallyhealthy.pdf](http://actbelongcommit.org.au/downloads/resources/ad_mentallyhealthy.pdf))

**2.e.** Concept of Health ([http://www.nios.ac.in/SecHmscicour/english/LESSON\\_11.pdf](http://www.nios.ac.in/SecHmscicour/english/LESSON_11.pdf))

**3f.** Kid's Health: Smoking Sticks ([http://www.kidshealth.org/kid/stay\\_healthy/body/smoking.html](http://www.kidshealth.org/kid/stay_healthy/body/smoking.html)) - What You Need to Know About Drugs ([http://kidshealth.org/kid/grow/drugs\\_alcohol/know\\_drugs.html](http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs.html)) - Alcohol Dangers

([http://kidshealth.org/kid/stay\\_healthy/body/alcohol.html](http://kidshealth.org/kid/stay_healthy/body/alcohol.html)) - McGruff on Drugs and Alcohol

(<http://www.mcgruff.org/Advice/drugs.php>) - What You Need To Know About Drugs

([http://kidshealth.org/kid/grow/drugs\\_alcohol/know\\_drugs.html](http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs.html)) - McGruff on Drugs and Alcohol

(<http://www.mcgruff.org/Advice/drugs.php>) - DARE (<http://www.dare.com/>) - Read the booklet Choose to Refuse

(<http://www.usscouts.org/safety/Drugs.asp>) ! Discuss it with an adult and show that you understand the material.

- Order "*Choose to Refuse*" (<http://www.scouting.org/filestore/pdf/60-060.pdf>) - Online Version (<http://cubpack23.com/upldDocuments/Unit297/Drugs%20a%20Deadly%20Game%20Choose%20to%20Refuse.pdf>) - USScouts: Choose to Refuse (<http://www.usscouts.org/safety/Drugs.asp>) - Drugs: A Deadly Game (<http://www.scouting.org/Media/FactSheets/02-574.aspx>)

**4.a.** The Seven Major Components of Physical Fitness (<http://www.scouting.org/pubs/19-327/comps.html>) An official BSA link

**6.** See the fitness tests chart in the Personal Fitness Workbook

Flexibility Reach test box diagrams (<http://usscouts.org/mb/patch/reachbox.gif>)

Proper way to do sit-ups (<http://usscouts.org/mb/patch/situp.gif>)

Proper way to do pull-ups (<http://usscouts.org/mb/patch/pullup.gif>)

Proper way to do push-ups (<http://usscouts.org/mb/patch/pushup.gif>)

Lesson Videos: Warm Up ([http://www.expertvillage.com/video/68515\\_track-field-warm-up-safety-one.htm](http://www.expertvillage.com/video/68515_track-field-warm-up-safety-one.htm)) -

Stretching ([http://www.expertvillage.com/video-series/4091\\_track-field-two.htm](http://www.expertvillage.com/video-series/4091_track-field-two.htm)) - Running

([http://www.expertvillage.com/video-series/2798\\_running-technique.htm](http://www.expertvillage.com/video-series/2798_running-technique.htm)) - Pull-Ups

([http://www.expertvillage.com/video/41663\\_upper-body-wide-pullup.htm](http://www.expertvillage.com/video/41663_upper-body-wide-pullup.htm)) - Push-Ups

([http://www.expertvillage.com/video/444\\_pushup-workout.htm](http://www.expertvillage.com/video/444_pushup-workout.htm)) - Basketball ([http://www.expertvillage.com/video-series/1665\\_basketball-tricks.htm](http://www.expertvillage.com/video-series/1665_basketball-tricks.htm)) -

Baseball ([http://www.expertvillage.com/video-series/1163\\_baseball.htm](http://www.expertvillage.com/video-series/1163_baseball.htm)) -

Football ([http://www.expertvillage.com/video-series/206\\_advanced-football.htm](http://www.expertvillage.com/video-series/206_advanced-football.htm)) - Bench Press

([http://www.expertvillage.com/video/47405\\_bodybuilding-exercises-benchpress.htm](http://www.expertvillage.com/video/47405_bodybuilding-exercises-benchpress.htm)) - Leg Curls

([http://www.expertvillage.com/video/47398\\_bodybuilding-exercises-legcurl.htm](http://www.expertvillage.com/video/47398_bodybuilding-exercises-legcurl.htm))

**7.** See the sample goals table in the Personal Fitness Workbook

**8.** See the fitness logs in the Personal Fitness Workbook

**9.** Exercise Careers (<http://exercisecareers.com/>)

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness** - **Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

**See also**



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- Amateur-Sports.com (<http://www.amateur-sports.com>)
- National Athletic Trainer's Association (<http://www.nata.org>)
- Amateur Athletic Union (<http://www.aausports.org>)
- American Dietetic Association (<http://www.eatright.org>)
- American Heart Association (<http://www.americanheart.org/>)
- American Council on Exercise (<http://www.acefitness.org>)
- American Sport Education Program (<http://www.asep.com>)
- Centers for Disease Control (<http://www.fitfamilyfitkids.com>)
- Fitness for Kids (<http://www.fitnessforkids.org>)
- Inst. Intl Sports (<http://www.internationalsport.com/nsd/nsd.cfm>)
- Intr. Food Information Council Foundation (<http://ific.org>)
- KidsHealth (<http://www.kidshealth.org>)
- Mayo Clinic (<http://www.mayoclinic.com>)
- Nat. Youth Sports Safety Found. (<http://www.nyssf.org>)
- The President's Council on Fitness (<http://fitness.gov>)
- USA Track and Field (<http://www.usatf.org>)
- U.S. Olympic Training Center (<http://www.usoc.org>)

### Merit badges required for the Eagle Scout rank

First Aid • Citizenship in the Community • Citizenship in the Nation • Citizenship  
in the World  
Camping • Communication • Cooking • Family Life • **Personal Fitness** •  
Personal Management





Emergency Preparedness **OR** Lifesaving • Environmental Science **OR** Sustainability  
Swimming **OR** Hiking **OR** Cycling



Retrieved from "[http://meritbadge.org/wiki/index.php/Personal\\_Fitness](http://meritbadge.org/wiki/index.php/Personal_Fitness)"

Categories: Merit badges requiring prior approval | Personal Development merit badges | Merit badges | Eagle-required merit badges | Boy Scout Requirements

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- This page was last modified 16:26, February 13, 2015.



# Personal Fitness

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU620714).

The requirements were last issued or revised in 2015 • This workbook was updated in February 2015.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

**Note:** *If meeting any of the requirements for this merit badge is against the Scout's religious convictions, the requirement does not have to be done if the Scout's parents and the proper religious advisors state in writing that to do so would be against religious convictions. The Scout's parents must also accept full responsibility for anything that might happen because of this exemption.*

1. Do the following.

- a. Before completing requirements 2 through 9, have your health-care practitioner give you a thorough examination using the Scout medical examination form.

Describe the examination.


Tell what questions the doctor asked about your health.


Tell what health or medical recommendations the doctor made and report what you have done in response to the recommendations.

Recommendations:


Response:


Explain the following:

1. Why physical exams are important


2. Why preventive habits (such as exercising regularly) are important in maintaining good health, and how the use of tobacco products, alcohol, and other harmful substances can negatively affect our personal fitness.

Why preventive habits are important:


Effect of tobacco products, alcohol, and other harmful substances:


3. Diseases that can be prevented and how


4. The 7 warning signs of cancer:

1.	
2.	
3.	
4.	
5.	
6.	
7.	

5. The youth risk factors that affect cardiovascular fitness in adulthood


b. Have a dental examination. Get a statement saying that your teeth have been checked and cared for.

Tell how to care for your teeth.


2. Explain to your merit badge counselor verbally or in writing what personal fitness means to you, including:

a. Components of personal fitness


b. Reasons for being fit in all components


c. What it means to be mentally healthy


d. What it means to be physically healthy and fit


e. What it means to be socially healthy.


Discuss your activity in the areas of healthy social fitness


f. What you can do to prevent social, emotional, or mental problems?


3. With your counselor answer and discuss the following questions:

a. Are you free from all curable diseases?


Are you living in such a way that your risk of preventable diseases is minimized?


b. Are you immunized and vaccinated according to the advice of your health-care provider?


c. Do you understand the meaning of a nutritious diet and know why it is important for you?


Does your diet include foods from all food groups?


d. Are your body weight and composition what you would like them to be and do you know how to modify it safely through exercise, diet, and lifestyle?


e. Do you carry out daily activities without noticeable effort?


Do you have extra energy for other activities?


- f. Are you free from habits relating to poor nutrition and the use of alcohol, tobacco, drugs, and other practices that could be harmful to your health?

Nutrition:


Alcohol:


Tobacco:


Drugs:


Other practices:


- g. Do you participate in a regular exercise program or recreational activities?

--

- h. Do you sleep well at night and wake up feeling ready to start the new day?

--

- i. Are you actively involved in the religious organization of your choice, and do you participate in its youth activities?

--

- j. Do you spend quality time with your family and friends in social and recreational activities?

--

- k. Do you support family activities and efforts to maintain a good home life?

--

- 4. Explain the following about physical fitness:

- a. The components of physical fitness


- b. Your weakest and strongest component of physical fitness


c. The need to have a balance in all four components of physical fitness


d. How the components of personal fitness relate to the Scout Laws and Scout Oath


5. Explain the following about nutrition:

a. The importance of good nutrition


b. What good nutrition means to you


c. How good nutrition is related to the other components of personal fitness


d. The three components of a sound weight (fat) control program

1.	
2.	
3.	



6. Before doing requirements 7 and 8, complete the aerobic fitness, flexibility, and muscular strength tests along with the body composition evaluation as described in the *Personal Fitness* merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.

<b>Aerobic Fitness Test</b>	Record your performance on ONE of the following tests:	Need to improve?
a. Run/walk as far as you can as fast as you can in nine minutes		
b. Run/walk 1 mile as fast as you can		

<b>Flexibility Test</b>		
Sit and Reach - Using a sit-and-reach box constructed according to specifications in the <i>Personal Fitness</i> merit badge pamphlet, make four repetitions and record the fourth reach. This last reach must be held steady for 15 seconds to qualify. (Remember to keep your knees down.)		

<b>Strength Tests</b>	You must do the sit-ups exercise and one other (either push-ups or pull-ups). You may also do all three for extra experience and benefit.	
a. Sit-ups	Record the number of sit-ups done correctly in 60 seconds. The sit-ups must be done in the form explained and illustrated in the <i>Personal Fitness</i> merit badge pamphlet.	
b. Pull-Ups	Record the total number of pull-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the <i>Personal Fitness</i> merit badge pamphlet.	
c. Push-Ups	Record the total number of push-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the <i>Personal Fitness</i> merit badge pamphlet.	

<b>Body Composition Evaluation</b>	Calculate your BMI and determine your BMI percentile.	
BMI percentile.		

7. Outline a 12-week physical fitness program using the results of your physical fitness tests. Be sure your program incorporates the endurance, intensity, and warm-up guidelines discussed in the *Personal Fitness* merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parents.

Warm-up:	
Aerobic Exercises:	
Strength Exercises:	
Flexibility Exercises:	
Cool-Down:	



9. Find out about three career opportunities in personal fitness.

1.	
2.	
3.	

Pick one and explain how to prepare for such a career.

Discuss with your counselor what education and training are required, and explain why this profession might interest you.

Education


Training


Why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Personal\\_Fitness#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Personal_Fitness#Requirement_resources)

**NOTE TO USERS:** The wording of requirements 6 and 8 in the *2015 Boy Scout Requirements* booklet differs from the wording of those requirements in the current *Personal Fitness* merit badge pamphlet. The pamphlet also contains new requirements for the Aerobic Fitness, Flexibility, and Strength Tests and a “Body Composition Evaluation” which replaced the former “Body Composition Test”. The details of those tests, which are referenced in requirements 6 and 8, no longer appear in the *Boy Scout Requirements* booklet. Since the details of the tests are integral to the requirements, this workbook uses the wording of requirements 6 and 8 from the merit badge pamphlet, in lieu of the wording in the booklet.

**SAMPLE FITNESS PROGRAM ACTIVITY LOG (Page 1)**

Day                      Fitness Program Activity & Notes                      Distance                      Duration                      Repetitions                      Heart Rate

Week 1


Week 2


Week 3


Week 4


**SAMPLE FITNESS PROGRAM ACTIVITY LOG (Page 2)**

Day                      Fitness Program Activity & Notes                      Distance                      Duration                      Repetitions                      Heart Rate

Week 5


Week 6


Week 7


Week 8


**SAMPLE FITNESS PROGRAM ACTIVITY LOG (Page 3)**

Day                      Fitness Program Activity & Notes                      Distance                      Duration                      Repetitions                      Heart Rate

Week 9


Week 10


Week 11


Week 12


## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Personal Management

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

1. Read the Personal Management Merit Badge Book and bring a copy of it to MBU.
2. You must complete the 3 month budget (Requirement 2) before Feb 26, 2008 to be eligible to complete the merit badge in class. If not, the badge will be completed after the MBU when the budget is complete as well as other requirements. Please have at least a month underway prior to the class.
3. Complete Requirement 1
4. Complete Requirement 5
5. Complete Requirement 8
6. Complete Requirement 9
7. Complete Requirement 10



# Personal Management

From MeritBadgeDotOrg

Resources include the Personal Management merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



**Personal Management** merit badge is **required** for the Eagle Scout rank.

## Contents

- 1 Personal Management merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Personal Management merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	1972
<b>Replaced:</b>	Personal Finances
<b>BSA Advancement ID:</b>	011
<b>Requirements revision:</b>	2016
<b>Latest pamphlet revision:</b>	2015

“ Personal management is about mapping a plan for your life that will involve setting short-range and long-range goals and investigating different ways to reach those goals. Education, training, and experience all help make your goals become a reality. To achieve your goals, you will choose the best path and make a commitment to it, while remaining flexible enough to deal with changes and new opportunities. ”

## Personal Management merit badge requirements

1. Do the following:

- a. Choose an item that your family might want to purchase that is considered a major expense.
- b. Write a plan that tells how your family would save money for the purchase identified in requirement 1a.

1. Discuss the plan with your merit badge counselor
2. Discuss the plan with your family
3. Discuss how other family needs must be considered in this plan.

- c. Develop a written shopping strategy for the purchase identified in requirement 1a.

1. Determine the quality of the item or service (using consumer publications or rating systems).
  2. Comparison shop for the item. Find out where you can buy the item for the best price. (Provide prices from at least two different price sources.) Call around; study ads. Look for a sale or discount coupon. Consider alternatives. Can you buy the item used? Should you wait for a sale?
2. Do the following:
- a. Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings. Track and record your actual income, expenses, and savings for 13 consecutive weeks. (You may use the forms provided in this pamphlet, devise your own, or use a computer generated version.) When complete, present the records showing the results to your merit badge counselor.
  - b. Compare expected income with expected expenses.
    1. If expenses exceed income, determine steps to balance your budget.
    2. If income exceeds expenses, state how you would use the excess money (new goal, savings).
3. Discuss with your merit badge counselor FIVE of the following concepts:
- a. The emotions you feel when you receive money.
  - b. Your understanding of how the amount of money you have with you affects your spending habits.
  - c. Your thoughts when you buy something new and your thoughts about the same item three months later. Explain the concept of buyer's remorse.
  - d. How hunger affects you when shopping for food items (snacks, groceries).
  - e. Your experience of an item you have purchased after seeing or hearing advertisements for it. Did the item work as well as advertised?
  - f. Your understanding of what happens when you put money into a savings account.
  - g. Charitable giving. Explain its purpose and your thoughts about it.
  - h. What you can do to better manage your money.
4. Explain the following to your merit badge counselor:
- a. The differences between saving and investing, including reasons for using one over the other.
  - b. The concepts of return on investment and risk.
  - c. The concepts of simple interest and compound interest and how these affected the results of your investment exercise.
5. Select five publicly traded stocks. Explain to your merit badge counselor the importance of the following information for each stock:
- a. Current price
  - b. How much the price changed from the previous day
  - c. The 52-week high and the 52-week low prices
6. Pretend you have \$1,000 to save, invest, and help prepare yourself for the future. Explain to your merit badge counselor the advantages or disadvantages of saving or investing in each of the following:
- a. Common stocks
  - b. Mutual funds
  - c. Life insurance
  - d. A certificate of deposit (CD)
  - e. A savings account or U.S. savings bond

7. Explain to your merit badge counselor the following:

- a. What a loan is, what interest is, and how the annual percentage rate (APR) measures the true cost of a loan.
- b. The different ways to borrow money.
- c. The differences between a charge card, debit card, and credit card. What are the costs and pitfalls of using these financial tools? Explain why it is unwise to make only the minimum payment on your credit card.
- d. Credit reports and how personal responsibility can affect your credit report.
- e. Ways to reduce or eliminate debt.

8. Demonstrate to your merit badge counselor your understanding of time management by doing the following:

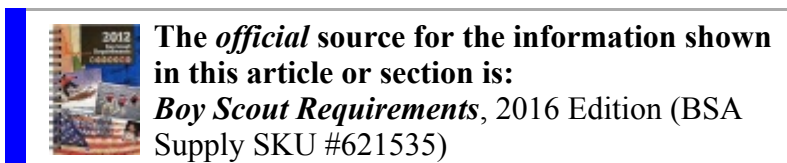
- a. Write a "to do" list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.
- b. Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or church or club meetings, then plan when you will do all the tasks from your "to do" list between your set activities.
- c. Follow the one-week schedule you planned. Keep a daily diary or journal during each of the seven days of this week's activities, writing down when you completed each of the tasks on your "to do" list compared to when you scheduled them.
- d. Review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. With your merit badge counselor, discuss and understand what you learned from this requirement and what you might do differently the next time.

9. Prepare a written project plan demonstrating the steps below, including the desired outcome. This is a project on paper, not a real-life project. Examples could include planning a camping trip, developing a community service project or a school or religious event, or creating an annual patrol plan with additional activities not already included in the troop annual plan. Discuss your completed project plan with your merit badge counselor.

- a. Define the project. What is your goal?
- b. Develop a timeline for your project that shows the steps you must take from beginning to completion.
- c. Describe your project.
- d. Develop a list of resources. Identify how these resources will help you achieve your goal.
- e. Develop a budget for your project.

10. Do the following:

- a. Choose a career you might want to enter after high school or college graduation.
- b. Research the limitations of your anticipated career and discuss with your merit badge counselor what you have learned about qualifications such as education, skills, and experience.



## Notes



**A FREE workbook for Personal Management is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Personal Management requirements ([http://meritbadge.org/wiki/index.php?title=Template:Personal\\_Management/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Personal_Management/req&printable=yes)).*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>).
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. The BSA Business Troop Program Feature offers meeting and activity plans to include Personal Management as one of your monthly themes.
2. Personal Management is a popular merit badge.

## Requirement resources

- **2a.** See the Sample Budget Plan included in the Personal Management Workbook

How to Set Up a Personal Budget ([http://en.wikipedia.org/wiki/Personal\\_budget](http://en.wikipedia.org/wiki/Personal_budget))

See the Income Tracking Log included in the Personal Management Workbook

- **3c.** Buyers Remorse ([http://en.wikipedia.org/wiki/Buyer's\\_remorse](http://en.wikipedia.org/wiki/Buyer's_remorse))
- **4a.** Savings vs. Investment (<http://en.wikipedia.org/wiki/Saving>)
- **4b.** Return on Investment ([http://en.wikipedia.org/wiki/Rate\\_of\\_return](http://en.wikipedia.org/wiki/Rate_of_return)) Risk ([http://en.wikipedia.org/wiki/Investment\\_risk](http://en.wikipedia.org/wiki/Investment_risk))
- **4c.** Simple & Compound Interest (<http://en.wikipedia.org/wiki/Interest>)
- **5.** Stocks: Most Actives (<http://finance.aol.com/usw/quotes/mostactives>) Yahoo Finance (<http://screener.finance.yahoo.com/cc?mc=100000000%2F&re=50000000000%2F&pm=150%2F&b=1&z=re&db=stocks&vw=1>) MSN MoneyCentral (<http://moneycentral.msn.com/investor/StockRating/srstopstocksresults.aspx?sco=50>)
- **6&7** Stocks, Funds, Insurance, CD's, bonds, budgeting, and much more

The Motley Fool (<http://www.fool.com>) - Nortwest Mutual Foundation (<http://www.themint.org>)

- **7c.** When are Charge Cards Better than Credit Cards? (<http://www.indexcreditcards.com/chargecards/>) A very good and concise discussion of the two.
- **8** Time Management ([http://en.wikipedia.org/wiki/Time\\_management](http://en.wikipedia.org/wiki/Time_management)) SMART Goals (<http://www.topachievement.com/smart.html>)

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community - Citizenship in the Nation - Citizenship in the World - Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness - Personal Management** - Public Speaking - Reading - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

### Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - Chemistry - Crime Prevention - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - Landscape Architecture - Law - Medicine - **Personal Management** - Pulp and Paper - Salesmanship - Surveying - Textile - Veterinary Medicine
- Webelos Activity Badges: Engineer - Scientist
- Cub Scout Belt Loops & Pins: Mathematics - Science

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

- Investing Opportunities for Scouts - example investment programs for youth
- Bureau of Labor Statistics (<http://www.bls.gov>)
- Consumer Protection FTC (<http://www.ftc.gov/bcp/>)
- Nat. Assn of Investors (<http://www.better-investing.org>)
- Guide to Financial Aid (<http://www.finaid.org>)
- students.gov (<http://www.students.gov>)
- studentaid.ed.gov (<http://www.studentaid.ed.gov>)
- youngbiz.com (<http://www.youngbiz.com>)

### Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • Citizenship in the Nation •  
 Citizenship in the World  
 Camping • Communication • Cooking • Family Life • Personal Fitness •  
**Personal Management**  
 Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
 Sustainability  
 Swimming **OR** Hiking **OR** Cycling



Retrieved from "[http://meritbadge.org/wiki/index.php/Personal\\_Management](http://meritbadge.org/wiki/index.php/Personal_Management)"

Categories: Personal Development merit badges | Merit badges | Eagle-required merit badges | Boy Scout Requirements

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- This page was last modified 16:45, January 30, 2016.



2. Discuss the plan with your family.


3. Discuss how other family needs must be considered in this plan.


c. Develop a written shopping strategy for the purchase identified in requirement 1a.


1. Determine the quality of the item or service (using consumer publications or ratings systems).




2. Comparison shop for the item. Find out where you can buy the item for the best price. (Provide prices from at least two different price sources.)

Source	Price

Call around; study ads. Look for a sale or discount coupon. Consider alternatives.


Can you buy the item used?


Should you wait for a sale?


2. Do the following:

- a. Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings. Track and record your actual income, expenses, and savings for 13 consecutive weeks. (You may use the forms provided in this pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your merit badge counselor.

*(There is a blank Sample Budget Plan table and a blank table for tracking your actual income and expenses that you can use at the end of this workbook.)*

- b. Compare expected income with expected expenses.

1. If expenses exceed income, determine steps to balance your budget.


2. If income exceeds expenses, state how you would use the excess money (new goal, savings).


3. Discuss with your merit badge counselor FIVE of the following concepts:

a. The emotions you feel when you receive money.


b. Your understanding of how the amount of money you have with you affects your spending habits.


c. Your thoughts when you buy something new and your thoughts about the same item three months later.


Explain the concept of buyer's remorse.


d. How hunger affects you when shopping for food items (snacks, groceries).


- e. Your experience of an item you have purchased after seeing or hearing advertisements for it.


Did the item work as well as advertised?


- f. Your understanding of what happens when you put money into a savings account.


- g. Charitable giving. Explain its purpose and your thoughts about it.


- h. What you can do to better manage your money.


4. Explain the following to your merit badge counselor:

a. The differences between saving and investing, including reasons for using one over the other.

Saving:


Investing:


Reasons for using one over the other:


b. The concepts of return on investment and risk.


c. The concepts of simple interest and compound interest and how these affected the results of your investment exercise.

Simple interest:


Compound interest:


How these affected the results of your investment exercise:


5. Select five publicly traded stocks.

<i>Stock</i>	<i>Current Price</i>	<i>1 Day Change</i>	<i>52-Week High</i>	<i>52-Week Low</i>

Explain to your merit badge counselor the importance of the following information for each stock:

a. Current price


b. How much the price changed from the previous day.


c. The 52-week high and the 52-week low prices


6. Pretend you have \$1,000 to save, invest, and help prepare yourself for the future. Explain to your merit badge counselor the advantages or disadvantages of saving or investing in each of the following:

	Advantages	Disadvantages
a. Common stocks		
b. Mutual funds		
c. Life insurance		
d. A certificate of deposit (CD)		

- e. A savings account or U.S. savings bond


7. Explain to your merit badge counselor the following:

- a. What a loan is, what interest is, and how the annual percentage rate (APR) measures the true cost of a loan.

What a loan is:


What interest is:


How the annual percentage rate (APR) measures the true cost of a loan:


- b. The different ways to borrow money.


- c. The differences between a charge card, debit card, and credit card.

Charge card


Debit card,


Credit card.


What are the costs and pitfalls of using these financial tools?


Explain why it is unwise to make only the minimum payment on your credit card.




- d. Credit reports and how personal responsibility can affect your credit report.

Credit reports:


How personal responsibility can affect your credit report:


- e. Ways to reduce or eliminate debt.


- 8. Demonstrate to your merit badge counselor your understanding of time management by doing the following:
  - a. Write a "to do" list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.
  - b. Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or church or club meetings, then plan when you will do all the tasks from your "to do" list between your set activities.
  - c. Follow the one-week schedule you planned. Keep a daily diary or journal during each of the seven days of this week's activities, writing down when you completed each of the tasks on your "to do" list compared to when you scheduled them.
  - d. Review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work.  
*(There is a blank table which can be used for tracking your "to do" list at the end of this workbook.)*

With your merit badge counselor, discuss and understand what you learned from this requirement and what you might do differently the next time.


9. Prepare a written project plan demonstrating the steps below, including the desired outcome. This is a project on paper, not a real-life project. Examples could include planning a camping trip, developing a community service project or a school or religious event, or creating an annual patrol plan with additional activities not already included in the troop annual plan. Discuss your completed project plan with your merit badge counselor.

a. Define the project. What is your goal?


b. Develop a timeline for your project that shows the steps you must take from beginning to completion.


c. Describe your project.






Sample Budget Plan

Income Sources	Budgeted Amounts					Actual Amounts				Tot. Actual-Tot. Budget
	per Week	Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total	
Allowance										
Gifts										
Wages										
Other										
Income Totals										
Expenses	per Week	Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total	Act.-Budget
Savings-pay yourself 1st										
Donations/Charity										
Food/Meals out										
Clothing										
Entertainment/Movies										
CDs/DVDs, etc.										
Recreation										
Sports/Hobbies										
Travel										
Books/Magazines										
Gifts										
Other:										
Expense Totals										
Income - Expenses										

**Table for tracking your actual income, expenses, and savings for 13 consecutive weeks. Page 1 of 4**

Date	Description of Daily Income and Expenses	Deposit	Withdrawal	Balance
<u>Week 1</u>		Opening Balance		

Week 2


Week 3


Week 4


**Table for Tracking your actual income, expenses, and savings for 13 consecutive weeks. Page 2 of 4**

Date	Description of Daily Income and Expenses	Deposit	Withdrawal	Balance
<u>Week 5</u>				

<u>Week 6</u>				

<u>Week 7</u>				

<u>Week 8</u>				

**Table for Tracking your actual income, expenses, and savings for 13 consecutive weeks. Page 3 of 4**

Date	Description of Daily Income and Expenses	Deposit	Withdrawal	Balance
<u>Week 9</u>				

<u>Week 10</u>				

<u>Week 11</u>				

<u>Week 12</u>				





## **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.

# Reading

## From MeritBadgeDotOrg

Resources include the Reading merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

### Contents

- 1 Reading merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ If you have ever wanted to go back in time or wished you could visit the future, if you are curious about the world, or if you are interested in how things work or like to learn new things, these are all reasons why you should want to read. Reading is fascinating. It's full of surprises. And it will take you places you can't get to in any other way. ”

### Reading merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1925
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	095
<b>Requirements revision:</b>	2004
<b>Latest pamphlet revision:</b>	2008


## Reading merit badge requirements



### 1. Do EACH of the following:

- a. Learn how to search your library's card catalog or computerized catalog by author, title, and subject.
- b. With the assistance of your merit badge counselor or a librarian, select six books of four different types (such as poetry, drama/plays, fiction, nonfiction, biographies, etc.). Ask your librarian or counselor about award-winning books that are recommended for readers your age and include at least one of those titles.
- c. Find the books in the library catalog. With your counselor's or a librarian's assistance, locate the books on the shelves.
- d. Read each book. Keep a log of your reading that includes the title of the book, the pages or chapters read, the date you completed them, and your thoughts about what you have read so far. Discuss your reading with your counselor. Using your log as a reference, explain why you chose each book and tell whether you enjoyed it and what it meant to you.



2. Read about the world around you from any two sources: books, magazines, newspapers, the Internet (with your parent's permission), field manuals, etc. Topics may include sports, environmental problems, politics, social issues, current events, nature, religion, etc. Discuss what you have learned with your counselor.
3. Do ONE of the following:
  - a. From a catalog of your choice, fill out an order form for merchandise as if you intended to place an order. Share the completed form with your counselor and discuss it.
  - b. With your parent's permission, locate at least five Web sites that are helpful for your scouting or other activities. Write the Internet addresses of these sites in your log. Talk with your counselor or a librarian about safety rules for using the Internet.
4. With your counselor's and parent's permission, choose ONE of the following activities and devote at least four hours of service to that activity. Discuss your participation with your counselor.
  - a. Read to a sick, blind, or homebound person in a hospital or in an extended-care facility.
  - b. Perform volunteer work at your school library or a public library.
  - c. Read stories to younger children, in a group or individually.

	<p><b>The <i>official</i> source for the information shown in this article or section is:</b>  <b><i>Boy Scout Requirements</i>, 2016 Edition (BSA Supply SKU #621535)</b></p>
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The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Reading/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes

 <p><b>A FREE workbook for Reading is available here!</b> </p> <p><i>with the maps, charts, links, diagrams, and checklists you need!</i></p> <p><i>Or click here to print just the Reading requirements</i>  <i>(<a href="http://meritbadge.org/wiki/index.php?title=Template:Reading/req&amp;printable=yes">http://meritbadge.org/wiki/index.php?title=Template:Reading/req&amp;printable=yes</a>) .</i></p>	<p>meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.</p>
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- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphelts.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

**Requirement 1b** There are numerous literary awards. The books that have won the following awards can be found in school libraries:

- Newbery Medal and Newbery Honor (<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberymedal.cfm>) - Awarded annually by a branch of the American Library Association to outstanding children's books (grades 5-8)
- Printz Medal and Printz Honor (<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/printzaward/Printz.cfm>) - Awarded annually by a branch of the American Library Association to outstanding young adult books (grades 9-12)
- Coretta Scott King Award and Honor (<http://www.ala.org/ala/mgrps/rts/emiert/ckskbookawards/index.cfm>) - Awarded annually by a branch of the American Library Association to outstanding children's or young adult books written by an African-American author (grades 5-12)
- Pura Belpré Medal and Honor (<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/index.cfm>) - Awarded annually by a branch of the American Library Association to outstanding children's or young adult books by a Hispanic-American author (grades 5-12)
- Batchelder Award and Honor (<http://www.ala.org/alsc/awardsgrants/bookmedia/batchelderaward/batchelderabout>) - Awarded annually by a branch of the American Library Association to an outstanding children's book translated into English from a foreign language (grades 5-8)
- Sibert Medal and Honor (<http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal/sibertpast/sibertmedalpast>) - Awarded annually by a branch of the American Library Association to an outstanding children's or young adult nonfiction informational book (grades 5-12)
- Boston Globe-Horn Book Award (<http://www.hbook.com/resources/boston-globe-horn-book-awards/>) - Awarded annually by the Horn Book Magazine to outstanding children's or young adult fiction and nonfiction books (grades 5-12)
- Golden Kite Award (<http://www.scbwi.org/pages.aspx/golden-kite-award>) - Awarded annually by the Society of Children's Book Writers and Illustrators to outstanding children's fiction and nonfiction books (grades 5-8).
- Scott O'Dell Award for Historical Fiction (<http://www.scottodell.com/pages/ScottO'DellAwardforHistoricalFiction.aspx>) - Awarded annually for an outstanding children's or young adult book of historical fiction (grades 5-12)
- Golden Duck Award (<http://www.goldenduck.org/index.php>) - Awarded for excellence in children's science fiction (grades K-12)
- Edgar Award (<http://www.theedgars.com/edgarsDB/index.php>) - Awarded by the Mystery Writers of America to the best mystery, this prize includes categories for Best Juvenile and Best Young Adult mysteries (grades 5 and up)
- Mythopoeic Fantasy Award (<http://www.mythsoc.org/awards/winners/>) - Awarded by the Mythopoeic Society to outstanding fantasy books, this prize includes a Children's category (grades 5 and up)
- State book awards ([http://www.cynthialeitichsmith.com/lit\\_resources/awards/stateawards.html](http://www.cynthialeitichsmith.com/lit_resources/awards/stateawards.html)) - A list of the various state awards for children's and young adult books (grades K-12)
- Carnegie Medal ([http://www.carnegiegreenaway.org.uk/carnegie/full\\_list\\_of\\_winners.php](http://www.carnegiegreenaway.org.uk/carnegie/full_list_of_winners.php)) - Awarded annually by the Chartered Institute of Library and Information Professionals (UK) to an outstanding children's or young

adult book from Great Britain. Although this is an award from Great Britain, many of these titles are available in the US and can be found in school libraries (grades 5-12)

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community** - **Citizenship in the Nation** - **Citizenship in the World** - **Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness** - **Personal Management** - Public Speaking - **Reading** - Scholarship - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

### Hobby-related awards

- Boy Scout Merit Badges: Art - Chess - Coin Collecting - Collections - Digital Technology - Dog Care - Fishing - Gardening - Genealogy - Golf - Horsemanship - Pets - Photography - Radio - Railroading - **Reading** - Stamp Collecting
- Venturing: Ranger Award electives: Cave Exploration - Cycling - Equestrian - Fishing
- Webelos Activity Badges: Artist - Traveler
- Cub Scout Adventures:

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
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*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- AP English Literature Reading List (<http://homepage.mac.com/mseffie/AP/APtitles.html>) - A list of every reading source that has been on the AP English Literature exam since 1971, complete with dates of inclusion.
- Library of Congress (<http://www.loc.gov/index.html>) -- The USA's Library of Congress's home page.
- LoC Online Catalog (<http://catalog.loc.gov>) -- The USA's Library of Congress's Online catalog.
- DMOZ directory of Boy Scouts of America sites ([http://dmoz.org/Recreation/Scouting/Organizations/Boy\\_Scouts\\_of\\_America](http://dmoz.org/Recreation/Scouting/Organizations/Boy_Scouts_of_America)) -- A good resource for requirement 3b. Lists over 2,600 web sites beneficial to Scouting.
- ALSC's Newberry Page (<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberyhonors/newberymedal.htm>) -- List of Newberry Medal and Honors books.
- Teen Reads Home Page (<http://www.teenreads.com>) -- A website entirely devoted to books for teenagers. Great source if you're looking for a certain book, author, or just browsing.
- ALSC's Home Page (<http://www.ala.org/ala/alsc/alsc.htm>) -- The Association for Library Service to Children's home page.
- ALA's Home Page (<http://www.ala.org>) -- The American Library Association's home page.

Retrieved from "<http://meritbadge.org/wiki/index.php/Reading>"

Categories: Personal Development merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 18:25, August 11, 2013.





Source:	
Topic:	

Discuss your reading:


3. Do ONE of the following:

- a. From a catalog of your choice, fill out an order form for merchandise as if you intended to place an order. Share the completed form with your counselor and discuss it.
- b. With your parent's permission, locate at least five Web sites that are helpful for your Scouting or other activities. Write the Internet addresses of these sites in your log. Talk with your counselor or a librarian about safety rules for using the Internet.

1.	
2.	
3.	
4.	
5.	


4. With your counselor's and your parent's permission, choose ONE of the following activities and devote at least four hours of service to that activity. Discuss your participation with your counselor.

- a. Read to a sick, blind, or homebound person in a hospital or in an extended-care facility.
- b. Perform volunteer work at your school library or a public library.
- c. Read stories to younger children, in a group or individually.

Date	From	To	Time Spent
Total			

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**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Reading#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Reading#Requirement_resources)

Book Title:	Type:	Award? <input type="checkbox"/>
Why chosen?		

Date	Pages/Chapters Read:	Thoughts

Did you enjoy it?    What did it mean to you?


Book Title:	Type:	Award? <input type="checkbox"/>
Why chosen?		

Date	Pages/Chapters Read:	Thoughts

Did you enjoy it?    What did it mean to you?


Book Title:	Type:	Award? <input type="checkbox"/>
Why chosen?		

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Book Title:	Type:	Award? <input type="checkbox"/>
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Book Title:	Type:	Award? <input type="checkbox"/>
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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.

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

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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.

- 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 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.

### [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. Partials 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.

# Salesmanship

From MeritBadgeDotOrg

Resources include the Salesmanship merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



**Salesmanship** requires prior counselor approval for requirement(s) #3.

## Contents

- 1 Salesmanship merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ By studying salesmanship, Scouts can learn self-confidence, motivation, friendliness, and the persistence necessary to overcome obstacles and solve problems. Sales can offer a challenging and rewarding career for those who enjoy interacting with people from all walks of life. ”

## Salesmanship merit badge



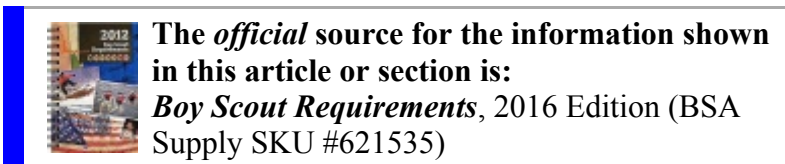
<b>Status:</b>	Elective
<b>Created:</b>	1927
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	099
<b>Requirements revision:</b>	2014
<b>Latest pamphlet revision:</b>	2013

## Salesmanship merit badge requirements



1. Explain the responsibilities of a salesman, and how a salesperson serves customers and helps stimulate the economy.
2. Explain why it is important for a salesperson to do the following:
  - a. Research the market to be sure the product or service meets the needs of the customers.

- b. Learn all about the product or service to be sold.
  - c. If possible, visit the location where the product is built to confirm their satisfaction and discuss their concerns about the product or service.
  - d. Follow up with customers after their purchase to confirm their satisfaction and discuss their concerns about the product or service.
3. Write and present a sales plan for a product or service and a sales territory assigned by your counselor.
  4. Make a sales presentation of a product or service assigned by your counselor.
  5. Do ONE of the following and keep a record (cost sheet). Use the sales techniques you have learned, and share your experience with your counselor.
    - a. Help your unit raise funds through sales either of merchandise or of tickets to a Scout event.
    - b. Sell your services such as lawn raking or mowing, pet watching, dog walking, show shoveling, and car washing to your neighbors. Follow up after the service has been completed and determine the customer's satisfaction.
    - c. Earn money through retail selling.
  6. Do ONE of the following:
    - a. Interview a person and learn the following:
      1. What made the person choose sales as a profession?
      2. What are the most important things to remember when talking to customers?
      3. How is the product or service sold?
      4. Include your own questions.
    - b. Interview a retail store owner and learn the following:
      1. How often is the owner approached by a sales representative?
      2. What good traits should a sales representative have? What habits should the sales representative avoid?
      3. What does the owner consider when deciding whether to establish an account with the sales representative?
      4. Include your own questions.
  7. Investigate and report on career opportunities in sales, then do the following:
    - a. Prepare a written statement of your qualifications and experience. Include relevant classes you have taken in school and merit badges you have earned.
    - b. Discuss with your counselor what education, experience, or training you should obtain so you are prepared to serve in that position.

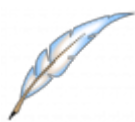


The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Salesmanship/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**



# Notes



**A FREE workbook for Salesmanship is available here!** 

*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Salesmanship requirements  
([http://meritbadge.org/wiki/index.php?  
title=Template:Salesmanship/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Salesmanship/req&printable=yes)) .*

meritbadge.org  
has PDF and  
DOC versions  
of  
Boy Scout  
merit badge  
workbooks,  
Webelos  
workbooks,  
and Cub Scout  
workbooks.

- Per the BSA: "You should read the merit badge pamphlet on the subject." Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- "Get a signed Merit Badge application from your Scoutmaster." An online, printable Word doc file version is available.

1. Salesmanship is a rare merit badge!

## Requirement resources

**1,2.** The Birth of a Salesman (<http://main.uab.edu/show.asp?durki=113797>) Includes "New Roles, New Responsibilities"

**3.** How to Write a One-Page Sales Plan (<http://www.wahm.com/articles/how-to-write-a-one-page-sales-business-plan.html>) Step-by-step, in easy to understand language.

**4.** 7 Steps to a Powerful Sales Presentation (<http://www.businessknowhow.com/marketing/sales-presentation.htm>)

**3.** See Communications 2b.

**3.** Presentation resources:

- **Cub Scout:** Communicating Belt Loop & Pin - **Webelos:** Communicator - **Merit Badges:** Public Speaking - Communication
- **Speeches & Presentations:** How to Choose a topic (<http://www.wikihow.com/Choose-a-Topic-for-an-Informative-Speech>) - How to Write a Speech (<http://www.wikihow.com/Write-an-Informative-Speech>) - How to Give a Speech (<http://www.wikihow.com/Prepare-and-Give-a-Speech>) - Ideas from eHow ([http://www.ehow.com/how\\_4799985\\_give-speech-stress.html](http://www.ehow.com/how_4799985_give-speech-stress.html))
- **Lesson Videos:** ExpertVillage: Giving a Speech (<http://www.expertvillage.com/results.aspx?q=speech>) - Public Speaking Tips ([http://www.expertvillage.com/video-series/436\\_public-speaking.htm](http://www.expertvillage.com/video-series/436_public-speaking.htm)) - Public Speaking ([http://www.expertvillage.com/video-series/4588\\_public-speaker.htm](http://www.expertvillage.com/video-series/4588_public-speaker.htm)) - Eye Contact ([http://www.expertvillage.com/video/78300\\_public-speaker-historical.htm](http://www.expertvillage.com/video/78300_public-speaker-historical.htm)) - Hand Gestures ([http://www.expertvillage.com/video/78301\\_public-speaker-gestures.htm](http://www.expertvillage.com/video/78301_public-speaker-gestures.htm)) - Props ([http://www.expertvillage.com/video/78297\\_public-speaker-props.htm](http://www.expertvillage.com/video/78297_public-speaker-props.htm))

**3, 4, 5.** See Popcorn for sales plans, scripts, thank you notes, sales tips, and a Popcorn Salesman Video (<http://www.scouting.org/FILESTORE/marketing/wmv/15.wmv>) .

**7.** Career Tracks in Sales (<https://www.wetfeet.com/Careers-and-Industries/Careers/Sales.aspx>) Defines the four

main types of sales careers.

## Related awards

3. This very similar to Communications 2b.

### Profession-related awards

- Boy Scout Merit Badges: American Business - Architecture - Aviation - Chemistry - Crime Prevention - Dentistry - Engineering - Entrepreneurship - Inventing - Journalism - Landscape Architecture - Law - Medicine - Personal Management - Pulp and Paper - **Salesmanship** - Surveying - Textile - Veterinary Medicine
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## See also

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*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

Retrieved from "<http://meritbadge.org/wiki/index.php/Salesmanship>"

Categories: Merit badges requiring prior approval | Business and Industry merit badges | Merit badges | Boy Scout Requirements

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- This page was last modified 18:09, February 10, 2014.





- c. If possible, visit the location where the product is built and learn how it is constructed. If a service is being sold, learn about the benefits of the service to the customer.


- d. Follow up with customers after their purchase to confirm their satisfaction and discuss their concerns about the product or service.


- 3. Write and present a sales plan for a product or service and a sales territory assigned by your counselor.




2. What are the most important things to remember when talking to customers?


3. How is the product or service sold?


4. Include your own questions.






4. Include your own questions.


7. Investigate and report on career opportunities in sales, then do the following:

a. Prepare a written statement of your qualifications and experience. Include relevant classes you have taken in school and merit badges you have earned.


b. Discuss with your counselor what education, experience, or training you should obtain so you are prepared to serve in that position.

Education:


Training:


Experience:


**Requirement resources can be found here:**

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- 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.

### [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. Partials 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.

# Scholarship

## Prerequisites:


Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Complete one of Requirement #1 below and bring evidence to class.
2. Complete Requirement #3 and bring to class.
3. Complete one of Requirement #4 and be prepared to discuss in class.
4. Complete one of Requirement #5 and bring to class.

# Scholarship

From MeritBadgeDotOrg

Resources include the Scholarship merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Scholarship merit badge** for Boy Scouts, Varsity Scouts, and Venturers.  
Webelos Scouts can earn the Scholar activity badge.



**Scholarship** requires prior counselor approval for requirement(s) #4b.

## Contents

- 1 Scholarship merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Working on the Scholarship merit badge provides Scouts with a great opportunity to become more successful in school. They will learn how to improve their skills in the classroom, develop good study habits, and master techniques for writing reports and taking tests. ”

## Scholarship merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1911
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	100
<b>Requirements revision:</b>	2006
<b>Latest pamphlet revision:</b>	2008

The Scholarship merit badge was one of the original 57 merit badges issued by the Boy Scouts of America in 1911.

## Scholarship merit badge requirements



1. Do ONE of the following:

- a. Show that you have had an average grade of B or higher (80 percent or higher) for one term or semester.
- b. Show that for one term or semester you have improved your school grades over the previous period.

2. Do TWO of the following:

- a. Make a list of educational places located where you live (other than schools). Visit one, and report on how you used the place for self-education.
- b. With your counselor's and your parent's approval, interview two professionals (other than teachers or other professionals at your school) with established careers. Find out where they were educated, what training they received, and how their education and training have helped prepare them for the career they have chosen. Find out how they continue to educate themselves. Discuss what you find out with your counselor.
- c. Using a daily planner, show your counselor how you keep track of assignments and activities, and discuss how you manage your time.
- d. Discuss the advantages and disadvantages of the different methods of research available to you for school assignments, such as the library, books and periodicals, and the Internet.

3. Get a note from the principal\* of your school (or another school official named by the principal) that states that during the past year your behavior, leadership, and service have been satisfactory.

4. Do ONE of the following:

- a. Show that you have taken part in an extracurricular school activity, and discuss with your counselor the benefits of participation and what you learned about the importance of teamwork.
- b. Discuss your participation in a school project during the past semester where you were a part of a team. Tell about the positive contributions you made to the team and the project.

5. Do ONE of the following:

- a. Write a report of 250 to 300 words about how the education you receive in school will be of value to you in the future and how you will continue to educate yourself in the future.
- b. Write a report of 250 to 300 words about two careers that interest you and how specific classes and good scholarship in general will help you achieve your career goals.

\* If you are home-schooled or your school environment does not include a principal, you may obtain a note from a counterpart such as your parent.



**The official source for the information shown in this article or section is:**  
***Boy Scout Requirements***, 2016 Edition (BSA Supply SKU #621535)

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Scholarship/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Scholarship is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Scholarship requirements*  
*(<http://meritbadge.org/wiki/index.php?title=Template:Scholarship/req&printable=yes>).*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>).
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

## Related awards

### Personal development-related awards

- Boy Scout merit badges: American Cultures - American Heritage - **Citizenship in the Community - Citizenship in the Nation - Citizenship in the World - Communication** - Disabilities Awareness - **Family Life** - Genealogy - **Personal Fitness - Personal Management** - Public Speaking - Reading - **Scholarship** - Traffic Safety
- Venturing: TRUST Award - Quest Award - Ranger Award electives: Physical Fitness - Backpacking
- Webelos activity badges: Citizen - Communicator - Family Member - Fitness - Scholar; Other resources: Flag Ceremonies
- Cub Scout belt loops & pins: Citizenship - Communicating - Heritages - Language and Culture - Physical Fitness

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.



*Boy Scout portal*



*Varsity Scout portal*

*Venturing portal*



- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)

## External links

Retrieved from "<http://meritbadge.org/wiki/index.php/Scholarship>"

Categories: Merit badges requiring prior approval | Personal Development merit badges | Merit badges | Original merit badges | Boy Scout Requirements

- 
- This page was last modified 20:57, October 24, 2012.





- b. With your counselor's and your parent's approval, interview two professionals (other than teachers or other professionals at your school) with established careers. Find out where they were educated, what training they received, and how their education and training have helped prepare them for the career they have chosen. Find out how they continue to educate themselves. Discuss what you find out with your counselor.

Name of first person interviewed: \_\_\_\_\_

Where they were educated:


What training they received:


How their education and training have helped prepare them for the career they have chosen:


How do they continue to educate themselves.


Name of second person interviewed: \_\_\_\_\_

Where they were educated:


What training they received:


How their education and training have helped prepare them for the career they have chosen:


How do they continue to educate themselves.


Discuss what you find out with your counselor.


- c. Using a daily planner, show your counselor how you keep track of assignments and activities, and discuss how you manage your time. *(There is a Sample Daily Planner that you can use at the end of this workbook.)*
- d. Discuss the advantages and disadvantages of the different methods of research available to you for school assignments, such as the library, books and periodicals, and the Internet.

Library:


Books and periodicals:


The Internet:


- 3. Get a note from the principal\* of your school (or another school official named by the principal) that states that during the past year your behavior, leadership, and service have been satisfactory.  
\* If you are home-schooled or your school environment does not include a principal, you may obtain a note from a counterpart such as your parent.





## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.

# Search & Rescue


## From MeritBadgeDotOrg

Resources include the Search & Rescue merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)

### Contents

- 1 Search & Rescue requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ ”

Search and Rescue merit badge													
	<table><tr><td><b>Status:</b></td><td>Elective</td></tr><tr><td><b>Created:</b></td><td>2012</td></tr><tr><td><b>Discontinued:</b></td><td>no</td></tr><tr><td><b>BSA Advancement ID:</b></td><td>150</td></tr><tr><td><b>Requirements revision:</b></td><td>2014</td></tr><tr><td><b>Latest pamphlet revision:</b></td><td>2012</td></tr></table>	<b>Status:</b>	Elective	<b>Created:</b>	2012	<b>Discontinued:</b>	no	<b>BSA Advancement ID:</b>	150	<b>Requirements revision:</b>	2014	<b>Latest pamphlet revision:</b>	2012
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<b>Requirements revision:</b>	2014												
<b>Latest pamphlet revision:</b>	2012												

Search & Rescue merit badge is an option for the National Outdoor Badge for Adventure.

## Search & Rescue requirements



### *A Note About Unauthorized and Restricted Activities*

*The BSA's Guide to Safe Scouting states under "Unauthorized and Restricted Activities" that flying in aircraft as part of a search and rescue mission is an unauthorized activity for youth members. For complete information, see the Guide to Safe Scouting (<http://www.scouting.org/scoutsource/HealthandSafety/GSS/gss08.aspx#e>).*

1. Do the following:
  - a. Explain to your counselor the hazards you are most likely to encounter while participating in search and rescue (SAR) activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
  - b. Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in SAR activities, including: snakebites, dehydration, shock, environmental emergencies such as hypothermia or heatstroke, blisters, and ankle and knee sprains.
2. Demonstrate knowledge to stay found and prevent yourself from becoming the subject of a SAR mission.
  - a. How does the buddy system help in staying found and safe?
  - b. How can knowledge of the area and its seasonal weather changes affect your plans?



c. Explain how the Ten Essentials are similar to a “ready pack.”

3. Discuss the following with your counselor:

- a. The difference between search and rescue
- b. The difference between PLS (place last seen) and LKP (last known point)
- c. The meaning of these terms:
  1. AFRCC (Air Force Rescue Coordination Center)
  2. IAP (Incident Action Plan)
  3. ICS (Incident Command System)
  4. Evaluating search urgency
  5. Establishing confinement
  6. Scent item
  7. Area air scent dog
  8. Briefing and debriefing

4. Find out who in your area has authority for search and rescue and what their responsibilities are. Discuss this with your counselor, and explain the official duties of a search and rescue team.
5. Working with your counselor, become familiar with the Incident Command System. You may use any combination of resource materials, such as printed or online. Discuss with your counselor how features of the ICS compare with Scouting's patrol method\*
6. Identify four types of search and rescue teams and discuss their use or role with your counselor. Then do the following:

- a. Interview a member of one of the teams you have identified above, and learn how this team contributes to a search and rescue operation. Discuss what you learned with your counselor.
- b. Describe the process and safety methods of working around at least two of the specialized SAR teams you identified above.
- c. Explain the differences between wilderness, urban, and water SARs.

7. Discuss the Universal Transverse Mercator (UTM) system, latitude, and longitude. Then do the following:

- a. Using a 1:24,000 scale USGS topographic map, show that you can identify a location of your choice using UTM coordinates.
- b. Using a 1:24,000 scale map, ask your counselor to give you a UTM coordinate on the map, then identify that location.
- c. Show that you can identify your current location using the UTM coordinates on a Global Positioning System (GPS) unit and verify it on a 1:24,000 scale map.
- d. Determine a hypothetical place last seen, and point out an area on your map that could be used for containment using natural or human-made boundaries.

8. Choose a hypothetical scenario, either one presented in this merit badge pamphlet or one created by your counselor. Then do the following:

- a. Complete an incident objectives form for this scenario.
- b. Complete an Incident Action Plan (IAP) to address this scenario.
- c. Discuss with your counselor the behavior of a lost person and how that would impact your incident action plan (for example, the differences between searching for a young child versus a teen).
- d. After completing 8a–8c, discuss the hypothetical scenario with your counselor.

9. Discuss with your counselor the terms hasty team and hasty search. Then do the following:

- a. Plan and carry out a practice hasty search—either urban or wilderness—for your patrol or troop. Include the following elements in the search: clue awareness, evidence preservation, tracking the subject, and locating the subject using attraction or trail sweep.
- b. When it's over, hold a team debriefing to discuss the hasty search. Discuss problems encountered, successful and unsuccessful tactics, and ideas for improvement.

10. Find out about three career or volunteer opportunities in search and rescue. Pick one and find out the education, training, and experience required for this professional or volunteer position. Discuss this with your counselor, and explain why this position might interest you.

\*Scouts who have already completed the original requirement 5 as published in the current Search and Rescue merit badge pamphlet need not redo this updated requirement in order to earn the badge.

The text of these requirements may be locked. In that case, they can only be edited ([http://meritbadge.org/wiki/index.php?title=Template:Search\\_%26\\_Rescue/req&action=edit](http://meritbadge.org/wiki/index.php?title=Template:Search_%26_Rescue/req&action=edit)) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Search & Rescue is available here!**



*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Search & Rescue requirements ([http://meritbadge.org/wiki/index.php?title=Template:Search\\_%26\\_Rescue/req&printable=yes](http://meritbadge.org/wiki/index.php?title=Template:Search_%26_Rescue/req&printable=yes)) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

## Requirement resources

5. FEMA ICS-100 course (online) (<http://emilms.fema.gov/IS100b/index.htm>) ; ICS-100 Final Exam (online) (<http://training.fema.gov/EMIWeb/IS/examnotice.asp?eid=is100b>)

### Other:

- [http://www.scouting.org/filestore/pdf/staying\\_found.pdf](http://www.scouting.org/filestore/pdf/staying_found.pdf)

## Suggestions:

## Related awards

Template:Public Service Awards Links

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

**Official BSA Press Release** (June 6, 2012): *BSA To Introduce "Search and Rescue" Merit Badge* (<http://www.scouting.org/Media/PressReleases/2012/20120605.aspx>) — (Last accessed: June 7, 2012)

Retrieved from "[http://meritbadge.org/wiki/index.php/Search\\_%26\\_Rescue](http://meritbadge.org/wiki/index.php/Search_%26_Rescue)"

Categories: Shortcuts | Public Service merit badges | Merit badges | National Outdoor Badge merit badges

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- This page was last modified 03:49, November 17, 2016.



# Search and Rescue



## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 619576).

The requirements were last issued or revised in **2014** • This workbook was updated in January 2014.

Scout's Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_

Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Do the following:

- a. Explain to your counselor the hazards you are most likely to encounter while participating in search and rescue (SAR) activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards..

Hazards:


What you should do :

Anticipate


Prevent


Mitigate


Respond


- b. Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in SAR activities, including: snakebites, dehydration, shock, environmental emergencies such as hypothermia or heatstroke, blisters, and ankle and knee sprains.

Snakebites:


Dehydration:


Shock:


Hypothermia:


Heatstroke:


Blisters:


Ankle sprains:


Knee sprains:


2. Demonstrate knowledge to stay found and prevent yourself from becoming the subject of a SAR mission:


a. How does the buddy system help in staying found and safe?


b. How can knowledge of the area and its seasonal weather changes affect your plans?




c. The meaning of these terms:.

1. AFRCC (Air Force Rescue Coordination Center)


2. IAP (Incident Action Plan)


3. ICS (Incident Command System)


4. Evaluating search urgency


5. Establishing confinement


6. Scent item


7. Area air scent dog


8. Briefing and debriefing




4. Find out who in your area has authority for search and rescue and what their responsibilities are.

Who: \_\_\_\_\_

Responsibilities:


Discuss this with your counselor, and explain the official duties of a search and rescue team.


5.  Working with your counselor, become familiar with the Incident Command System. You may use any combination of resource materials, such as printed or online.

Discuss with your counselor how the ICS compares with Scouting's patrol method.\*


\*Scouts who have already completed the original requirement 5 as published in the current Search and Rescue merit badge pamphlet need not redo this updated requirement in order to earn the badge.



- b. Describe the process and safety methods of working around at least two of the specialized SAR teams you identified above.

1.


2.


- c. Explain the differences between wilderness, urban, and water SARs..

Wilderness SAR


Urban SAR


Water SAR


7. Discuss the Universal Transverse Mercator (UTM) system, latitude, and longitude.

UTM System:


Latitude:


Longitude:


Then do the following:

- a. Using a 1:24,000 scale USGS topographic map, show that you can identify a location of your choice using UTM coordinates..
- b. Using a 1:24,000 scale map, ask your counselor to give you a UTM coordinate on the map, then identify that location.
- c. Show that you can identify your current location using the UTM coordinates on your Global Positioning System unit and verify it on a 1:24,000 scale map..
- d. Determine a hypothetical place last seen, and point out an area on your map that could be used for containment using natural or human-made boundaries..











## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [1.0.0.0] — Introduction

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### [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.

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 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.

- 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 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.

### [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.

## Sustainability Merit Badge Prerequisites

Make sure that you **have read** the Boy Scout Sustainability Merit Badge book and bring the book to class. Read over and be familiar with the requirements listed in the front of the handbook. Please complete the requirements listed below. Most of them have some kind of element to discuss or work with your family. Please set aside an appropriate amount of time to complete these. If a requirement asks you to log for two weeks, please try and back track your log. As long as you have a solid week's worth of logs, that will be okay. These requirements **MUST** be prepared in advance – there will not be any allotted time to complete these in class. Therefore, if all the requirements are not turned in, you will not pass the course. Please *write down something* for each of the below requirements to receive credit. Each requirement will be written on a separate sheet of paper with your name at the top of each page. If you wish, go to <http://www.usscouts.org/mb/worksheets/Sustainability.pdf> to print a workbook to write your assignments on. Page 20 contains a log for “Stuff” listed below.

1) Before starting work on any other requirements for this merit badge, (A) write in your own words the meaning of sustainability. (B) Explain how you think conservation and stewardship of our natural resources relate to sustainability. (C) Have a family meeting, and ask family members to write down what they think sustainability means. **Be sure to take notes.** You will need this information again for requirement 5. BRING YOUR NOTES!

2) *Water A:* Develop and implement a plan that attempts to reduce your family's water usage. As a family, discuss water usage. To aid in your discussion, if past water bills are available, you may choose to examine a few. As a family, **choose three ways to help reduce water consumption** and write these down. Implement those ideas for two weeks. Share what you learn with your counselor, and tell how you think your plan affected your family's water usage.

*Community A:* **Draw a rough sketch** depicting how you would design a sustainable community. Share your sketch with your counselor, and explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community.

*Energy C:* Evaluate your family's fuel and transportation usage. As a family, **choose three ways to help reduce consumption** and be a better steward of this resource. Write these down and bring to class. Implement those ideas for two weeks. Share what you learn with your counselor, and tell how your plan affected your family's transportation habits.

Carbon Footprint: In your own words, **write down what the term “Carbon Footprint”** means and why it is important to our world sustainability.

*Stuff A:* **Keep a log of the "stuff" your family purchases** (excluding food items) for two weeks. In your log, categorize each purchase as an essential need (such as soap) or a desirable want (such as a DVD). Share what you learn with your counselor.

5A) After completing the requirements listed above, **have a family meeting and take notes.** Discuss what your family *has learned* about what it means to be a sustainable citizen. Talk about the behavioral changes and life choices your family can make to live more sustainably.

My goal is for each of you to obtain this required merit badge on your trek to Eagle. Feel free to email me with your questions. Please get to work and knock this this thing out. It is not at all complicated if you just go step by step! Cullen E. Whitley [cullen.whitley@gmail.com](mailto:cullen.whitley@gmail.com)



# Sustainability

From MeritBadgeDotOrg

Resources include the Sustainability merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



**Sustainability** merit badge is an option for the Eagle Scout rank. Scouts can choose to earn **Environmental Science** instead.

## Contents

- 1 Sustainability merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

## Sustainability merit badge



<b>Status:</b>	Eagle-required
<b>Created:</b>	2013
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	152
<b>Requirements revision:</b>	2015
<b>Latest pamphlet revision:</b>	2013

“ ”

**Sustainability** merit badge debuted on July 15th, 2013, at the 2013 National Scout Jamboree which was held at The Summit Bechtel Reserve, West Virginia, USA from July 15th - 24th, 2013.

Sustainability merit badge is an option for the National Outdoor Badge for Conservation.

## Sustainability merit badge requirements



1. Before starting work on any other requirements for this merit badge, write in your own words the meaning of sustainability. Explain how you think conservation and stewardship of our natural resources relate to sustainability. Have a family meeting, and ask family members to write down what they think sustainability means. Be sure to take notes. You will need this information again for requirement 5.
2. Do the following:

**Water. Do A AND either B OR C.**

- A. Develop and implement a plan that attempts to reduce your family's water usage. As a family, discuss water usage. To aid in your discussion, if past water bills are available, you may choose to examine a few. As a family, choose three ways to help reduce water consumption. Implement those ideas for one month. share what you learn with your counselor, and tell how you think your plan affected your family's water usage
- B. Using a diagram you have created, explain to your counselor how your household gets its clean water from a natural source and what happens with the water after you use it. Include water that goes down the kitchen, bathroom, and laundry drains, and any runoff from watering the yard or washing the car. Tell two ways to preserve your family's access to clean water in the future.
- C. Discuss with your counselor two areas in the world that have been affected by drought over the last three years. For each area, identify a water conservation practice (successful or unsuccessful) that has been used. Tell whether the practice was effective and why. Discuss what water conservation practice you would have tried and why.

**Food. Do A AND either B OR C.**

- A. Develop and implement a plan that attempts to reduce your household food waste. Establish a baseline and then track and record your results for two weeks. Report your results to your family and counselor.
- B. Discuss with your counselor the ways individuals, families, and communities can create their own food sources (potted plants, family garden, rooftop garden, neighborhood or community garden). Tell how this plan might contribute to a more sustainable way of life if practiced globally.
- C. Discuss with your counselor factors that limit the availability of food and food production in different regions of the world. Tell three ways these factors influence the sustainability of worldwide food supplies.

**Community. Do A AND either B OR C.**

- A. Draw a rough sketch depicting how you would design a sustainable community. Share your sketch with your counselor, and explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community.
- B. With your parent's permission and your counselor's approval, interview a local architect, engineer, contractor, or building materials supplier. Find out the factors that are considered when using sustainable materials in renovating or building a home. Share what you learn with your counselor.
- C. Review a current housing needs assessment for your town, city, county, or state. Discuss with your counselor how birth and death rates affect sufficient housing, and how a lack of housing—or too much housing—can influence the sustainability of a local or global area.

**Energy. Do A AND either B OR C.**

- A. Learn about the sustainability of different energy sources, including fossil fuels, solar, wind, nuclear, hydropower, and geothermal. Find out how the production and consumption of each of these energy sources affects the environment and what the term "carbon footprint" means. Discuss what you learn with your counselor, and explain how you think your family can reduce its carbon footprint.
- B. Develop and implement a plan that attempts to reduce consumption for one of your family's household utilities. Examine your family's bills for that utility reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption and be a better steward of this resource. Implement those ideas for one month. Share what you learn with your counselor, and tell how your plan affected your family's usage.

C. Evaluate your family's fuel and transportation usage. Review your family's transportation-related bills (gasoline, diesel, electric, public transportation, etc.) reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption and be a better steward of this resource. Implement those ideas for one month. Share what you learn with your counselor, and tell how your plan affected your family's transportation habits.

**Stuff. Do A AND either B OR C.**

A. Keep a log of the "stuff" your family purchases (excluding food items) for two weeks. In your log, categorize each purchase as an essential need (such as soap) or a desirable want (such as a DVD). Share what you learn with your counselor.

B. Plan a project that involves the participation of your family to identify the "stuff" your family no longer needs. Complete your project by donating, repurposing, or recycling these items.

C. Discuss with your counselor how having too much "stuff" affects you, your family, and your community. Include the following: the financial impact, time spent, maintenance, health, storage, and waste. Include in your discussion the practices that can be used to avoid accumulating too much "stuff."

3. Do the following:

a. Explain to your counselor how the planetary life-support systems (soil, climate, freshwater, atmospheric, nutrient, oceanic, ecosystems, and species) support life on Earth and interact with one another.

b. Tell how the harvesting or production of raw materials (by extraction or recycling), along with distribution of the resulting products, consumption, and disposal/repurposing, influences current and future sustainability thinking and planning.

4. Explore TWO of the following categories. Have a discussion with your family about the two you select. In your discussion, include your observations, and best and worst practices. Share what you learn with your counselor.

a. Plastic waste. Discuss the impact plastic waste has on the environment (land, water, air). Learn about the number system for plastic recyclables, and determine which plastics are more commonly recycled. Find out what the trash vortex is and how it was formed.

b. Electronic waste. Choose three electronic devices in your household. Find out the average lifespan of each, what happens to these devices once they pass their useful life, and whether they can be recycled in whole or part. Discuss the impact of electronic waste on the environment.

c. Food waste. Learn about the value of composting and how to start a compost pile. Start a compost pile appropriate for your living situation. Tell what can be done with the compost when it is ready for use.

d. Species decline. Explain the term species (plant or animal) decline. Discuss the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.

e. World population. Learn how the world's population affects the sustainability of Earth. Discuss three human activities that may contribute to putting Earth at risk, now and in the future.

f. Climate change. Find a world map that shows the pattern of temperature change for a period of at least 100 years. Share this map with your counselor, and discuss three factors that scientists believe affect the global weather and temperature.

5. Do the following:

a. After completing requirements 1 through 4, have a family meeting. Discuss what your family has learned about what it means to be a sustainable citizen. Talk about the behavioral changes and life choices your family can make to live more sustainably. Share what you learn with your counselor.

b. Discuss with your counselor how living by the Scout Oath and Scout Law in your daily life helps promote sustainability and good stewardship.

6. Learn about career opportunities in the sustainability field. Pick one and find out the education, training, and experience required. Discuss what you have learned with your counselor and explain why this career might interest you.

The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Sustainability/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Sustainability is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*  
*Or click here to print just the Sustainability requirements*  
*(<http://meritbadge.org/wiki/index.php?title=Template:Sustainability/req&printable=yes>) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphelts.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Sustainability merit badge is on the Eagle Scout required list (requirement 3.j.). It is one choice of a group of two merit badges on the list.

## Requirement resources

## Related awards

## See also

## General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

- 2013 National Scout Jamboree

## External links

### Merit badges required for the Eagle Scout rank



First Aid • Citizenship in the Community • Citizenship in the Nation •  
Citizenship in the World  
Camping • Communication • Cooking • Family Life • Personal Fitness •  
Personal Management  
Emergency Preparedness **OR** Lifesaving • Environmental Science **OR**  
**Sustainability**  
Swimming **OR** Hiking **OR** Cycling



Retrieved from "<http://meritbadge.org/wiki/index.php/Sustainability>"

Categories: Conservation merit badges | Merit badges | Eagle-required merit badges | National Outdoor Badge merit badges

- This page was last modified 03:48, November 17, 2016.





# Sustainability

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 620714).

The requirements were last issued or revised in 2015 • This workbook was updated in February 2015.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Before starting work on any other requirements for this merit badge, write in your own words the meaning of *sustainability*.


Explain how you think conservation and stewardship of our natural resources relate to sustainability.


Have a family meeting, and ask family members to write down what they think sustainability means. Be sure to take notes. You will need this information again for requirement 5.


2. Do the following:

**Water.** - Do A AND either B OR C.

A. Develop and implement a plan that attempts to reduce your family's water usage


As a family, discuss water usage. To aid in your discussion, if past water bills are available, you may choose to examine a few.


As a family, choose three ways to help reduce consumption.

1.	
2.	
3.	

Implement those ideas for one month.

Share what you learn with your counselor, and tell how your plan affected your family's water usage.


- B. Using a diagram you have created, explain to your counselor how your household gets its clean water from a natural source and what happens with the water after you use it. Include water that goes down the kitchen, bathroom, and laundry drains, and any runoff from watering the yard or washing the car.

Tell two ways to preserve your family's access to clean water in the future.

1.	
2.	

- C. Discuss with your counselor two areas in the world that have been affected by drought over the last three years. For each area, identify a water conservation practice (successful or unsuccessful) that has been used. Tell whether the practice was effective and why. Discuss what water conservation practice you would have tried and why.

Area:

Conservation Practice used:

Was it effective?

Why?


What would you try?

Why?




Establish a baseline and then track and record your results for two weeks.


Report your results to your family and counselor.


- B. Discuss with your counselor the ways individuals, families, and communities can create their own food sources (potted plants, family garden, rooftop garden, neighborhood or community garden).


Tell how this plan might contribute to a more sustainable way of life if practiced globally.


- C. Discuss with your counselor factors that limit the availability of food and food production in different regions of the world.


Tell three ways these factors influence the sustainability of worldwide food supplies.

1.	
2.	
3.	

**Community.** - Do A AND either B OR C.

- A. Draw a rough sketch depicting how you would design a sustainable community.

--



Discuss with your counselor how birth and death rates affect sufficient housing, and how a lack of housing—or too much housing— can influence the sustainability of a local or global area.


**Energy.** - Do A AND either B OR C.

- A. Learn about the sustainability of different energy sources, including fossil fuels, solar, wind, nuclear, hydropower, and geothermal.

Fossil Fuels	
Solar	
Wind	
Nuclear	
Hydropower	
Geothermal	



Find out how the production and consumption of each of these energy sources affects the environment and what the term "carbon footprint" means.

How does production and consumption affect the environment?

Fossil Fuels	
Solar	
Wind	
Nuclear	
Hydropower	
Geothermal	

What does the term "carbon footprint" mean?


Discuss what you learn with your counselor, and explain how you think your family can reduce its carbon footprint.


- B. Develop and implement a plan that attempts to reduce consumption for one of your family's household utilities.


Examine your family's bills for that utility reflecting usage for three months (past or current).


As a family, choose three ways to help reduce consumption and be a better steward of this resource.

1.	
2.	
3.	

- Implement those ideas for one month.

Share what you learn with your counselor, and tell how your plan affected your family's usage.


- C. Evaluate your family's fuel and transportation usage.


Review your family's transportation-related bills (gasoline, diesel, electric, public transportation, etc.) reflecting usage for three months (past or current).


As a family, choose three ways to help reduce consumption and be a better steward of this resource.

1.	
2.	
3.	

- Implement those ideas for one month.

Share what you learn with your counselor, and tell how your plan affected your family's transportation habits.


**Stuff.** - Do A AND either B OR C.

- A. Keep a log of the “stuff” your family purchases (excluding food items) for two weeks. In your log, categorize each purchase as an essential need (such as soap) or a desirable want (such as a DVD).

*(Editor's Note: A blank log form can be found at the end of this workbook.)*

Share what you learn with your counselor.


- B. Plan a project that involves the participation of your family to identify the “stuff” your family no longer needs.


- Complete your project by donating, repurposing, or recycling these items.

- C. Discuss with your counselor how having too much “stuff” affects you, your family, and your community.


Include the following: the financial impact, time spent, maintenance, health, storage, and waste.

Financial Impact	
Time Spent	
Maintenance	
Health	
Storage	
Waste	

Include in your discussion the practices that can be used to avoid accumulating too much "stuff."


3. Do the following:

- a. Explain to your counselor how the planetary life-support systems (soil, climate, freshwater, atmospheric, nutrient, oceanic, ecosystems, and species) support life on Earth and interact with one another.

Soil	
Climate	
Freshwater	
Atmospheric	
Nutrient	
Oceanic	
Ecosystems	
Species	



- b. **Electronic waste.** Choose three electronic devices in your household. Find out the average lifespan of each, what happens to these devices once they pass their useful life, and whether they can be recycled in whole or part.

	Device	Lifespan	What happens?	Can it be Recycled?
1.				
2.				
3.				

Discuss the impact of electronic waste on the environment.


- c. **Food waste.** Learn about the value of composting and how to start a compost pile.


- Start a compost pile appropriate for your living situation.  
Tell what can be done with the compost when it is ready for use.


- d. **Species decline.** Explain the term species (plant or animal) decline.




Discuss the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.


- e. **World population.** Learn how the world's population affects the sustainability of Earth.

Discuss three human activities that may contribute to putting Earth at risk, now and in the future.

	Activity	Discussion
1.		
2.		
3.		

- f. **Climate change.** Find a world map that shows the pattern of temperature change for a period of at least 100 years. Share this map with your counselor, and discuss three factors that scientists believe affect the global weather and temperature.


5. Do the following:

- a. After completing requirements 1 through 4, have a family meeting.

Discuss what your family has learned about what it means to be a sustainable citizen.


Talk about the behavioral changes and life choices your family can make to live more sustainably.


Share what you learn with your counselor.


- b. Discuss with your counselor how living by the Scout Oath and Scout Law in your daily life helps promote sustainability and good stewardship.






## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

*Note: The current edition is the **Guide to Advancement, 2013** (No. 33088 – SKU 618673).*

### [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.

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It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways 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.

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### [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. Partials have no expiration except the Scout’s 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

# Weather

## Prerequisites:

Prerequisites are items that **MUST** be **COMPLETED BEFORE** the Merit Badge can be taken.

**READ THE MERIT BADGE PAMPHLET and BRING A COPY OF IT TO MBU.**

1. Review all of the requirements.
2. Do Requirement 2 before class. Have an adult member of your family sign that you have completed this requirement.
3. Do Requirement 5 before class. Observe and record weather/sky conditions 10 times during a 5 to 10 day period. You should be able to identify different types of clouds and what they mean in terms of possible future weather. You must record the location, time, and the date of each observation.
4. For Requirement 10, you must email or deliver to your counselor the outline for your talk by 02/13/2017. Requirement 10 includes a talk of at least 5-minutes in front of a group. Your counselor will review your outline submitted by 2/13/2017. In the merit badge session, some of the methods for giving these talks will be discussed. However, the actual talks must be done with your troop, patrol, or a cub scout pack and witnessed by a Scoutmaster who will then sign off that this requirement has been completed.


*Worksheets that can help you with this badge are available at [www.Meritbadge.com](http://www.Meritbadge.com) .*

Four Scouts must sign up for this Merit Badge for it to be offered.

You will be taking a field trip to the National Weather Service.

# Weather

From MeritBadgeDotOrg

Resources include the Weather merit badge worksheet , links, and cross-references to related badges and awards. [◀Prev](#) - [Next▶](#)



This is the **Weather merit badge** for Boy Scouts, Varsity Scouts, and Venturers. Cub Scouts and Webelos Scouts can earn the Cub Scout Weather belt loop and pin.



**Weather** requires prior counselor approval for requirement(s) #9a and 9b.

## Contents

- 1 Weather merit badge requirements
- 2 Notes
- 3 Requirement resources
- 4 Related awards
- 5 See also
- 6 External links

“ Meteorology is the study of Earth's atmosphere and its weather and the ways in which temperature, wind, and moisture act together in the environment. In addition to learning how everyday weather is predicted, Scouts can learn about extreme weather such as thunderstorms, tornadoes, and hurricanes, and how to stay safe. ”

## Weather merit badge



<b>Status:</b>	Elective
<b>Created:</b>	1927
<b>Discontinued:</b>	no
<b>BSA Advancement ID:</b>	116
<b>Requirements revision:</b>	2013
<b>Latest pamphlet revision:</b>	2013

Weather is one of the elective merit badges for the William T. Hornaday awards for Boy Scouts and Varsity Scouts.



# Weather merit badge requirements

1. Define meteorology. Explain what weather is and what climate is. Discuss how the weather affects farmers, sailors, aviators, and the outdoor construction industry. Tell why weather forecasts are important to each of these groups.
2. Name five dangerous weather-related conditions. Give the safety rules for each when outdoors and explain the difference between a severe weather watch and a warning. Discuss the safety rules with your family.
3. Explain the difference between high and low pressure systems in the atmosphere. Tell which is related to good and to poor weather. Draw cross sections of a cold front and a warm front, showing the location and movements of the cold and warm air, the frontal slope, the location and types of clouds associated with each type of front, and the location of precipitation.
4. Tell what causes wind, why it rains, and how lightning and hail are formed.
5. Identify and describe clouds in the low, middle, and upper levels of the atmosphere. Relate these to specific types of weather.
6. Draw a diagram of the water cycle and label its major processes. Explain the water cycle to your counselor.
7. Identify some human activities that can alter the environment, and describe how they affect the climate and people.
8. Describe how the tilt of Earth's axis helps determine the climate of a region near the equator, near the poles, and across the area in between.
9. Do ONE of the following:
  - 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 All Hazards, 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.
  - 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.
10. Do ONE of the following:
  - a. Give a talk of at least five minutes to a group (such as your unit or a Cub Scout pack) explaining the outdoor safety rules in the event of lightning, flash floods, and tornadoes. Before your talk, share your outline with your counselor for approval.
  - b. Read several articles about acid rain and give a prepared talk of at least five minutes to a group (such as your unit or a Cub Scout pack) about the articles. Before your talk, share your outline with your counselor for approval.
11. 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.



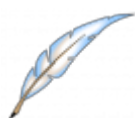
**The official source for the information shown in this article or section is:**  
**Boy Scout Requirements**, 2016 Edition (BSA Supply SKU #621535)




The text of these requirements may be locked. In that case, they can only be edited (<http://meritbadge.org/wiki/index.php?title=Template:Weather/req&action=edit>) by an administrator.

**Please note any errors found in the above requirements on this article's Talk Page.**

## Notes



**A FREE workbook for Weather is available here!**   
*with the maps, charts, links, diagrams, and checklists you need!*

*Or click here to print just the Weather requirements  
(<http://meritbadge.org/wiki/index.php?title=Template:Weather/req&printable=yes>) .*

meritbadge.org has PDF and DOC versions of Boy Scout merit badge workbooks, Webelos workbooks, and Cub Scout workbooks.

- Per the BSA: *"You should read the merit badge pamphlet on the subject."* Pamphlets (books) are at local Scout Shops (<http://www.scoutstuff.org/BSASupply/storeloc.aspx>) and online at ScoutStuff.org (<http://www.scoutstuff.org/bsa/literature-media/merit-badge-pamphlets.html>) .
- *"Get a signed Merit Badge application from your Scoutmaster."* An online, printable Word doc file version is available.

1. Weather is a popular summer camp merit badge.
2. Weather merit badge is on the Sea Scout Quartermaster Award required list (requirement 14).

## Requirement resources

**All. Numerous resources and a lesson plan for instructing the Weather merit badge can be found at the NOAA web site link [Materials Needed for Weather Merit Badge Lesson Plan](http://www.nws.noaa.gov/om/educ/scouts.shtml) (<http://www.nws.noaa.gov/om/educ/scouts.shtml>)**

**All. A Concise Study Guide for the Weather Merit Badge**  — Jay R. Stockton (Senior Forecaster, National Weather Service (<http://www.nws.noaa.gov>) )

**All. Powerpoint Version of the Concise Study Guide converted to .pdf format**  — Jay R. Stockton (Senior Forecaster, National Weather Service (<http://www.nws.noaa.gov>) )

1. The Weather.com Encyclopedia ([http://www.theweatherchannelkids.com/weather\\_ed/weather\\_encyclopedia/](http://www.theweatherchannelkids.com/weather_ed/weather_encyclopedia/)) - Wikipedia: Meteorology (<http://en.wikipedia.org/wiki/Meteorology>) Wikipedia: Weather (<http://en.wikipedia.org/wiki/Weather>) - Wikipedia: Climate (<http://en.wikipedia.org/wiki/Climate>)
2. Thunderstorm (<http://en.wikipedia.org/wiki/Thunderstorm>) - Tornado (<http://en.wikipedia.org/wiki/Tornado>) - Wikipedia: Hurricane ([http://en.wikipedia.org/wiki/Tropical\\_cyclone](http://en.wikipedia.org/wiki/Tropical_cyclone)) - Wikipedia: Blizzard (<http://en.wikipedia.org/wiki/Blizzard>) - Wikipedia: Fog (<http://en.wikipedia.org/wiki/Fog>) - Freezing rain

([http://en.wikipedia.org/wiki/Freezing\\_rain](http://en.wikipedia.org/wiki/Freezing_rain)) - Snow (<http://en.wikipedia.org/wiki/Snow>) - Ice storm ([http://en.wikipedia.org/wiki/Ice\\_storm](http://en.wikipedia.org/wiki/Ice_storm))

**3.** Low Pressure ([http://en.wikipedia.org/wiki/Low\\_pressureWikipedia](http://en.wikipedia.org/wiki/Low_pressureWikipedia):) – High Pressure ([http://en.wikipedia.org/wiki/High\\_pressure\\_area](http://en.wikipedia.org/wiki/High_pressure_area))

Wikipedia: Weather front ([http://en.wikipedia.org/wiki/Weather\\_front](http://en.wikipedia.org/wiki/Weather_front)) - Wikipedia: Cold front ([http://en.wikipedia.org/wiki/Cold\\_front](http://en.wikipedia.org/wiki/Cold_front)) - Wikipedia: Warm front ([http://en.wikipedia.org/wiki/Warm\\_front](http://en.wikipedia.org/wiki/Warm_front))

**4.** Wikipedia: wind (<http://en.wikipedia.org/wiki/Wind>) - Wikipedia: rain (<http://en.wikipedia.org/wiki/Rain>) - Wikipedia: Lightning (<http://en.wikipedia.org/wiki/Lightning>) - Hail (<http://en.wikipedia.org/wiki/Hail>) - Heat lightning ([http://en.wikipedia.org/wiki/Heat\\_lightning](http://en.wikipedia.org/wiki/Heat_lightning)) - Lightning.org (<http://www.lightning.org>)

**5.** Lesson Video: How To Predict The Weather ([http://www.expertvillage.com/video-series/1712\\_weather-predict.htm](http://www.expertvillage.com/video-series/1712_weather-predict.htm)) - Weather Photos ([http://en.wikipedia.org/wiki/Wikipedia:Featured\\_pictures/Natural\\_phenomena/Weather](http://en.wikipedia.org/wiki/Wikipedia:Featured_pictures/Natural_phenomena/Weather))

**6.** Wikipedia: Water cycle ([http://en.wikipedia.org/wiki/Water\\_cycle](http://en.wikipedia.org/wiki/Water_cycle))

**7.** Wikipedia: Acid rain ([http://en.wikipedia.org/wiki/Acid\\_rain](http://en.wikipedia.org/wiki/Acid_rain))

**8a.** The Weather Log you need is included in the Weather Worksheet.

Wikipedia: Weather Instruments ([http://en.wikipedia.org/wiki/Weather\\_instrument](http://en.wikipedia.org/wiki/Weather_instrument)) - AccuWeather (<http://www.accuweather.com/>)

**8b.** NOAA Weather Service (<http://www.nws.noaa.gov/>) - NOAA In Your State

(<http://www.legislative.noaa.gov/NIYS0107/noainyourstate.html>) - Weather Forecast Offices

(<http://www.weather.gov/organization.php>) - National Weather Centers (<http://www.ncep.noaa.gov/>)

**9a.** Weather Safety (<http://www.weather.gov/safety.php>) - National Weather Service: Lightning Safety

(<http://www.lightningsafety.noaa.gov/outdoors.htm>) - Lightning safety

([http://en.wikipedia.org/wiki/Lightning\\_safety](http://en.wikipedia.org/wiki/Lightning_safety)) - Lightning rod ([http://en.wikipedia.org/wiki/Lightning\\_rod](http://en.wikipedia.org/wiki/Lightning_rod))

**9b.** Wikipedia: Acid rain ([http://en.wikipedia.org/wiki/Acid\\_rain](http://en.wikipedia.org/wiki/Acid_rain)) - EPA: Acid Rain (<http://www.epa.gov/acidrain/>)

- USGS: Acid Rain (<http://bqs.usgs.gov/AcidRain/>) - AcidRain.org (<http://www.acidrain.org/>) - Acid Rain News

([http://www.sciencedaily.com/news/earth\\_climate/acid\\_rain/](http://www.sciencedaily.com/news/earth_climate/acid_rain/)) How Acid Rain Works

(<http://science.howstuffworks.com/acid-rain.htm>) - Myths and Facts: Acid Rain

(<http://www.nationalcenter.org/tp25.htm>)

**10.** Careers at NOAA (<http://www.weather.gov/careers.php>) - Weather Careers

([http://www.nwas.org/links/career\\_info.php](http://www.nwas.org/links/career_info.php)) - Career Guide (<http://www.ametsoc.org/atmoscareers/index.html>)

## Related awards

**Science Awards** (Meteorology is an applied science)

### Science-related awards

- Boy Scout Merit Badges: Animal Science - Archaeology - Astronomy - Architecture - Chemistry - Composite Materials - Digital Technology - Electricity - Electronics - Energy - Environmental Science - Geology - Nuclear Science - Radio - Space Exploration - **Weather**
- Webelos Activity Badge: Engineer - Geologist - Scientist
- Cub Scout Belt Loops & Pins: Astronomy - Geography - Geology - Science - Weather

Camping and Outdoor Skills Award Links

### Outdoor-related awards

- Boy Scout ranks: Tenderfoot - Second Class - First Class
- Boy Scout awards: Firem'n Chit - Totin' Chip - Paul Bunyan Woodsman
- Boy Scout Merit Badges: Astronomy - Backpacking - Camping - Canoeing - Climbing - Cooking - Cycling - Fire Safety - Hiking - Orienteering - Pioneering - Rowing - **Weather** - Water Sports - Whitewater - Wilderness Survival
- Venturing: Ranger Award electives: Backpacking
- Webelos Activity Badges:
- Cub Scout Adventures:

## See also

### General Merit Badge information

- An Introduction to Merit Badges – how to get started, who chooses the counselor, etc.
- Merit Badge Worksheets & Requirements – with the revision dates, diagrams, charts, checklists, logs, and links you need.
- Merit Badge Application – offers online resources to let you print "Blue Cards," etc.
- Merit Badge FAQ – answers dozens of questions like: Who can be a counselor? Can requirements be added or removed?
- Merit Badges Requiring Prior Approval – Certain requirements need prior approval. Most do not. Here is the list.
- Also see: List of how many boys have earned each Merit Badge – Merit Badge policies – Merit badges required for the Eagle Scout rank – Merit Badge Days
- Additionally: List of Merit Badges by Field of Study – Merit Badge Pamphlets & Libraries
- Merit Badge Counselors must complete Youth Protection Training, file an Adult Application (and Merit Badge Counselor Information Form); and be approved by the local council. (See the Guide for Merit Badge Counselors for additional details.)



*Boy Scout portal*



*Varsity Scout portal*



*Venturing portal*

## External links

- Weather.com (<http://www.weather.com>)

### Awards related to the Quartermaster Award for Sea Scouts



First Aid • **Weather** • Swimming • Lifesaving • Citizenship in the World • Motorboating • BSA Lifeguard



- This page was last modified 17:11, October 30, 2013.



# Weather

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2013 • This workbook was updated in October 2013.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Define meteorology.


Explain what weather is and what climate is.

Weather:


Climate:


Discuss how the weather affects farmers, sailors, aviators, and the outdoor construction industry.

Farmers:


Sailors:


Aviators:


Outdoor construction:


Tell why weather forecasts are important to each of these groups.

Farmers


Sailors:


Aviators


Outdoor construction


2. Name five dangerous weather-related conditions. Give the safety rules for each when outdoors and explain the difference between a severe weather watch.

	Condition	Safety Rules
1.		
2.		
3.		
4.		
5.		

Explain the difference between a severe weather watch and a warning.

severe weather watch


severe weather warning


Discuss the safety rules with your family.

3. Explain the difference between high and low pressure systems in the atmosphere.


Tell which is related to good and to poor weather.


Draw cross sections of a cold front and a warm front showing the location and movements of the cold and warm air, the frontal slope, the location and types of clouds associated with each type of front, and the location of precipitation.

Cold Front	Warm Font



4. Tell what causes wind, why it rains, and how lightning and hail are formed.

What causes wind:


Why does it rain:


How is lightning formed:


How is hail formed:


5. Identify and describe clouds in the low, middle, and upper levels of the atmosphere.

Low:	
Middle:	
High:	

Relate these to specific types of weather.


6. Draw a diagram of the water cycle and label its major processes.


Explain the water cycle to your counselor.




9. Do ONE of the following:

- a. Make one of the following instruments:  wind vane,  anemometer,  rain gauge,  or hygrometer.

Keep a daily weather log for 1 week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, 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.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Time							
Wind Speed							
Direction							
Temperature							
Precipitation							
Cloud Types							
Dew or Frost							
Forecasted							
Actual							

- 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.

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Person's name: \_\_\_\_\_

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.




## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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. Partials 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.