

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.

Requirements:

**This Merit Badge is Required
to earn the Eagle Scout Rank**

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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, 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. Historical or other interesting points
 - 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 city or town council or school board meeting, or 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. Choose a charitable organization outside of Scouting that interests you and brings people in your community together to work for the good of your community.
 - B. 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 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.
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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.

Requirements:

**This Merit Badge is Required
to earn the Eagle Scout Rank**

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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.
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BSA Advancement ID#: 3
Requirements last updated in: 2005
Pamphlet Stock Number: 33248A
Pamphlet Revision Date: 2005

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.

Requirements:

This Merit Badge is Required to earn the Eagle Scout Rank

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
 2. The World Court
 3. World Organization of the Scout Movement
 4. The World Health Organization
 5. Amnesty International
 6. The International Committee of the Red Cross

7. CARE

5. Do the following:

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

6. Do the following:

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

A. 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

B. 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.

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.

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.

Requirements:

This Merit Badge is Required to earn the Eagle Scout Rank

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. Present 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 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.
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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 #8C. Scout may bring a photograph of family kit showing contents.

Item #9A using approved worksheet

Requirements:

**Either this Merit Badge or Lifesaving
is Required to earn the Eagle Scout Rank**

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. **Mitigate and prevent** 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, 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 accident**
 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 in the country
 10. Mountain/backcountry accident
 11. Boating accident

12. Gas leak in a home or a building
 13. Tornado or hurricane
 14. Major flood
 15. 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 room filled with carbon monoxide
 - C. Clothes on fire.
 - D. Drowning using non swimming 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. Tell the things a group of Scouts should be prepared to do, the training they need , and the safety precautions they should take for the following emergency services:
 1. Crowd and traffic control
 2. Messenger service and communication.
 3. Collection and distribution services.
 4. Group feeding, shelter, and sanitation.
 - B. Identify the government or community agencies that normally handle and prepare for the emergency services listed under 6a, and explain to your counselor how a group of Scouts could volunteer to help in the event of these types of emergencies.
 - C. Find out who is your community's emergency management director and learn what this person does to **prepare, respond to, recover from, and mitigate and prevent** emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.
 7. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
 8. Do the following:
 - A. 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.
 - B. Take part in at least one troop mobilization. Before the exercise, describe your part to your counselor. Afterward, conduct an "after-action" lesson, discussing what you learned during the exercise that required changes or adjustments to the plan.
 - C. 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.

BSA Advancement ID#: 6
Requirements last updated in: 2008
Pamphlet Publication Number: 35888
Pamphlet Stock (SKU) Number: 35888
Pamphlet Revision Date: 2008

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

Requirements:

This Merit Badge is Required to earn the Eagle Scout Rank

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.
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.
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.

BSA Advancement ID#: 7
Requirements last updated in: 2006
Pamphlet Stock Number: 33363B
Pamphlet Revision Date: 2006

Family Life

The class size is 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 that a date determined by your counselor.

Requirements:

**This Merit Badge
is Required to earn the Eagle Scout Rank**

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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.
 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. Personal and family finances
 - 4. A crisis situation within your family
 - 5. The effect of technology on your familyDiscussion 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
 - B. Your understanding of the responsibilities of a parent.
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BSA Advancement ID#: 129
Requirements last updated in: 2010
Pamphlet Stock Number: 35893
Pamphlet Revision Date: 2005

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.

Requirements:

**This Merit Badge
is Required to earn the Eagle Scout Rank**

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1. Satisfy your counselor that you have current knowledge of all first aid requirements for [Tenderfoot](#), [Second Class](#), and [First Class](#) ranks.
 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. Explain the term *triage*.
 - 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 signs 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.

Architecture

Prerequisites:

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

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.
 - 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.
-

BSA Advancement ID#: 20
Requirements last updated in: 2010
Pamphlet Stock Number: 35857
Pamphlet Revision Date: 2008

Art

Prerequisites (*things you must do prior to arriving at Merit Badge University if you expect to complete the badge instead of getting a partial completion*):

1. A Scout is Prepared! *Get started today!* Acquire a copy of the latest edition of the *Art Merit Badge* pamphlet (the color version) and read it from cover to cover at least once. Be familiar with the art concepts and terminology found in the pamphlet. Many troops maintain a library from which you may borrow a copy. If not, or if they do not have the latest version, you (or the troop) will need to buy a copy from the local Scout Shop in Raleigh (3231 Atlantic Ave.) or order it online from:
<http://www.scoutstuff.org/bsasupply/>
Bring the pamphlet with you to the class. Make sure it has your name or the troop's name/number information on it.
2. Make a folder to hold your Art Merit Badge prerequisite information and materials. Put your name and troop number on it. Bring it with you to class.
3. (*For Requirement 2b*). Sketch up several Scout-appropriate ideas for a logo, get your parents to sign off on them, and bring them in your folder to class. After your counselor approves, you will be putting your logo on a ceramic tile or on canvas fabric.
4. (*For Requirement 4*) With your parent's permission, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Be prepared to discuss what you learn with your counselor. Bring a folder with the ticket stub, flyers, brochures, photographs you've taken (if permitted) or some proof of attendance from the event.
 - NC Museum of Art
2110 Blue Ridge Road, Raleigh, NC (919) 839-6262
 - ArtSpace Visual Art Center
201 East Davie, Suite 101, Raleigh, NC 27601, (919) 821-2787
 - Gallery C
Ridgewood Shopping Center • 3532 Wade Avenue • Raleigh, NC 27607 • 919-828-3165
 - Flanders *Gallery*
302 S. West Street | *Raleigh, NC 27603* | Phone: 919.834.5044
 - The Little Art Gallery
432 Daniels Street, Raleigh, (919) 890-4111
 - Adam Cave Fine Art
115 East Hargett Street, Raleigh (919) 838-6692
 - Visual Art Exchange
325 Blake Street, Raleigh (919) 828-7834
 - Ashley's Art Gallery
701 N. Main Street, Fuquay-Varina (919) 552-7533
 - NC State University - Gregg Museum of Art and Design
Located in the Talley Student Center 919.515.3503
 - NC State University - School of Design
 - A list of NC Art Galleries can be found at: http://art-collecting.com/galleries_nc.htm
5. (*For Requirement 5*) Give considerable thought and research to the many career opportunities in art and pick three that interest you most. Write up the education, training, and experience required for each profession and place the information in your folder. Be prepared to discuss it with your counselor when you arrive to your class at MBU.

Requirements:

1. Tell a story with a picture or pictures or using a 3-D rendering.
2. Do ONE of the following.
 1. Design something useful. Make a sketch or model of your design and get your counselor's approval before you proceed. Then create a promotional piece for the item using a picture or pictures.
 2. Design a logo. Share your design with your counselor and explain the significance of your logo. Then, with your parent's permission and your counselor's approval, put your logo on Scout equipment, furniture, ceramics, or fabric.
3. Render a subject of your choice in FOUR of these ways:
 1. Pen and ink,
 2. Watercolors,
 3. Pencil,
 4. Pastels,
 5. Oil paints,
 6. Tempera,
 7. Acrylics,
 8. Charcoal
 9. Computer drawing or painting
4. With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.
5. Find out about three career opportunities in art. 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.

BSA Advancement ID#: 21
Requirements last updated in: 2007
Pamphlet Stock Number: 33320B
Pamphlet Revision Date: 2006

Chess

This is a NEW Merit Badge. Requirements were NEW effective September 7, 2011

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.

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.

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 the following to a 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
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.

BSA Advancement ID#: 147

Requirements last updated in: 2011

Pamphlet Publication Number: 35973

Pamphlet Stock (SKU) Number: 613560

Pamphlet Revision Date: 2011

Computers

NOTE: The class may be transported to the computer center at NCSU for a tour of the facility.

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 **THREE** of the following:
 - a. Use a database manager to create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the register by each of the following categories: rank, patrol, and alphabetically by name.
 - b. Use a spreadsheet program to develop a food budget for a patrol weekend campout.
 - c. Use a word processor to write a letter to the parents of your troop's Scouts inviting them to a court of honor. Use the program's mail merge feature to make a personalized copy of the letter for each family.
 - d. Use a computer graphics program to design and draw a campsite plan for your troop, OR design a flyer for an upcoming troop event.
 - e. Using a software package of your choice, develop a short presentation about a topic that has been approved by your counselor. For your presentation create at least 10 slides.
 - f. Using an Internet search engine, 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 Web sites. Share what you found with your counselor, and explain how you used the search engine to find this information.
 - g. Using a digital camera, take a picture of a troop activity. Transfer the picture file to a computer and use photographic software to make it small enough to send easily as an e-mail attachment. Then, using a computer connected to the Internet (with your parent's permission), send an e-mail to someone you know. In your message, include the photograph as an attachment. Verify that the person received your e-mail and was able to view the attachment.
 - h. Describe two computer chip-based devices, and explain how they are "smarter" because of the chip and its program.
2. Do **ONE** of the following:
 - a. Visit a business or an industrial plant that uses computers. Observe what tasks the computers accomplish, and be prepared to discuss what you have learned.
 - b. Using a software package of your choice for computer aided design (CAD), create an engineering-style drawing of a simple object. Include the top, bottom, and at least one side view and the dimensions.
 - c. Use a general purpose programming language to write a simple program application of your choice, subject to approval by your counselor.
 - d. Design a Web page for your troop, patrol, school, or place of worship. You need not post the page to a Web site. However, if you decide to do so, you will first need to get your parent's permission and your counselor's approval, as well as permission from the host site.

Requirements:

1. Discuss with your counselor the tips for online safety.
2. Give a short history of the computer. Explain how the invention of the computer has affected society, science, and technology.
3. Do the following:
 - A. Describe four uses of computers outside the home.
 - B. Describe three ways you and your family could use a personal computer other than for games and entertainment.
4. Explain the following to your counselor:
 - A. The five major parts of a computer.
 - B. How text, sound, pictures, and video files are stored in a computer's memory
 - C. How file compression works and how compression affects the quality of the file.
 - D. Describe two computer chip-based devices, and describe how they are "smarter" because of the chip and its program.
5. Do the following:
 - A. Explain what a program or software application is and how it is developed.
 - B. Name three programming languages, and describe their uses.
 - C. Name four software packages you or your family could use, and explain how you would use them.
 - D. Discuss ways you can help protect a computer from viruses and how to protect the information stored on a computer.
 - E. Describe how computers are linked to generate and access the Internet and the World Wide Web.
6. Do THREE of the following:
 - A. Using a spreadsheet program, develop a food budget for a patrol weekend campout.
 - B. Using a word processor, write a letter to the parents of your troop's Scouts inviting them to a court of honor.
 - C. Using a computer graphics program, design and draw a campsite plan for your troop.
 - D. Using a computer graphics program, create a flier for an upcoming troop event, incorporating both text and some type of visual such as a photograph or illustration.
 - E. 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 Web sites. Share what you found with your counselor, and explain how you used the search engine to find this information.
 - F. Using a presentation software program of your choice, develop a report about a topic that has been approved by your counselor. For your presentation, create at least 10 slides.
 - G. Using a digital camera, take a picture of a troop activity. Transfer the picture file to a computer and use photographic software to make it small enough to send easily as an e-mail attachment. Then, using a computer connected to the Internet (with your parent's permission), send an e-mail to someone you know. In your message, include the photograph as an attachment. Verify that the person received your e-mail and was able to view the attachment.
 - H. Using a database manager, create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the register by each of the following categories: rank, patrol, and alphabetically by name.
7. Do ONE of the following:
 - A. Using a database program of your choice, create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Create a form within the database manager to access each Scout's information individually. Show your counselor how the form works.
 - B. Using a software package of your choice for computer aided design (CAD), create an engineering-style drawing of a simple object. Include the top, bottom, and at least one side view and the dimensions.

- C. Create a blog and use it as an online journal of your Scouting activities, including group discussions and meetings, campouts, and other events. Your blog should have at least five entries and two photographs or illustrations. You need not post the blog to the Internet, but you will need to share it with your counselor. If you decide to go live with your blog, you must first share it with your parents AND counselor and get their approval.
 - D. Create a Web page for your troop, patrol, school, or place of worship. Include at least three articles and two photographs or illustrations. Your Web page should have at least one link to a Web site that would be 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 it with your parents AND counselor and get their approval.
 - E. Visit a business or an industrial plant that uses computers. Observe what tasks the computers accomplish, and be prepared to discuss what you have learned.
8. Explain the following to your counselor:
- A. Why copyright laws exist
 - B. Why it is not permissible to accept a paid, copyrighted computer game or program from a friend unless the game or program is considered freeware or shareware. Explain the concepts of freeware and shareware.
 - C. The restrictions and limitations of downloading music from the Internet
9. Find out about three career opportunities in the computer industry. 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. Report what you learn to your counselor.

BSA Advancement ID#: 36
Requirements last updated in: 2010
Pamphlet Stock Number: 35878
Pamphlet Revision Date: 2009

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.

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:
 1. Discuss the work this engineer does and the tools the engineer uses.
 2. Discuss with the engineer a current project and the engineer's particular role in it.
 3. Find out how the engineer's work is done and how results are achieved.
 4. Ask to see the reports that the engineer writes concerning the project.
 5. Discuss with your counselor what you learned about engineering from this visit.
5. Do ONE of the following:
 1. 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.
 2. 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:
 1. *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.
 2. *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.

3. *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.
 4. *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.
 5. *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.
 6. *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.
 7. *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.

BSA Advancement ID#: 46
Requirements last updated in: 2008
Pamphlet Publication Number: 35890
Pamphlet Stock (SKU) Number: 35890
Pamphlet Revision Date: 2008

Fingerprinting

Prerequisites:

At this time there are no Prerequisites for this 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.

BSA Advancement ID#: 49
Requirements last updated in: 2004
Pamphlet Stock Number: 33287A
Pamphlet Revision Date: 2003

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.

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 the safe way to melt wax.
 - 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.
-

BSA Advancement ID#: 50
Requirements last updated in: 2010
Pamphlet Stock Number: 35896
Pamphlet Revision Date: 2004

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.

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.

BSA Advancement ID#: 56
Requirements last updated in: 2006
Pamphlet Stock Number: 33383A
Pamphlet Revision Date: 2006

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.

Requirements:

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.
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 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. 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 of TWO of the following areas of law that have recently emerged and are still developing:

- A. Environmental law
 - B. Computers and the Internet
 - C. Copyright and the Internet
 - D. Space travel and satellites orbiting the earth
-

BSA Advancement ID#: 68
Requirements last updated in: 2003
Pamphlet Stock Number: 33389A
Pamphlet Revision Date: 2003

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 Requirements

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 ONE 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 him or her, and explain why you like these songs. Ask what he or she thinks of your favorite music.
 - C. 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.
 - 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.

4. Do TWO of the following:
- A. Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
 - B. Serve for six months as a member of a school band, drum and bugle corps, choir, or other organized musical group, or perform as a soloist in public six times.
 - C. Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.
 - D. Make a traditional instrument and learn to play it.
 - E. Give a brief history of the bugle, and explain how the bugle is related to other brass wind instruments. Demonstrate how the bugle makes sound, then explain how to care for, clean, and maintain a bugle.
 - F. Compose a bugle call for your troop or patrol to signal a common group activity, such as assembling for mealtime or striking a campsite. Play the call that you have composed before your unit or patrol.
 - G. Sound the following bugle calls:
 - "[First Call](#),"
 - "[Reveille](#),"
 - "[Assembly](#),"
 - "[Mess](#),"
 - "[To the Colors](#)," and
 - "[Taps](#)."

Then explain when each of these calls is used.

Note: A bugle, trumpet, or cornet may be used to meet requirements 4b (drum and bugle corps), 4e, 4f, and 4g.

BSA Advancement ID#: 77
Requirements last updated in: 2004
Pamphlet Stock Number: 35921
Pamphlet Revision Date: 2010

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). 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.

Requirements:

**This Merit Badge is Required
to earn the Eagle Scout Rank**

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 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 behavior modification?
 - 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 feeling refreshed and energized for 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, muscular strength, and body composition tests as described in the Personal Fitness merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.
 - o **Aerobic Fitness Test**
Record your performance on one of the following tests:

1. Run/walk as far as you can in nine minutes
OR
 2. Run/walk one mile as fast as you can
- **Flexibility Test**
Using a sit-and-reach box constructed according to specifications in this 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**
Record your performance on all three tests.
 - *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 merit badge pamphlet.
 - *Pull-ups*. Record the total number of pull-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the merit badge pamphlet.
 - *Push-ups*. Record the total number of push-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the merit badge pamphlet.
 - **Body Composition Test**
Have your parent, counselor, or other adult take and record the following measurements:
 - Circumference of the right upper arm, midway between the shoulder and the elbow, with the arm hanging naturally and not flexed.
 - Shoulders, with arms hanging by placing the tape two inches below the top of the shoulders around the arms, chest, and back after breath expiration.
 - Chest, by placing the tape under the arms and around the chest and back at the nipple line after breath expiration.
 - Abdomen circumference at the navel level (relaxed).
 - Circumference of the right thigh, midway between the hip and knee, and not flexed.

If possible, have the same person take the measurements whenever you are ready to be remeasured to chart your progress. .
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 four tests, record your results, and show improvement in each one. 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 this professions. Discuss what you learned with your counselor, and explain why this profession might interest you.

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

Requirements:

This Merit Badge is Required to earn the Eagle Scout Rank

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 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 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 from the business section of the newspaper. 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 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. If necessary, 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.

BSA Advancement ID#: 11
Requirements last updated in: 2004
Pamphlet Stock Number: 35002A
Pamphlet Revision Date: 2003

Reading

Requirements were REVISED effective January 1, 2004.

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 #1 below
2. Complete one of the choices from section #4.

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.
-

BSA Advancement ID#: 95

Requirements last updated in: 2004

Pamphlet Publication Number: 33378A or 35940

Pamphlet Stock (SKU) Number: 35940

Pamphlet Revision Date: 2003

Scholarship

Requirements were REWRITTEN effective January 1, 2005

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 section #1 below and bring evidence to class.
2. Complete section #3 and bring to class.
3. Complete one of section #4 and be prepared to discuss in class.
4. Complete one of section #5 and bring to class.

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.

BSA Advancement ID#: 100
Requirements last updated in: 2005
Pamphlet Publication Number: 33384A or 35946
Pamphlet Stock (SKU) Number: 35946
Pamphlet Revision Date: 2004

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 9, you must email or deliver to your counselor the outline for your talk by 02/14/2011. Requirement 9 includes a talk of at least 5-minutes in front of a group. Your counselor will review your outline submitted by 2/14/2011. 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 .

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.

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. Define acid rain. Identify which human activities pollute the atmosphere and the effects such pollution can have on people.
8. 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 or NOAA Weather Radio , and Internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.
 - 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.
9. 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 about the articles to a group (such as your unit or a Cub Scout pack). Before your talk, share your outline with your counselor for approval.
10. 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.

BSA Advancement ID#: 116
Requirements last updated in: 2007
Pamphlet Stock Number: 33274B
Pamphlet Revision Date: 2006