

2026 PA Dutch Council Merit Badge Prerequisite List

American Heritage

Tim Brixius

AM and PM 12 scouts each session

1 Read the Declaration of Independence. Pay close attention to the section that begins with "We hold these truths to be self-evident" and ends with "to provide new Guards for their future security." Rewrite that section in your own words, making it as easy to understand as possible. Then, share your writing with your counselor and discuss the importance of the Declaration to all Americans.

2 Do TWO of the following:

(a) Select two individuals from American history, one a political leader (a president, senator, etc.) and the other a private citizen (a writer, religious leader, etc.). Find out about each person's accomplishments and compare the contributions each has made to America's heritage.

(b) With your counselor's approval, choose an organization that has promoted some type of positive change in American society. Find out why the organization believed this change was necessary and how it helped to accomplish the change. Discuss how this organization is related to events or situations from America's past.

(c) With your counselor's approval, interview two veterans of the U.S. military. Find out what their experiences were like. Ask the veterans what they believe they accomplished.

(d) With your counselor's approval, interview three people in your community of different ages and occupations. Ask these people what America means to them, what they think is special about this country, and what American traditions they feel are important to preserve.

5 Do ONE of the following:

(a) Watch two motion pictures (with the approval and permission of your counselor and parent or guardian) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed.

(b) Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage.

(c) Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.

Automotive Maintenance

David Kinser

AM and PM 15 scouts each session

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Automotive-Maintenance.docx \(usscouts.org\)](https://usscouts.org/Automotive-Maintenance.docx)

Bring something to wear outside that can get greasy/oily.

Review a vehicle owner's manual.

11a. Determine the value of three different vehicles you are interested in purchasing. One must be new, and one must be used; the third vehicle can be new or used. For each vehicle, find out the requirements and cost of automobile insurance to include basic liability and options for collision, comprehensive, towing, and rental car. Using the three vehicles you chose and with your merit badge counselor's assistance, complete the operation/maintenance chart provided in the merit badge pamphlet. Use this information to determine the operating cost per mile for each vehicle and discuss what you learn with your counselor.

12. Find out about three career opportunities in the automotive industry. Pick one and find about the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Citizenship in the Community

Mike Marti

AM Only **30** scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Citizenship-in-the-Community.docx](https://usscouts.org/Citizenship-in-the-Community.docx) (usscouts.org)

3. Do the following:

- (a) Attend an in-person meeting of your city, town, or county council or school board, local court session; OR another state or local governmental meeting approved in advance by your counselor.
- (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 or guardian's approval, interview one person from the branch of government you identified in requirement 4(a). 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 or guardian, 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.

****The following are good movies to pick from: Follow Me Boys (1966), 42 (2013), Lincoln (2012), Pay it Forward (2000), Zootopia (2016), Holes (2003), He Named Me Malala (2015), Remember the Titans (2000), Dunkirk (2017), The Blindside (2009), Cars (2006), Facing the Giants (2006), Mr. Hollands Opus (1995), Hidden Figures (2016), The Boy Who Harnessed the Wind (2019), Dark Waters (2019), The Kite Runner (2007).*

7. Do the following:

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

(b) Pick ONE of the organizations you chose for requirement 7(a). 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 or guardian's approval, contact the organization you chose for requirement 7(b), 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 counselor or a group, such as your patrol or a class at school.

Citizenship in the World

Mike Marti

PM Only 30 scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Citizenship-in-the-World.docx](https://usscouts.org/Citizenship-in-the-World.docx) (usscouts.org)

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 or guardian'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) United Nations and United Nations Children's Fund (UNICEF)

(2) International Court of Justice (The World Court)

(3) International Criminal Police Organization (Interpol)

- (4) World Organization of the Scout Movement**
- (5) World Health Organization (WHO)**
- (6) Amnesty International**
- (7) International Federation of Red Cross and Red Crescent Societies (IFRC)**
- (8) Cooperative for American Relief Everywhere (CARE)**
- (9) European Union**

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

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

(b) Visit the website 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

Jace Edwards

AM and PM 15 Scouts each session

If Scouts choose to use digital material as part of their presentation for 2a, they will need to bring their own computer.

They will present their prepared speeches for 3 and 4 at the college.

For 5 they are asked to bring a printed report with the date and location of the meeting, signed by their parent attesting that they attended in person.

For 6, they need to bring any necessary teaching aids to teach their skill at the college.

For 7, a copy of the letter (a), the printed material (c), or the internet address (b) should be brought to the college.

For 8, a signed note from the Scoutmaster stating this has been completed will be accepted.

2. (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.

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

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

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

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

7. Do ONE of the following:

(a) Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email, or regular mail.

(b) Create a web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration, and one link to some other web page or blog that would be helpful to someone who visits the web page or blog you have created.

Note: 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 parent or guardian and counselor and get their permission.

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

8. Plan a troop or crew court of honor, campfire program, or an interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.

9. Find out about three career opportunities in 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.

Engineering

Andrew Gillott

PM Only **12** Scouts

Bring along needed items to show your prerequisite work

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.

Resource: [How to Fix Small Appliances \(video\)](#)

5 Use the systems engineering approach to design an original piece of patrol equipment, a toy or a useful device for the home, office or garage.

Resource: [The Engineering Process \(video\)](#)

6 Do TWO of the following:

(a) *Transforming motion.* Using common materials or a construction set, make a simple model that will demonstrate motion. Explain how the model uses basic mechanical elements like levers and inclined planes to demonstrate motion. Describe an example where this mechanism is used in a real product.

Resource: [Transforming Motion - Rube Goldberg Machines \(video\)](#)

(b) *Using electricity.* Make a list of 10 electrical appliances in your home. Find out approximately how much electricity each uses in one month. Learn how to find out the amount and cost of electricity used in your home during periods of light and heavy use. List five ways to conserve electricity.

Resources: [AMAZING Ways to Save Electricity at Home \(video\)](#)
[Understanding Home Energy Electric Use \(video\)](#)

(c) *Understanding electronics.* Using an electronic device such as a smartphone or tablet computer, find out how sound, video, text or images travel from one location to another. Explain how the device was designed for ease of use, function, and durability.

Resource: [How Does Your Mobile Phone Work? \(video\)](#)

(d) *Using materials.* Do experiments to show the differences in strength and heat conductivity in wood, metal, and plastic. Discuss

with your counselor what you have learned.

Resource: [Engineering Material Properties \(video\)](#)

(e) *Converting energy.* Do an experiment to show how mechanical, heat, chemical, solar, and/or electrical energy may be converted from one or more types of energy to another. Explain your results. Describe to your counselor what energy is and how energy is converted and used in your surroundings.

Resources: [STEM Experiment: Energy Conversion \(video\)](#)

[1st place Mousetrap Car Ideas \(video\)](#)

[Chemical Powered Cars \(video\)](#)

[2018 Official Chem-E-Car Competition® Video \(video\)](#)

(f) *Moving people.* Find out the different ways people in your community get to work. Make a study of traffic flow (number of vehicles and relative speed) in both heavy and light traffic periods. Discuss with your counselor what might be improved to make it easier for people in your community to get where they need to go.

Resources: [Moving People Can Be Complicated \(video\)](#)

[Engineering Traffic \(video\)](#)

(g) *Building an engineering project.* Enter a project in a science or engineering fair or similar competition. (This requirement may be met by participation on an engineering competition project team.) Discuss with your counselor what your project demonstrates, the kinds of questions visitors to the fair asked you, and how well you were able to answer their questions.

Environmental Science

Nina Evans

AM and PM **12** Scouts each session

Be prepared to bring along projects and/or pictures needed for your prerequisites.

2 Ecology. Do the following and discuss with your counselor:

Resources: [Merlin Bird App Description \(video\)](#)

[INaturalist App Description \(video\)](#)

[Observing Nature Through SMELL \(video\)](#)

(a) Choose an area approved by your counselor and observe (sight, sound, and smell) its ecosystem over a two-day period.

Resources: [Observe Nature Like a Scientist! \(video\)](#)

[Observing Nature \(video\)](#)

[Backyard Nature \(video\)](#)

(b) Make notes about the living, nonliving (e.g. rocks) and formerly living components. Include information about interactions among the components, including the food chain, predators, native species, and invasive species) and identify how human activities have affected the ecosystem.

3 Air Pollution. Do ONE of the following and discuss with your counselor:

Resource: [Air Pollution \(video\)](#)

(a) Learn what Particulate Matter (PM) is, how PM gets into the air, what the harmful effects of PM are, and what is being done to reduce PM in the air. Then, perform an experiment to test for particulates that contribute to air pollution.

Resource: [Particulate Matter \(video\)](#)

(b) Discuss how air pollution and transportation affect each other by giving at least three examples. Then, compare two modes of transportation (e.g., gasoline-powered v. electric vehicles, gasoline-powered car v. bicycle, etc.).

Resources: [Your Car's Exhaust \(video\)](#)

[Air Quality and Transportation \(video\)](#)

(c) Learn about the Clean Air Act. Make notes on when it was passed, its environmental goals, what progress has been made and what remains to be done to achieve the law's goals. Describe the impact, benefits, and costs of

the law as well as what is required to implement and enforce the law.

Resource: [Clean Air Act \(video\)](#)

4 Water Pollution. Do ONE of the following and discuss with your counselor:

Resource: [Hydrologic Cycle \(video\)](#)

(a) Identify where your community sources water, how it is treated, and disposed. Obtain and review a water quality report from your area.

Resources: [Understanding a Drinking Water Quality Report \(video\)](#)

[Drinking Water Treatment \(video\)](#)

[Waste Water Treatment \(video\)](#)

(b) Identify a local or regional area that experiences periodic flooding and/or drought. Collect facts on prior event(s) and investigate the environmental impacts of these extreme events.

Resources: [How to Use FEMA's Flood Search Tool \(video\)](#)

[Watersheds! \(video\)](#)

[Flash Flood at Philmont \(video\)](#)

[US Drought Map \(video\)](#)

(c) Learn about the Clean Water Act. Make notes on when it was passed, its environmental goals, what progress has been made and what remains to be done to achieve the law's goals. Describe the impact, benefits, and costs of the law as well as what is required to implement and enforce the law.

Resources: [Clean Water Act \(video\)](#)

[Clean Water Act & the Chesapeake Bay \(video\)](#)

5 Land Pollution. Do ONE of the following and discuss with your counselor:

(a) In an area (yard, park, golf course, farm, etc.) approved by your counselor, make a list of the pesticides, herbicides, and fertilizers used and how often they are applied. Identify the benefits of their use and the environmental impact, including effects on non-target species (including humans), what happens if the chemicals infiltrate into the groundwater, and what happens to any runoff of the chemicals.

Resources: [Do We Really Need Pesticides? \(video\)](#)

[Bald Eagle Study \(video\)](#)

(b) Learn about the erosion process and identify an example of where erosion occurs. Determine where the eroded material ends up and how erosion can be minimized.

Resources: [Soil Erosion | Causes, Effects, and Solutions \(video\)](#)

[How Was the Grand Canyon Formed? \(video\)](#)

(c) Learn about a land pollution incident that led to a site being listed on Environmental Protection Agency's Superfund National Priority List. Identify

what caused the incident, what the effects were on the environment, what remediation has been done, and the current condition of the site.

Resource: [Introduction to Superfund \(video\)](#)

6 Rare, Threatened, or Endangered Species. Do ONE of the following and discuss with your counselor:

(a) Do research on one endangered species found in your state. Learn about its natural habitat, why it is endangered, what is being done to preserve it, and how many individual species are left in the wild. Prepare a 100-word report about the species and include a drawing or photo. Present your report to your patrol or troop.

Resources: [Endangered Species by US State \(video\)](#)
[Are Endangered Species Worth Saving? \(video\)](#)
[Saving Threatened Plants \(video\)](#)

(b) Do research on one species that was endangered or threatened but that has now recovered. Learn about how the species recovered, and what its new status is. Prepare a 100-word report on the species and include a drawing or photo. Present your report to your patrol or troop.

Resources: [10 Success Stories \(video\)](#)
[Condor Saved! \(video\)](#)
[Whooping Cranes Saved! \(video\)](#)

(c) With your parent or guardian and counselor's approval, work with a natural resource professional to identify a completed project that has been designed to improve the habitat for a threatened or endangered species in your area. Visit the site and report on what you saw to your patrol or troop.

Resources: [Butterfly Habitat Restoration \(video\)](#)
[Fisheries Habitat Restoration \(video\)](#)
[Everglades Restoration \(video\)](#)

7 Pollution Prevention, Resource Recovery, and Conservation. Do ONE of the following and discuss with your counselor:

(a) Determine five ways to conserve resources or use resources more efficiently in your home, school, or camp. Practice at least two of these methods for at least one week.

Resources: [10 Ways to Take Care of the Environment \(video\)](#)
[Scouts and LNT \(video\)](#)
[10 Easy Ways to Save Water at Home and Help the Planet \(video\)](#)
[The Leave No Trace Basics \(video\)](#)

(b) Explain Resource Recovery and why it is important to reduce pollution. Collect samples or take photos of ten items that can demonstrate the principle of Reduce, Reuse, Recycle. Explain your collection, how these materials are

currently handled, and potential improvements.

Resources: [Reduce, Reuse, Recycle \(video\)](#)

[Upcycling Hacks \(video\)](#)

[The 3Rs \(video\)](#)

(c) Identify five items in your household that will become hazardous waste. Explain how they should be properly stored, what special care is needed for disposal, and proper disposal options available in your area.

Resource: [Household Hazardous Waste Disposal \(video\)](#)

8 Pollination. Do ONE of the following and discuss with your counselor:

(a) Investigate pollination and its importance to our environment and ecosystems. Make a list of five pollinators and the plants that attract them in your region. Explain the importance of pollinators and what Scouts can do to support pollinators in their area.

Resources: [Is It a Bee, a Wasp, a Fly, or a Moth? \(video\)](#)

[The Power of Pollinators \(video\)](#)

[How Pollination Works \(video\)](#)

(b) Visit an area with flowering plants during pollination season for an hour to observe pollination. Record which pollinators are attracted to which plant. Explain the importance of pollinators and what Scouts can do to support pollinators in their area.

Resources: [The Beauty of Pollination \(video\)](#)

[Animal Pollinators! \(video\)](#)

(c) Learn about the importance of pollination to agriculture, including the economic costs and benefits. Identify four crop-pollinator pairs. Explain the relationship of pollinators to agriculture.

Resources: [Pollinators and Agriculture \(video\)](#)

[Honey Bee Pollinator Contract Hives \(video\)](#)

[Almond Pollination \(video\)](#)

9 Invasive Species. In your community or camp, investigate two invasive plant or animal species. Learn where the species originated, how they were transported to this ecosystem, their life history, how they are spread, how they impact the native ecosystem, and the recommended means to eradicate or control their spread.

Discuss what you learned with your counselor.

Resources: [The Threat of Invasive Species \(video\)](#)

[Why We Don't Kill Off Invasive Species \(video\)](#)

Family Life

Carrie Gilles

PM Only **15** Scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link. [Family-Life.docx \(usscouts.org\)](#)

3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family.

Resources: [10 Chores for Teens That Teach Them to Be Responsible Lifelong \(video\)](#)

[Family Chores \(video\)](#)

[Create a Household Chore Checklist in Word - Quick and Easy \(video\)](#)

4. With the approval of your parent or guardian and your counselor, decide on and carry out an individual project that you would do around the home that would benefit your family. After completion, discuss the objective or goal and the results of the project with your family and then your counselor.

Resources: [Handy Teen Finishes House \(video\)](#)

[How to Start a Project \(video\)](#)

5. Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your counselor:

Resource: [Time Management \(video\)](#)

- (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:

Note: Some of the issues surrounding requirement 6 for the family meeting could be considered of a personal nature. Use discretion when reviewing this requirement with the Scout.

Discussion of each of these subjects will very likely carry over to more than one family meeting.

(a) Discuss with your counselor how to plan and carry out a family meeting.

Resource: [Conflict Resolution \(video\)](#)

(b) Prepare a meeting agenda that includes the following topics, review it with your parent or guardian, and then carry out one or more family meetings:

Resource: [Family Meeting \(video\)](#)

(1) How living the principles of the Scout Oath and Scout Law contributes to your family life

Resource: [Scout Oath and Law \(website\)](#)

(2) The greatest dangers and addictions facing youth in today's society (examples include mental health challenges, use of tobacco products, alcohol, or drugs and other items such as debts, social media, etc.)

Resources: [What Causes Addiction, and Why Is It So Hard to Treat? \(video\)](#)

[Teens and Social Media \(video\)](#)

[Electronic Cigarettes and Vaping \(video\)](#)

[How to Identify the Signs of an Unhealthy Relationship \(podcast\)](#)

[How Do I Start a Conversation About Mental Health? \(podcast\)](#)

(3) Discuss with a parent or guardian how bodily changes can affect the choices you make as you physically and mentally mature.

(4) Personal and family finances

Resources: [Money Management \(video\)](#)

[The 50-30-20 Rule - Budgeting for Needs, Wants, and Savings \(video\)](#)

(5) A crisis situation within your family and whom you can turn to for support during these situations.

Resource: [Family Bonding \(video\)](#)

(6) The effect of technology on your family

Resource: [Evolving Technology: Will Family Life Ever Be the Same Again? \(video\)](#)

(7) Good etiquette and manners.

Resource: [Etiquette \(video\)](#)

First Aid

Tom Sheehan

Full Day Session 15 scouts

Scouts must bring their first aid kit to the session for requirement 2b.

2b Using checklists provided in the *First Aid* merit badge pamphlet or ones approved by your counselor, do the following:

- 1. Assemble a personal first-aid kit for hiking and backpacking. Demonstrate the proper use of each item in your first-aid kit to your counselor.**
- 2. With your counselor, inspect a unit, home, vehicle, or camp first-aid kit and discuss your findings.**

15 Do ONE of the following:

- (a) Visit an emergency medical station house or training center in person. From the medical first responders that you meet during your visit, learn about how they serve their community and about their careers. Discuss with your counselor what you learned during your tour and interviews.**
- (b) Interview an emergency medical services professional about their work. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor and whether you might be interested in this career.**
- (c) Identify three career opportunities that would use skills and knowledge in emergency medical services. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.**
- (d) Identify how you might use the skills and knowledge in the field of emergency medical services to pursue a personal hobby and/or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.**

Journalism

Stephanie Kaylor

AM and PM 15 scouts each session

2 Do ONE of the following:

(a) Newspaper, magazine, and online journalism (with your parent or guardian's permission).

(1) On the same day, read a local news source or newspaper, a national news source or newspaper, a news magazine (online or printed) and a social media news feed. From each source, clip, read, and compare a story about the same event. Tell your counselor how long each story is and how fair and accurate the stories are in presenting different points of view. Tell how each source handled the story.

(2) Visit the office of a newspaper, magazine, or internet news site. Ask for a tour of the various divisions (editorial, business, and printing). During your tour, talk to an executive from the business side about management's relations with reporters, editors, and photographers and what makes a "good" newspaper, magazine, or internet news site.

(b) Radio and television journalism

(1) All on the same day, watch a local and national network newscast, listen to a radio newscast, and (with your parent or guardian's permission) view a national broadcast news source online. List the different news items and features presented, the different elements used, and the time in minutes and seconds and the online space devoted to each story. Compare the story lists and discuss whether the stories are fair and accurate. Explain why different news outlets treated the stories differently and/or presented a different point of view.

(2) Visit a radio or television station. Ask for a tour of the various departments, concentrating on those related to news broadcasts. During your tour, talk to the station manager or other station management executive about station operations, particularly how management and the news staff work together, and what makes a "good" station. If possible, go with a reporter to cover a news event.

4 Attend a public event and do ONE of the following:

(a) Write two articles about the event, one using the inverted pyramid style and one using the chronological style.

(b) Using a radio, television, or podcasting style, write a news story, a feature story, and a critical review of the event.

(c) Take a series of photographs to help tell the story of the event in pictures. Include news photos and feature photos in your presentation. Write a brief synopsis of the event as well as captions for your photos.

5 Find out about three career opportunities in journalism. 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.

Law

Jill Welch

AM and PM 12 scouts each session

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 to your counselor.

5. Discuss with your counselor several laws that were passed to protect the consumer and the seller. Describe 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.

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.

Music

Eric Schlosser

AM and PM 12 scouts each session

Bring your instruments.

3 Do TWO of the following:

(a) Attend a live performance, or listen to three hours of recordings from any two of the following musical styles: blues, jazz, classical, country, bluegrass, ethnic, gospel, musical theater, opera. Describe the sound of the music and the instruments used. Identify the composers or songwriters, the performers, and the titles of the pieces you heard. If it was a live performance, describe the setting and the reaction of the audience. Discuss your thoughts about the music.

(b) Interview an adult member of your family about music. Find out what the most popular music was when he or she was your age. Find out what his or her favorite music is now, and listen to three of your relative's favorite tunes with him or her. How do those favorites sound to you? Had you ever heard any of them? Play three of your favorite songs for your relative, and explain why you like these songs. Ask what he or she thinks of your favorite music.

(c) Serve for six months as a member of a school band, choir, or other organized musical group, or perform as a soloist in public six times.

(d) List five people who are important in the history of American music and explain to your counselor why they continue to be influential. Include at least one composer, one performer, one innovator, and one person born more than 100 years ago.

4 Do ONE of the following:

(a) Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.

(b) Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.

(c) Make a traditional instrument and learn to play it.

Personal Management

Brian Mulroney

AM and PM 12 scouts each session

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 1(a).

(1) Discuss the plan with your 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 1(a).

(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 for a period of 13 consecutive weeks.

(b) Compare expected income with expected expenses.

(1) If expenses exceed budget income, determine steps to balance your budget.

(2) If income exceeds budget expenses, state how you would use the excess money (new goal, savings).

(c) Track and record your actual income, expenses, and savings for 13 consecutive weeks (the same 13-week period for which you budgeted). (You may use the forms provided in the *Personal Management* merit badge pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your counselor.

(d) Compare your budget with your actual income and expenses to understand when your budget worked and when it did not work. With your counselor, discuss what you might do differently the next time.

8. Demonstrate to your 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 place of worship 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) With your counselor, review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. Discuss 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 counselor.

(a) Define the project. What is your goal?

(b) Develop a timeline for your project that shows the steps you must take from beginning to completion.

(c) Describe your project.

(d) Develop a list of resources. Identify how these resources will help you achieve your goal.

(e) Develop a budget for your project.

10. Do the following:

(a) Choose a career you might want to enter after high school or college graduation. Discuss with your counselor the needed qualifications, education, skills, and experience.

(b) Explain to your counselor what the associated costs might be to pursue this career, such as tuition, school or training supplies, and room and board. Explain how you could prepare for these costs and how you might make up for any shortfall.

Photography

Sierra Tomlinson

AM and PM **15** scouts each session

Scouts will need to bring a camera for this badge

1. Safety. Do the following:

(b) View the [Personal Safety Awareness "Digital Safety" video](#) (with your parent or guardian's permission).

7. Using images other than those created for requirements 4, 5, or 6, produce a visual story to document an event to photograph OR choose a topic that interests you to photograph. Do the following:

(a) Plan the images you need to photograph for your photo story.

(b) Share your plan with your counselor, and get your counselor's input and approval before you proceed.

(c) Select eight to 12 images that best tell your story. Arrange your images in order and mount the prints on a poster board, OR create an electronic presentation. Share your visual story with your counselor.

Safety

Andrew Gillott

AM Only 15 scouts

Bring along needed materials to show your prerequisite work.

1 Explain what safety is and what it means to be safe. Then prepare a notebook to include:

(a) Newspaper, internet (with parent or guardian's permission), or other articles, facts, and statistics showing common types and causes of injuries in the home and in the workplace, and how these injuries could be prevented

(b) Newspaper, internet (with parent or guardian's permission), or other articles, facts, and statistics showing common types of crime and ways to avoid being a crime victim

(c) A paragraph or more, written by you, explaining how a serious fire, accident, crime, or a natural disaster could change your family life

(d) A list of safe practices and safety devices currently used by your family, such as safety practices used at home, while working, and while driving.

2 Do the following:

(a) Using a safety checklist approved by your counselor, make an inspection of your home. Identify any hazards found and explain how these can be corrected.

(b) Review and develop your family's fire prevention plan. Review your family's emergency action plan for fire in your home. As you develop these plans with family members, share with them facts about the common causes of fire in the home, such as smoking, cooking, electrical appliances, and candles.

(c) Develop a family emergency action plan for a natural disaster.

(d) Explain what risk assessment is and its purpose.

(e) Explain the Scouting America's Commitment to Safety.

3 (b) Show your family members how to protect themselves and your home from accidents, fire, burglary, robbery, and assault.

4 Show your family the exits you would use from different public buildings (such as a theater, municipal building, library, supermarket, shopping center, or your place of worship) in the event of an emergency. Teach your family what to do in the event that they need to take shelter in or evacuate a public place.

5 Make an emergency action plan for five family activities outside the home (at your place of worship, at a theater, on a picnic, at the beach, and while traveling, for example). Each plan should include an analysis of possible hazards, proposed action to correct hazards, and reasons for the correction you propose in each plan.

6 Plan and complete a safety project approved by your counselor for your home, school, place of worship, place of employment, or community.

8 Learn about three career opportunities in the field of safety. Pick one career and find out the education, training, and experience required for this profession. Discuss this choice with your counselor, and explain why this profession might interest you.

Scouting Heritage

Jim Fowler

PM Only **15** scouts

Bring along the materials needed to show your prerequisite work.

4 Do ONE of the following:

(a) Attend either a Scouting America National Jamboree, OR World Scout Jamboree, OR a national Scouting America high-adventure base. While there, keep a journal documenting your day-to-day experiences. Upon your return, report to your counselor what you did, saw, and learned. You may include photos, brochures, and other documents in your report.

Resources: [100 Years of the World Scout Jamboree \(video\)](#)
[Scouting America High Adventure Overview \(video\)](#)

(b) Write or visit the National Scouting Museum. Obtain information about this facility. Give a short report on what you think the role of this museum is in the Scouting program.

Resources: [National Scouting Museum at Summit Bechtel Reserve Virtual Tour \(video\)](#)
[National Scouting Museum at Philmont Virtual Tour \(website\)](#)

(c) Visit an exhibit of Scouting memorabilia or a local museum with a Scouting history gallery, or (with your parent or guardian's permission and counselor's approval) visit with someone in your council who is recognized as a dedicated Scouting historian or memorabilia collector. Learn what you can about the history of Scouting America. Give a short report to your counselor on what you saw and learned.

5 Learn about the history of your unit or Scouting in your area. Interview at least two people (one from the past and one from the present) associated with your troop. These individuals could be adult unit leaders, Scouts, troop committee members, or representatives of your troop's chartered organization. Find out when your unit was originally chartered. Create a report of your findings on the history of your troop, and present it to your patrol or troop or at a court of honor, and then add it to the troop's library. This presentation could be in the form of an oral/written report, an exhibit, a scrapbook, or a computer presentation such as a slide show.

6 Make a collection of some of your personal patches and other Scouting memorabilia. With their permission, you may include items borrowed from family members or friends who have been in Scouting in the past, or you may include photographs of these items. Show this collection to your counselor, and share what you have learned about items in the collection. Note: There is no requirement regarding how large or small this collection must be.

Resources: [Scouting Memorabilia Collection - Philmont License Plates \(video\)](#)
[Philmont Recognition Patches \(video\)](#)

7 Reproduce the equipment for an old-time Scouting game such as those played at Brownsea Island. You may find one on your own (with your counselor's approval) or pick one from the *Scouting Heritage* merit badge pamphlet. Teach and play the game with other Scouts.

Resources: [Troop Games - Large Area \(website\)](#)
[Troop Games - Small Space \(website\)](#)
[Troop Games - Pre-Meeting \(website\)](#)

8 Interview at least three people (different from those you interviewed for requirement 5) over the age of 40 who were Scouts. Find out about their Scouting experiences. Ask about the impact that Scouting has had on their lives. Share what you learned with your counselor.

Truck Transportation

Jim Gilles

AM Only 12 scouts

4 Visit a truck terminal and complete items 4(a) through 4(e). After your visit, share what you have learned with your counselor.

(a) Find out what kind of maintenance program the company follows to help keep its fleet, drivers, and the roadway safe.

(b) Find out how dispatchers maintain communication with drivers on the road.

(c) Talk with a professional truck driver about safety. Learn about the truck driver's rules of the road for safe driving. List five safe-driving rules every professional truck driver must follow.

(d) Review the driver's log and find out what kind of information the log contains.

(e) Learn about important federal regulations that help ensure public safety.

10 Learn about opportunities in the field of truck transportation. Choose one career in which you are interested and discuss with your counselor the major responsibilities of that position and the qualifications, education, and training such a position requires.

Intercession Badges

Coin Collecting- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Coin-Collecting.docx](#)

Collections- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Collections.docx](#)

Dog Care- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Dog-Care.docx](#)

Fingerprinting- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Fingerprinting.docx](#)

Gardening- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Gardening.docx](#)

Genealogy- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Genealogy.docx](#)

Model Design and Building- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Model-Design-and-Building.docx](#)

Pets- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Pets.docx](#) (Bring along videos or photos if needed.)

Reading- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Reading.docx](#)

Reptile and Amphibian Study- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Reptile-and-Amphibian-Study.docx](#)

Scholarship- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Scholarship.docx](#)

Stamp Collecting- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Stamp-Collecting.docx](#)

Veterinary Medicine- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Veterinary-Medicine.docx](#)