

Citizenship in the World

Updated 12/18/2025

- **Pework covers requirements 1, 2, 3, 4, 6 & 7 these need to be done prior to the first class. Be prepared to discuss them in class.**

Important information about how to prepare for the merit badge

Parents, please review the content of a merit badge prior to registering your scout: some badges may be challenging for younger scouts. Also, the class discussions are more interesting if scouts review *all* the requirements for the badge before the program. The chances of your scout completing all the work for the badge increases dramatically when he is properly motivated and the badge content is age-appropriate. Citizenship in the World is complex and academic in nature and will be easier for Scouts older than 13 years of age to complete.

Merit badges are not designed to be completed in a day and require independent work on the part of the scout outside of the workshop. We call this PREWORK. We suggest this is done prior to the badge program date, but we realize this is not always practical or possible, in these cases we will credit the badge as a partial and accept the assignments after the program.

Before attending, please make sure your Scoutmaster knows the Scout is taking this virtual merit badge class and indicates the Initial Unit Leader Signature in the merit badge in Scoutbook. [Click on the Scout in Scoutbook, click on their advancement, the merit badge and Initial Unit Leader Signature, enter a date.] (The Scoutmaster may alternately sign the front of a blue card for the badge. Blue cards are available here: <https://support.grandcanyonbsa.org/wpcontent/uploads/2022/11/mb-app-blue-card-fillable.pdf> send the signed card to: bill.nelson@scouting.org)

National requires that we know that the individual Scout has completed the requirements, so please ask your Scout to follow the following guidelines: For all merit badges, all aspects of completing merit badges are the Scout's responsibility.

It is the Scout's responsibility to answer the requirements. Not the parent.

A Scout may use a parent's email account to submit requirement answers However:

It is not the parent's responsibility to scan in your work and send it to me

That is the Scout's responsibility

Parents are not to act as an agent of the Scout. All assignments must be completed by the Scout and if there are issues, the Scout must communicate those to me.

The merit badge will be held in two (2) sessions, each about 2 hours long. The Scout must participate in both sessions to complete the course material.

Though not required, Scout workbooks are very useful and we prefer that scouts use the workbook during the program. Workbooks can be found at: <http://usscouts.org/mb/mb004.asp>

About blue cards: We will utilize Scoutbook.com and record requirement completion online. Where not possible we will issue an image of a blue card.

The following in BLACK is what you need to do for prework.

Requirements

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen. Be prepared to discuss your answer in the first class.
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. Be prepared to discuss your answers in the first class.

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, history, and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens. Be prepared to discuss your answers in the class.

This is a challenging question, especially for the younger scouts.

See the bottom of this guide for more information to assist in answering this requirement.

1) Clearly state your current world event;

2) Clearly state the countries involved in the event;

3) Describe how the topic relates to the country's history and its relationship with other countries (this can include trade.)

4) Tell how this event affects at least two areas. The requirement lists four areas: security, economy, values, and health. You can choose any two of these and/or you can choose areas not listed.

BE PREPARED TO DISCUSS THIS IN CLASS

For further help for 3a and b please see below.

- 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. Be prepared to discuss your answer in class. The point of this requirement is to see how geography and climate, and natural resources shape a country's economy and relationships with other countries. Examples of global relations with other countries can include trade, war, alliances, and immigration. Please look up the terms "import," "export" and

"production" if you are uncertain about what they mean. TO ANSWER: **1)**

CLEARLY STATE THE COUNTRY; (IT CANNOT BE THE UNITED STATES)

2) TELL HOW ITS GEOGRAPHY and, or CLIMATE AFFECTS ITS ECONOMY AND GLOBAL PARTNERSHIPS WITH OTHER COUNTRIES;

3) TELL HOW ITS NATURAL RESOURCES AFFECTS ITS ECONOMY AND GLOBAL PARTNERSHIPS;

Here is a website that will help with this requirement: <https://www.cia.gov/the-world-factbook/countries/> For

further help for 3a and b please see towards the bottom of this document.

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.

Working definition of international law: The legal system governing the relationships between countries and other participants in international relations, including international organizations and individuals. Also known as "the law of nations." Treaties, international agreements, and intergovernmental organizations like the United Nations, are all examples of international law.

- 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) 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)

5. Do the following: (Don't do at home, we will do this one in class)

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

6. Do the following:

- a. Explain:
 - how a government is represented abroad
 - and how the United States government is accredited to international organizations.
- b. Describe the roles of the following in the conduct of foreign relations.
 1. Ambassador
 2. Consul
 3. Bureau of Global Public Affairs
 4. United States and Foreign Commercial Service .
- c. Explain the purpose of a passport and visa for international travel.

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

- a. Visit the website of the U.S. State Department (<http://state.gov>). Learn more about an issue you find interesting that is discussed on this website.

TO ANSWER: PLEASE PROVIDE YOUR COUNSELOR WITH

1) A STATEMENT OF YOUR ISSUE OF INTEREST

2) A SUMMARY OF WHAT YOU LEARNED ABOUT THE ISSUE EITHER ON THE STATE DEPARTMENT WEBSITE or FROM OTHER SOURCES

- 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.

Example of international news organizations: <https://www.bbc.com/news/world> , <https://www.afp.com/en> , <https://apnews.com/>

TO ANSWER: PLEASE PROVIDE YOUR CONSELOR WITH

1) YOUR SOURCE WEBSITE or NEWSPAPER

2) CLEARLY STATE WHAT YOU BELIEVE IS THE HUMAN RIGHT THAT IS RECOGNIZED IN THE US AND IS NOT BEING RECOGNIZED BY THE OTHER COUNTRY (Since the question is about rights recognized in the US , most of these rights will be found in the US Bill of Rights.)

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

TO ANSWER: PLEASE PROVIDE THE NAME OF THE COUNTRY YOUR FRIEND IS FROM IN ADDITION TO A DISCUSSION OF THE VALUES (another name for beliefs), HOLIDAYS, FOODS, & TRADITIONS.

- d.** Attend or participate in a World Organization of the Scouting Movement (WOSM) event such as the World Scout Jamboree, World Scout Moot, World Scout Congress, Jamboree Over The Air (JOTA), or Jamboree Over The Internet (JOTI). Attendance at a national or regional Jamboree sponsored by a WOSM-National Scout Organization is also allowed.

TO ANSWER: PLEASE WRITE A BRIEF PARAGRAPH DESCRIBING THE EVENT.

- e.** Participate in or attend an international event in your area, such as an ethnic festival, concert, or play. TO ANSWER: PLEASE WRITE A BRIEF PARAGRAPH DESCRIBING THE EVENT.

FURTHER HELP ON 3A and 3B:

Some helpful definitions from the Scout pamphlet for 3A:

Nations have public and national interests. Public (domestic) interests are internal concerns—such as education, health care, and taxation. **National (foreign) interests** refer to those issues that affect relations beyond a country's borders. These goals—such as military actions, expansion of international trade, and humanitarian efforts—are shaped through foreign policy.

The concept of **national interest** is based on the idea that the government will protect its citizens, property, and boundaries against infringement, or trespass, by any other nation. **The key areas of national interest are national security, economic welfare, and national values.**

National values are based on a nation's traditional beliefs, culture, religion, and historical experiences. Every nation has an interest in protecting and promoting its way of life. America spreads its national values—a blend of diverse immigrant values and democratic principles—through **foreign aid** and **humanitarian aid**.

Economic welfare is based on the health of its economy, which varies according to the nation's resources and how they are produced, distributed, and consumed. The interests of one nation are affected by events and conditions in other nations or regions.

National security is considered an area of **vital interest**. Defense of the homeland, preservation of territorial borders, **and the health and safety of the citizens** are so critical that other areas of national interest are subordinate to these objectives. A nation's level of concern about its own security depends on how it regards other nations' motives. South Korea maintains a large, well-equipped military force because it believes its neighbor, North Korea, might attack it.

Some helpful definitions from the Scout pamphlet for 3B:

If you asked several real estate agents to name the top three factors to consider when buying a house, they probably would all say, "Location. Location. Location." They mean that *place* matters.

That's true for countries, too. *Where* a country is located makes a huge difference in whether it will prosper or struggle.

Geography can significantly affect a nation's economy and how it relates to other countries. For example, an essential part of understanding the history of Poland is realizing that it is located between Russia and Germany (and has been invaded by both). Geography can pose other problems or opportunities. Yemen, for example, has large deposits of natural gas, which it wants to sell worldwide. However, the costs of getting the gas to market are high because the gas is locked in an inland desert, with two mountain ranges separating it from the Red Sea coast.

Climate is an aspect of geography. Farmers in temperate climates (moderate temperatures and rainfall), for example, have a better chance of producing abundant crops than farmers in other climate regions. This can make the difference between having enough food, or depending on trade with other nations for food.

No nation's **economy** can produce all the goods and services that its citizens demand, so it must exchange resources and products with other countries. This exchange among nations is called by various terms:

international trade, global trade, foreign trade, and international commerce. Trade is shaped by geography, climate and, most importantly, by a nation's available natural resources. **Natural resources** are categorized as:

- **Inexhaustible** sources of energy—sun, tides, wind. These are continuously generated. Their production cannot be reduced or exhausted by mismanagement.
- **Renewable** resources—crops, fisheries, forests, water and soils. These resources are renewed, or regenerated, by either environmental processes or biological reproduction. Climate and terrain (the physical features of the land) affect their abundance or scarcity. Although these resources can be replaced, they also can be **depleted**—used up—or destroyed by mismanagement.
- **Nonrenewable** resources—fossil fuels (coal, petroleum, natural gas), minerals, land. These cannot be replenished, though some may be recycled or reused.