

Reading Merit Badge Course Information

Updated: 4/16/26

Important information about how to prepare for the merit badge

Scouts should not be participating in merit badge classes without their Scoutmaster knowing they are doing so. Please make sure your Scoutmaster knows you are taking this 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 they are properly motivated and the badge content is age-appropriate.

Merit badges are not designed to be completed in a day and require independent work on the part of the Scout outside of the kick off meeting. During the kick-off meeting we will go over the requirements and what needs to be done. But the work on the requirements will need to be completed outside of the online meeting.

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 BUT:

It is NOT the parent's responsibility to scan in the Scout's 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.

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/wp-content/uploads/2022/11/mb-app-blue-card-fillable.pdf> send the signed card to: bill.nelson@scouting.org)

IMPORTANT: For full credit for the badge, evidence of the requirements, as explained below, must be sent to: bill.nelson@scouting.org

Though not required, Scout workbooks are very useful and we prefer that Scouts use the workbook during the program. Requirements and workbooks can be found at: <http://usscouts.org/usscouts/mb/mb095.asp>

About blue cards: We will utilize Scoutbook.com and record requirement completion online. Blue cards can be printed by parents and unit leaders in Scoutbook by clicking on the Scout, the Scout's advancement, the merit badge, and print blue cards.

Reading MB Requirements

- TYPE OR WRITE LEGIBLY AND WHERE NOT ASKED FOR A LIST, USE COMPLETE SENTENCES.
- PUT YOUR NAME IN EMAILS TO ME AND IN ALL ATTACHMENTS
- TRY TO BUNCH YOUR ANSWERS WHEN YOU EMAIL ME TO CUT DOWN ON EMAIL TRAFFIC. EMAIL TO: BILL.NELSON@SCOUTING.ORG
- READ THE REQUIREMENTS CAREFULLY, YOU MUST ANSWER THE REQUIREMENTS AND PROVIDE WHAT IS BEING ASKED FOR.
- COPY A PARENT OR GUARDIAN ON ALL CORRESPONDENCE

REQUIREMENTS:

1. Do EACH of the following:

- (a) Take a tour of a library. Discuss with your counselor how the library is organized and what resources and/or services are offered in the library. {You have to actually go to a library, not just take a virtual tour.} (Send me your answers using the workbook or a Word document.) (Be prepared to discuss this in class.)
 - Resources: [How Is a Library Organized \(video\)](#)
[Library of Congress Classification \(video\)](#)
- (b) Learn how to search a library's card catalog or computerized catalog by author, title, and subject. (Send me your answers using the workbook or a Word document.)
 - Resource: [How to Use a Card Catalog \(video\)](#)
- (c) In a library, search the card catalog or computerized catalog for six books of four different types, such as poetry, fiction, nonfiction, and biographies. **(Send me either a screen capture from an online catalogue or a picture from a card catalog for each book.)**
 - Resource: [Locating a Book in a Library \(video\)](#)
- (d) With the assistance of your merit badge counselor or the librarian, see if you can locate on the shelves the six books you selected. (Send me a picture of the front cover and side spine of each book you find. Make sure the



pictures include the library's Call Number:

- (e) Explain what a library card is, why it is needed, and how to get one. (Send me your answers using the workbook or a Word document.)
 - Resource: [How Do I...Get a Library Card \(video\)](#)

2. Do EACH of the following:

- (a) Identify a book you have enjoyed. Find out what other books the author has written. (Send me your answers using the workbook or a Word document.)
- (b) Look at one or more "best books" lists. These can be based on year, subject, or even all time. Identify at least one book you would like to read. (Send me your answer using the workbook or a Word document.)
 - Resources: [Best Selling Books Ever \(video\)](#)
[10 Most Read Books of All Time \(video\)](#)

- American Library Association: Best Books for Young Adults
<http://www.ala.org/yalsa/booklists/bbya>
- Newbery Medal Winners and Honor Books
<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>
- Education World: Summer Reading Lists
http://www.educationworld.com/summer_reading
- National Book Awards for Young People's Literature
http://www.nationalbook.org/nbawinners_category.html#yp

3. Read four different types of books, such as poetry, fiction, nonfiction, or biographies. Do any ONE of the following for each book you have read: (So you should be doing ONE of these options 4 times, once for each type of book): Note, you don't have to start a book fresh, if you have read the book recently, you may use that as one of the books for this requirement.

Resources: [Every Book Genre Explained \(video\)](#)

[Literary Genres: Nonfiction \(video\)](#)

[How to Get Into Poetry as a Beginner \(video\)](#)

- (a) Write a review of the book. Include what you liked and/or didn't like about the book. Include if you would recommend this book, and if so, who might enjoy reading it. (Send me your answers using the workbook or a Word document.)
 - *Resources:* [How to Write a Book Review \(video\)](#)
[How to Write a Book Review \(12 Steps\) \(video\)](#)
- (b) Watch a movie based on the book. What was the same between the book and movie? What was different? Which did you enjoy more? Discuss this with your merit badge counselor. (Send me your answers using the workbook or a Word document.) Be prepared to discuss this in class.
 - *Resource:* [7 Big Differences \(video\)](#)
- (c) Give a "book talk" to your class, troop, or patrol. (Send me a note from someone who saw you give it that says what the book talk was about.)
 - (c) Give a book talk to your class, troop, or patrol.
Resource: [How to Do a Book Talk \(video\)](#)

4. Read a nonfiction book or magazine that teaches you how to do something like cooking, wood-building projects, video game design, science experiments, knot-tying, etc. With your counselor's and parent's or guardian's permission, complete a project from the book. Share your experience with your merit badge counselor. Reading a merit badge pamphlet will not count toward completing this requirement. (Describe what the project was and send me pictures or a video of you doing the project)

Resource: [How to Improve Reading Comprehension \(video\)](#)

5. Read about the world around you from any two sources: books, magazines, newspapers, the internet (with your parent's or guardian's permission), field manuals, etc. Topics may include Scouting, sports, environmental problems, politics, social issues, current events, nature, religion, etc. Discuss what you have learned with your counselor. (Tell me the topic and give me the names and/or links to the sources and what you learned. Use the workbook for this.) Be prepared to discuss this in class.

Resource: [Summarizing Main Ideas \(video\)](#)

6. With your counselor's and parent's or guardian'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. (Send me a word document or email describing what you did, who you did it for, when you did it and how long you did it for, and what you learned from the experience.) You can do this on different dates or times, but must add up to at least 4 hours total

Be prepared to discuss this in class.

(a) Read to a sick, blind, or homebound person in a hospital or in an extended-care facility.

Resource: [Tips on Reading Out Loud \(video\)](#)

(b) Perform volunteer work at your school library or a public library.

Resource: [Teen Volunteer Opportunities \(video\)](#)

(c) Read stories to younger children, in a group or individually.

Resource: [Top Tips for Reading to Children \(video\)](#)

(d) Organize a book swap in your troop, school, or place of worship.

Resource: [Host a Book Swap Party \(video\)](#)

(e) Organize a book drive to collect books. Donate them to an organization in need.

Resource: [Brag Book \(video\)](#)

7. Identify three career opportunities that would use skills and knowledge in reading. 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.