Competitive Gaming Merit Badge

Updated: 11/24/26



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 submit *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 workshop.

Parents and Leaders: Each Scout must complete the requirements individually. Group answers or copying from others will result in the requirements being rejected. You may provide resources to assist, but neither you nor anyone else may complete any part of the requirements on behalf of the Scout.

- It is the Scout's responsibility to fulfill the requirements, not the parent's. A Scout may use a parent's email account to submit their answers, but:
- It is not the parent's responsibility to scan or submit the Scout's work. This is the Scout's responsibility.

Parents should not act as the Scout's agent. All assignments must be completed by the Scout. If issues arise, the Scout must communicate directly with me, copying a parent or guardian on all correspondence.

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

The merit badge will be held in two sessions about 2 hours long each.

All Scouts should be working on the requirements now. Please carefully follow the instructions here on how to complete the prerequisites.

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.

Competitive Gaming Requirements

- TYPE OR WRITE LEGIBLY AND WHERE NOT ASKED FOR A LIST, IN COMPLETE SENTENCES.
- PUT YOUR NAME IN EMAILS TO ME AND IN ALL ATTACHMENTS
- READ THE REQUIREMENTS CAREFULLY, YOU MUST ANSWER THE REQUIREMENTS AND PROVIDE WHAT IS BEING ASKED FOR.
- COPY A PARENT OR GUARDIAN IN ALL CORRESPONDENCE

ANSWER THE QUESTIONS IN YOUR OWN WORDS, DO NOT JUST COPY FROM THE INTERNET!!

USE A DOCUMENT TO RECORD YOUR ANSWERS TO THE REQUIREMENTS AND HAND THEM INTO ME – ALSO BE PREPARED TO DISCUSS THEM IN CLASS

ANSWER THE QUESTIONS IN YOUR OWN WORDS, DO NOT JUST COPY FROM THE INTERNET!!

An optional workbook is provided by the course. If you use a workbook, please use only the one provided.

If you use a Google Doc, make sure you grant read permission to my Gmail account: gccadvancement1@gmail.com

Use full sentences in all your answers.

Start by reviewing the Digital Resource Guide for this badge which is here:
https://www.scouting.org/skills/merit-badges/digital-resource-guides/competitive-gaming/

1. **History of Gaming.** Do the following:

(a) Create a timeline showing how video gaming has evolved since 1958. Include at least one significant event from each decade. (Send me your answers using a Document.)
Resources: Video Game History Timeline (website)
The History of Video Games: From Pong to Fortnite (video)
The Video Game Revolution (website)
The Worst Video Game Ever (website w/ video)

(b) Identify and define five major video game genres. Provide an example for each. (Send me your answers using a Document.)
Resources: Glitchwave Game Genres (website)
Esports Genres Explained (website)
Explore All Video Game Genres (website)

(c) Explain the difference between video gaming and esports. Include how esports incorporates elements of organized competition such as teams, tournaments, rules, coaching, and spectatorship. Provide two examples of games that are commonly played casually as video games but are also used in organized esports competition. (Send me your answers using a Document.)
*Resources:*Gaming vs. Esports (video)
Video Gaming and Esports (website)
PlayVS Game Title Overview (website)

(d) Identify and define five major moments in the development of esports as an industry since 1990. Include key tournaments, technological advances, and organizations that helped shape competitive gaming globally. Discuss your findings with your counselor. (Send me your answers using a Document and be prepared to discuss in class.)
Resource: Major Milestones in Esports History: A Timeline (website)

2. **Living the Scout Oath and Law Online.** Do the following:
Note: View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission.)
Send me a screen shot of one of the scenes of the video
Resource: Digital Safety (video)



(a) Define the term "toxicity in gaming." Describe a real or hypothetical example of toxic behavior in online play and outline how the situation could be prevented or resolved by applying the Scout Oath and Law. (Send me your answers using a Document.)
Resources: Good Game Playbook for Teens (PDF)
Game Changer Resource Guide (website)

(b) List five strategies for handling negative online gaming experiences. Describe how each strategy reflects a point of the Scout Oath or Law. (Send me your answers using a Document.)
Resources: How To Deal With Toxic Players: A Gamer's Guide to Staying Sane Online (website)
Bullying and Cyberbullying (website)

(c) Research the Entertainment Software Rating Board (ESRB) rating system. Record the ratings of the video games you own and compare them to your age group. Explain to your counselor whether you agree with the ESRB descriptions. (Send me your answers using a Document.)
Resources: Video Games Age Ratings Explained (website)
Search ESRB Game Ratings (website)

(d) List five ways to create a positive online gaming environment for yourself and others. Demonstrate one of these methods with your troop, patrol, or family. (Send me your answers using a Document and explain how your experience with your troop went.)
Resources: The Ultimate Guide to Non-Toxic Gaming Communities (website)
What Kids Can Do (website)

3. **Gamer Health and Balance.** Do the following: **(NOTE: This Requirement Takes Three (3) Weeks to Complete)**

(a) Read two credible articles describing positive aspects of video gaming and two describing negative aspects. Create a chart showing where the articles agree or disagree. (Send me your answers using a Document.)

The chart should look something like this:

Article 1: Title and where you found it		
Article 2: Title and where you found it		
Positive Gaming Aspects	**Does Article 1 Agree and why?**	**Does Article 2 Agree and why?**
Negative Gaming Aspects	**Does Article 1 Agree and why?**	**Does Article 2 Disagree and why?**

Resources: The Surprising Benefits of Video Games (website)
Are Video Games Good for You? (website)
How Video Games Can Level Up the Way You Learn (video)
How Video Games Affect Kids' Behavioral Health: The Hidden Risks (website)
Effects of Video Games on Teen Mental Health (website)
What Is the Link Between Screen Time and ADHD? (PDF)

(b) Track the amount of gaming you do each day for two weeks. Record and summarize your results. (Send me your record and summary.)
Resource: ActivityWatch (website)

(c) Track your daily physical activity for the same two weeks. Compare your results to the CDC recommendation of one hour of moderate-to-vigorous activity per day for youth ages 6-17. Send me your Teen Physical Activity Diary (see link below).
Resource: My Physical Activity Diary (website)

(d) Track your daily sleep for the same two weeks. Compare your results to the CDC recommendation of 9-12 hours for ages 6-12 and 8-10 hours for ages 13-18. Send me your Teen Sleep Diary (see link below).
Resource: Sleep Calculator (website)

(e) After completing 3(b), 3(c), and 3(d), create a one-week balanced schedule that includes healthy sleep, physical activity, and agreed-upon gaming time. Follow this schedule and summarize your results. Send me your schedule. (see link below) And summarize your results (use a document for your summary)
Resource: Weekly Activity Schedule (PDF)

4. **Gamer Safety and Community Connection.** Do the following: As well as sending me your answers in a document, be ready to discuss your answers in class.

(a) Explain the benefits and risks of gaming online. (Send me your answers using a Document.)
Resources: The Real Benefits of Video Games (website)
Are Video Games, Screens Another Addiction? (website)

(b) Research and list ten ways to stay safe when playing video games online. (Send me your answers using a Document.)
Resources: Online Safety Issues (website)
Gaming Safety (PDF)

(c) Play one of your favorite games with your parent or guardian for at least 30 minutes. Demonstrate how to use privacy and safety settings, explain what you enjoy about the game, and let them play for part of the session. (Send me a note from the person stating you did these things.)
Resource: Online Gaming Safety Settings (PDF)

(d) Play an online or local multiplayer game with another Scout, friend, or community member in a cooperative or team-based setting. The match may be casual or competitive. During play, demonstrate positive communication, teamwork, and sportsmanship. Afterward, review the experience with your counselor and describe how cooperation and communication influenced your team's performance and overall enjoyment of the game. (Explain your experience using a Document and send it to me, and be prepared to discuss in class.)

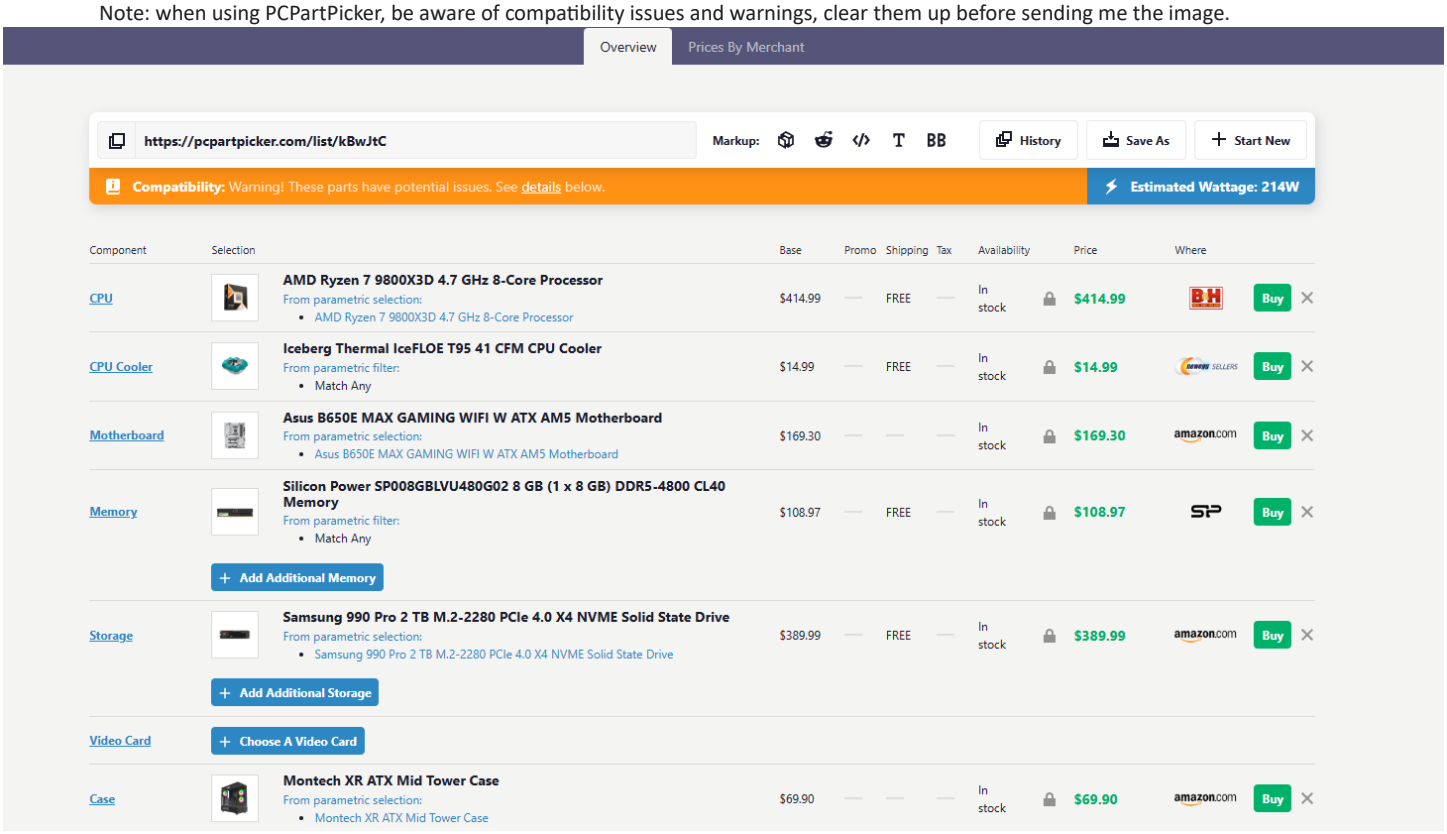
5. **Technology in Competitive Gaming.** Do the following:

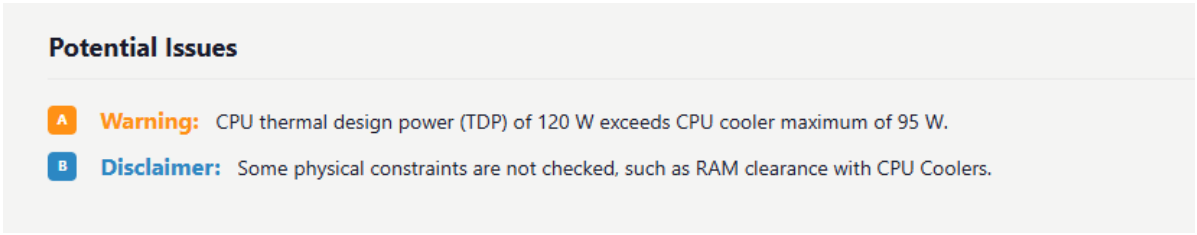
(a) Explain the difference between console gaming and PC gaming. List the advantages and disadvantages of each. (Send me your answers using a Document.)
Resource: Console vs. PC Gaming: Which Is Better? (website)

(b) Play the same game on at least two different platforms. Describe the similarities and differences in gameplay and performance. (Send me your answers using a Document.)
Note: Any game may be used, including free games, on any platform (phone, tablet, PC, laptop, console, etc.).

(c) Visit a PC builder website such as PCPartPicker or Micro Center. Design your ideal gaming PC and create a parts list that includes: central processing unit (CPU), motherboard, random access memory (RAM), hard drive, power supply, graphics card, fans, case. Discuss your selections with your counselor. (Send me your answers using an image from PCPartPicker or download the parts list from there and be prepared to discuss in class.)
The Digital Resource Guide can be very useful for this requirement (link here.)
Resources: PCPartPicker (website)
Micro Center (website)

Note: when using PCPartPicker, be aware of compatibility issues and warnings, clear them up before sending me the image.





6. **Leadership and Service in Competitive Gaming.** Do ONE of the following: (Send me your answers using a document.)

(a) Teach your troop, patrol, or a group of younger Scouts or family members about online gaming safety or digital citizenship.

Here is an example 15 minute lesson plan:

Time	Lesson Phase	Key Activities & Prompts	Materials / Tools
0:00 – 4:00	Hook & Core Rules Briefing	Compare online gaming to exploring a new trail or unfamiliar city. Review the 8 core expectations: • Safety: Protect personal info (name, school, location); use privacy settings; mute/block/report unsafe behavior; tell a trusted adult. • Digital Citizenship: Use respectful chat; pick an appropriate username; get permission before posting photos of others; question what you see/hear online.	Whiteboard or flip chart *(optional)*
4:00 – 9:00	Discover Through Scenarios	Have volunteers read or act out three role-play prompts: 1. Oversharing: A teammate asks for your real name and school. 2. Toxic Chat: A player yells insults and spams rude messages after a mistake. 3. Stranger Request: An unknown user DMs a link offering free in-game currency.	3 pre-written Scenario Cards
9:00 – 12:00	Group Debrief & Problem-Solving	Guide participants through three discussion questions for each scenario: • *Was this situation safe or unsafe?* • *Why?* (Link to privacy, account security, or respect.) • *What could be done differently?* (Keep details vague, mute/block/report, decline unknown links, alert an adult.)	Requirement 4(b) safety guidelines *(reference)*
12:00 – 15:00	Apply the Learning	Close with a commitment activity: • Option A (Safety Promise): Participants write a 1–2 sentence personal pledge. • Option B (Top Five Rules): Group votes on and records their "Top Five Rules of a Safe Gamer."	Index cards & pens/pencils, or poster board

(b) Attend or view a live-streamed esports event online, such as a professional tournament, collegiate match, or school-level competition. Take notes on how the broadcast team presents the event, how players communicate, and how the audience interacts digitally. Share with your counselor what you learned about the structure and presentation of online esports competition.

(c) Attend an esports tournament, convention, or community event that includes a competitive gaming activity or demonstration. Attend with another Scout, troop member, or family member. Afterward, share with your counselor what you learned about the atmosphere of live esports events and how the experience changed your understanding of playing games competitively in front of an audience.

7. **Exploring Professions in the Competitive Gaming Industry.** Do the following: You have to do all of them. (Send me your answers using a document.)

(a) Research two colleges that offer varsity esports programs. Record the following information for each: availability and amount of gaming scholarships, offered gaming or IT-related degrees, games played by the esports team, league or association in which the team competes
Resource: NACE School Directory (website)

(b) Research three gaming-adjacent careers that support or connect to the esports industry but are not esports athlete roles. Examples may include: game designer or developer, shoutcaster or broadcast producer, data analyst or statistician, marketing or event coordinator, IT or network support specialist. For each career, identify the main responsibilities, education or training requirements, and how the role contributes to the success of the gaming or esports ecosystem.
*Resources:*100 Jobs in Esports (website)
Hitmarker (website)

(c) Visit the "Careers" or "Jobs" page of a major game publisher (such as Blizzard, Riot, Epic or Nintendo). Choose three jobs that interest you. For each, identify the required education, skills, and experience
*Resources:*Careers at Blizzard Entertainment (website)
Riot Games - Work With Us (website)
Epic Games Careers, Jobs and Employment Opportunity (website)
Careers at Nintendo of America (website)