

Morning Sessions

American Labor: MB Counselor - Jonathan Bernard

Prerequisites:

1. Using resources available to you, learn about working people and work-related concerns. List and briefly describe or give examples of at least EIGHT concerns of American workers. These may include, but are not limited to, working conditions, workplace safety, hours, wages, seniority, job security, equal-opportunity employment and discrimination, guest workers, automation and technologies that replace workers, unemployment, layoffs, outsourcing, and employee benefits such as health care, child care, profit sharing, continuing education, and retirement benefits.

3. Explain to your counselor what labor unions are, what they do, and what services they provide to members. In your discussion, show that you understand the concepts of labor, management, collective bargaining, negotiation, union shops, open shops, grievance procedures, mediation, arbitration, work stoppages, strikes, and lockouts.

5.(a) Develop a time line of significant events in the history of the American labor movement from the 1770s to the present.

Disability Awareness: MB Counselor - Bryan Harrison

Prerequisites:

None

Engineering: MB Counselor - Jason Spurling

Prerequisites:

Read the free pamphlet available on Scouting.org for this merit badge prior to the session!

Requirement 1: We'll do the exploratory work in the session, select a manufactured item in their home (such as a toy or an appliance) that they would be willing to have disassembled and investigated by a team of scouts under supervision. Please e-mail me and another adult a picture and/or description of the selected item you've chosen. We will only choose to investigate 1-2 items in session.

Requirement 2: Select an engineering achievement that has had a major impact on society. Using resources such as the internet (with your parent or guardian'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. Bring a written summation of what you learned to the session. We may discuss this in the session as a group. Indicate if you'd prefer that your topic not be discussed.

Requirement 4: Visit with an engineer (who may be your counselor, parent or guardian) and do the following:

(a) Discuss the work this engineer does and the tools the engineer uses.

Engineering Continued

- (b) Discuss with the engineer a current project and the engineer's particular role in it.
- (c) Find out how the engineer's work is done and how results are achieved.
- (d) Ask to see the reports that the engineer writes concerning the project.
- (e) Discuss with your counselor what you learned about engineering from this visit.

Requirement 5: Come prepared with an understanding of the systems engineering approach (see scouting.org official pamphlet and resources), and/or questions you have about that approach for the counselor. We will review the approach in session, then we are going to try to design an original piece of patrol equipment, a toy or a useful device for the home, office or garage in session!

Engineering Post work:

Requirement 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.

Fire Safety: MB Counselor - Jason Becker

Prerequisites:

Requirement 5d: Using the Home Fire Safety Checklist in the Fire Safety merit badge pamphlet or one approved by your counselor, and with the help of an adult, inspect a home (or a similar building near where you live or at a camp) for fire safety hazards. Present your completed checklist to your counselor and discuss your findings.

Requirement 5g: Develop a home fire-escape plan and a fire-drill schedule with your family, draw a floor plan of your home with exits marked and a map showing your family meeting point, and conduct a home fire drill.

Requirement 8e: Describe three common campsite fire lays. Collect, prepare, and set up tinder, kindling, and fuel for a campfire following the Leave No Trace Seven Principles. Ignite your fire lay and safely extinguish your fire.

Requirement 10: Careers. Do ONE of the following:

(a) Visit a fire station in-person. Identify the various types of fire service vehicles. From the firefighters you meet during your visit, learn about the fire prevention activities in your community and about their careers. Discuss with your counselor what you learned during your tour and interviews.

(b) Identify three career opportunities that would use skills and knowledge in the field of fire safety. 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.

Geology: MB Counselor - Frank Gough

Prerequisites:

Requirement 2: Pick three resources that can be extracted or mined from Earth for commercial use. Discuss with your counselor how each product is discovered and processed.

Requirement 4b: Find out about three career opportunities available in geology. 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.

Requirement 5c: Mineral Resources Option Item (4) List three of the most common road building materials used in your area. Explain how each material is produced and how each is used in road building.

Law: MB Counselor - Trisch Axsmith Tavolette

Prerequisites:

1. Define "law." Tell some of its sources. Describe the functions it serves.
2. Come prepared to discuss **TWO** of the following:
 - (a) Justinian's Code, the Code of Hammurabi, and the Magna Carta
 - (b) The development of the jury system
 - (c) Two famous trials in history
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. (We will do this part in class: Go to a law enforcement officer in your neighborhood - Come prepared with two questions)
9. Make a list of 15 jobs that deal with some aspects of law or legal processes. Tell which you prefer. Why?
11. Discuss with your counselor the importance in our society of **TWO** of the following areas of the law or process:
 - (a) Administrative
 - (b) Alternative Dispute Resolution
 - (c) Bankruptcy
 - (d) Biotechnology
 - (e) Environmental
 - (f) Family
 - (g) Immigration
 - (h) Information Technology
 - (i) Intellectual Property, (Copyright, Patents and Trademarks)
 - (j) International
 - (k) Privacy

Post Requisites

Counselor is working on scheduling a court date where the group can go together. They will then discuss during a followup Zoom

Pulp & Paper: MB Counselor - Elnora McBeth

Prerequisites:

None

Supplies Needed:

Scouts must bring old homework copy paper (no more than 1/2" stack).

They should not bring the worksheet

Safety: MB Counselor - Laura Michaels

Prerequisites:

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.

Requirement 2 (a, b, c) - For 2a, here is a sample home safety checklist:

https://www.fcs.uga.edu/docs/Home_Safety_CheckList_Print.pdf

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.

3. Do the following:

- (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.

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.

Safety Continued

Requirement 6 - if in doubt about a project, ask an adult at home or in your Troop for ideas. It does not need to be big or time-consuming. For example, upgrading all the alarms and fire extinguishers in your home, creating a battery check and fire extinguisher schedule with automatic reminders, labeling all the exterior doors and windows at your place of worship to make it easier for first responders to identify where to enter, getting your neighborhood to put highly visible reflective numbers on all the mailboxes and houses, etc. Feel free to be creative.

8 This workbook may help: <http://usscouts.org/mb/worksheets/safety.pdf>

Scouting Heritage: MB Counselor - Anthony Vogl

Prerequisites:

Requirement 2. Do the following:

(a) Give a short biographical summary of any TWO of the following, and tell of their roles in how Scouting developed and grew in the United States.

(1) Daniel Carter Beard

Resource: [Daniel Carter Beard - BSA Founder \(video\)](#)

(2) William D. Boyce

Resource: [William D. Boyce - BSA Founder \(video\)](#)

(3) Waite Phillips

Resource: [Waite Phillips - BSA Benefactor and Donor of Philmont \(video\)](#)

(4) Ernest Thompson Seton

Resource: [Ernest Thompson Seton - BSA Founder \(video\)](#)

(5) James E. West

Resource: [James E. West - BSA Founder \(video\)](#)

(6) Green Bar Bill Hillcourt.

Resource: [Green Bar Bill Hillcourt Biography \(video\)](#)

(b) Discuss the significance to Scouting of any TWO of the following:

(1) Brownsea Island

Resource: [Artifact of the Week - Brownsea Island \(video\)](#)

(2) The First World Scout Jamboree

Resources: [Artifact of the Week - World Scout Jamborees Part 01 \(video\)](#)[Artifact of the Week - World Scout Jamborees Part 02 \(video\)](#)

(3) *Scouts BSA Handbook*

Resources: [NSM History of the Scout Handbook \(video\)](#)

[Artifact of the Week - First Scout Handbook \(video\)](#)

(4) *Scout Life* magazine (formerly Boys' Life).

Resources: [Artifact of the Week - Boys' Life to Scout Life \(video\)](#)

[The Story of Boys' Life / Scout Life \(video\)](#)

Requirement 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.

Scouting Heritage Continued

Requirement 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.

If possible, complete requirement 8 as well.

Requirement 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.

Afternoon Sessions

American Business: MB Counselor - Todd Buzard

Prerequisites:

None

Coin Collecting: MB Counselor - Elnora McBeth

Prerequisites:

None

Equipment Needed:

Scouts must bring a jar of whatever change they have and not sort through the coins beforehand.

Crime Prevention: MB Counselor - Laura Michaels

Prerequisites:

2. Groups Working to Prevent Crime. Research how the following groups contribute to crime prevention and share your findings with your counselor:

- (a) Citizens, including youth
- (b) Schools
- (c) Neighborhood, social and civic groups, including youth groups
- (d) Private security
- (e) Law enforcement agencies
- (f) Courts
- (g) Corrections and rehabilitation programs.

3. Crime in Your Community, State, and Nation. Do the following:

- (a) With your parent or guardian's permission and the approval of your counselor, research local, state, or national news coverage of three crimes of different types. Research how common these types of crimes are in your state or in the United States.
- (b) Record notes on which law enforcement agencies and courts were involved in the pursuit of justice for the victims and the accused person, why you think these crimes were committed, and what could be done to prevent similar crimes. Review your research with your counselor.

Requirement 4 (b,c) -For 4b, here is a sample home security survey list:

<https://www.ncpc.org/wp-content/uploads/2017/11/homechk2.pdf>

Crime Prevention Continued

4. Home and Neighborhood Crime Prevention. Do the following:

(b) Conduct a security survey of a home, a neighborhood, a park, or a camp building with adult supervision and following youth protection guidelines using a security checklist in the Crime Prevention merit badge pamphlet or one approved by your counselor.

(c) Use information from your survey for requirement 4(b) and the EDGE method to develop a lesson about how a family or Scouts can protect themselves from crime.

Review your teaching plan with your counselor, then present your lesson to your family or to Scouts.

5. Retail Crime Prevention. Research the following topics and review them with your counselor:

(a) The impact of shoplifting and employee theft (also known as shrinkage) and loss prevention on retail finances, customer service, and reputation.

(b) Techniques used by retail stores to prevent shoplifting.

10. Interview a law enforcement officer or a civil servant about their work in crime prevention.

Learn about how they chose this career and about their duties. Discuss what you learned with your counselor.

11. Identify three career opportunities that would use skills and knowledge in the field of crime prevention. 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.

NOTE! DO NOT USE the outdated usscouts.org workbook.

Entrepreneurship: MB Counselor - Jason Spurling

Prerequisites:

It is strongly recommended that you read the free pamphlet available on the Scouting America Merit Badge Hub, because we are going to spend the session putting the content into guided practice

Identify and interview an individual who has started a business. Learn about this person's educational background, early work experiences, where the idea for the business came from, and what was involved in starting the business. Find out how the entrepreneur raised the capital (money) to start the business, examples of successes and challenges faced, and how the business is currently doing (if applicable). We will discuss this experience in the session as a group.

Come with at least 5 ideas of your own for products or services on which you would like to found a new business. We'll combine and discuss them all as a group.

Inventing: MB Counselor: Jodi Reynolds

Prerequisites:

Requirement 8. Do ONE of the following:

(a) Participate with a club or team (robotics team, science club, or engineering club) that builds a useful item. Share your experience with your counselor.

(b) Visit a museum or exhibit dedicated to an inventor or invention, and create a presentation of your visit to share with a group such as your troop or patrol. (May be completed during the session if Scouts bring computer/ipad/smart phone)

Journalism: MB Counselor - Anthony Vogl

Prerequisites:

None

Equipment Needed:

Scouts will need a mobile device/Chromebook or laptop to complete 3d and 4c

Plumbing: MB Counselor: - Ed Stoll

Prerequisites:

Requirement 1: Do the following:

(a) Describe how a properly working plumbing system protects your family's health and safety.

Resource: [How Plumbing Transformed Public Health \(video\)](#)

(b) List five important local health regulations related to plumbing and tell how they protect health and safety.

(c) Describe the safety precautions you must take when making home plumbing repairs.

Resource: [Plumbing Safety Tips \(video\)](#)

Requirement 2: Do the following:

Resource: [How Your Home Plumbing Works \(From Start to Finish\) \(video\)](#)

(a) Make a drawing and explain how a home hot- and cold-water supply system works. Tell how you would make it safe from freezing.

(b) Make a drawing and explain the drainage system of the plumbing in a house. Show and explain the use of drains and vents.

Requirement 4: Identify and explain the following terms: washer, retaining nut, plunger (rubber force cup), solder, flux, elbow, tee, nipple, coupling, plug, union, trap, drainpipe, and water meter.

Requirement 5: Name the kinds of pipe that are used most often in a plumbing system. Explain why these pipes are used.

Resource: [Four Types of Pipes Explained! \(video\)](#)

Requirement 7: Identify three career opportunities that would use skills and knowledge in plumbing. 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.

Resources: [Why Plumbing is the Best Job Ever \(video\)](#)

[Plumbing Jobs Explained: From Odd Jobs to Owning a Small Business \(video\)](#)

Public Speaking: MB Counselor - Jason Becker

Prerequisites:

None

Textile: MB Counselor - Trisch Axsmith Tavolette

Prerequisites:

Important! Bring an apron or smock or alternative old shirt to wear so their uniform isn't ruined.

1. Discuss with your counselor the importance of textiles. Explain the terms fiber, fabric, and textile. Give examples of textiles you use every day.

Resource: [Textiles: What Are They? Where Do They Come From? \(video\)](#)

2. Do ALL the following (We will do 2a & 2c in class):

2(b) Give the origin, major characteristics, and general content of each type of fiber obtained for 2(a). Explain the difference between a cellulosic manufactured fiber and a synthetic manufactured fiber. Resource: [Natural vs Synthetic Fibers \(Which to Choose and Why\) \(video\)](#)

(d) Assume you will soon buy a new garment or other textile item. Tell your counselor what fiber or blend of fibers you want the item to be, and give reasons for your choice.

4. Explain the meaning of 10 of the following terms: warp, harness, heddle, shed, aramid, spandex, sliver, yarn, spindle, distaff, loom, cellulose, sericulture, extrusion, carbon fibers, spinneret, staple, worsted, nonwoven, greige goods. Resource: [Loom and Weaving Terminology \(video\)](#)

6. Explain to your counselor, either verbally or in a written report, five career possibilities in the textile industry. Tell about two positions that interest you the most and the education, cost of training and specific duties those positions require.

[Careers in the Fashion & Textiles Industry \(video\)](#)

[Want to Work in the Textiles Industry? \(video\)](#)

[Textile Engineering Careers \(video\)](#)

[Day in the Life of a Textile Engineer \(video\)](#)