

Event Requirements

2025 Monroe Merit Badge College

2025 Monroe Merit Badge College

American Business (2019 version): American Business **2019-01-01**

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#1. Do the following:

- ☒ ☐ **#1a** Explain four features of the free enterprise system in the United States. Describe the difference between freedom and license. Tell how the Scout Oath and Scout Law apply to business and free enterprise.
- ☒ ☐ **#1b** Describe the Industrial Revolution and tell about the major developments that marked the start of the modern industrial era in the United States. Discuss three people who had a great influence on business or industry in the United States and describe what each did.
- ☒ ☐ **#1c** Identify and describe to your counselor the five primary areas of business.
- ☒ ☐ **#1d** Explain the history of labor unions in the United States and the importance of labor unions and employers working together. Identify two major labor unions currently in existence.
- ☒ ☐ **#1e** Discuss with your counselor how business impacts the local, national, and global economy.

#2. Do the following:

- ☒ ☒ **#2a** Explain the three basic types of financial statements (income statement, balance sheet, and statement of cash flows). Discuss with your counselor how each statement can help business leaders make better decisions.
- ☒ ☐ **#2b** Explain how changes in interest rates, taxes, and government spending affect the flow of money into or out of business and industry.
- ☒ ☐ **#2c** Explain how a sole proprietorship, partnership, or limited liability company gets its capital. Discuss and explain four ways a corporation obtains capital.
- ☒ ☐ **#2d** Name five kinds of insurance useful to business. Describe their purposes.

#3. Do the following:

- ☒ ☒ **#3a** Explain the place of profit in business.
- ☒ ☒ **#3b** Describe to your counselor green marketing and sustainable business practices.

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☒ ☒ **#3c** Explain how ethics plays a role in business decision making.

☒ ☒ **#3d** Discuss the differences between operating a brick-and-mortar business versus an online business.

☒ ☐ **#4** Describe the role of the U.S. Department of Labor. Discuss TWO of the following topics with your counselor:

1. Fair Labor Standards Act (FLSA)
2. Occupational Safety and Health Act (OSHA)
3. Family and Medical Leave Act (FMLA)
4. Employee Retirement Income Security Act (ERISA)

☒ ☒ **#5** Choose a business and research how it applies to each of the primary areas of business (accounting, finance, economics, marketing, and management). Share what you have learned with your counselor.

#6. Do ONE of the following:

☒ ☒ **#6a** Choose one of the primary areas of business and identify three career opportunities. Select one and research the education, training, and experience required for this career. Discuss this with your counselor and explain why this interests you.

☒ ☒ **#6b** Select a business leader and interview this individual to learn more about his or her company and career path. Discuss the role ethics plays in making business decisions. Share what you have learned with your counselor.

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Animation (2015 version): Animation 2015-01-01

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#1. General Knowledge. Do the following:

☒ ☐ #1a In your own words, describe to your counselor what animation is.
Resource: What Is Animation? (video)

☒ ☐ #1b Discuss with your counselor a brief history of animation.
Resources: A Brief History of Animation (video)
Discover Japan's First Anime: Hidden History! (video)

☒ ☐ #2 Principles of Animation. Choose five of the following 12 principles of animation, and discuss how each one makes an animation appear more believable: squash and stretch, anticipation, staging, straight ahead action and pose to pose, follow through and overlapping action, slow in and slow out, arcs, secondary action, timing, exaggeration, solid drawing, appeal.
Resources: The 12 Principles of Animation Explained - The Most Important Rules for Animating (video)
12 Principles of Animation (video)

#3. Projects. With your counselor's approval, choose two animation techniques and do the following for each:

#(a) Technique 1
Resources: Pencil2D | Learn 2D Animation Tutorial Overview (video)
OpenToonz (video)
Storyboarder (video)

☒ ☐ #3a[1] Plan your animation using thumbnail sketches and/or layout drawings either on paper or using an animation software program.

☒ ☐ #3a[2] Create the animation.

☒ ☐ #3a[3] Share your animations with your counselor. Explain how you created each one, and discuss any improvements that could be made.

#(b) Technique 2
Resources: How to Make a Flipbook (video)
How to Make Flipbook Animation Machine at Home (video)
FlipAnim: How to Make Flipbook Animations Online (website)

☒ ☐ #3b[1] Plan your animation using thumbnail sketches and/or layout drawings.

☒ ☐ #3b[2] Create the animation.

☒ ☐ #3b[3] Share your animations with your counselor. Explain how you created each one, and discuss any improvements that could be made.

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#4. Animation in our World. Do the following:

- ☒ ☐ **#4a** Tour an animation studio or a business where animation is used, either in person, via video, or via the internet. Share what you have learned with your counselor.

Resources: What It's Like Working at Disney Animation & Studio Tour (video)
CGI Dreamworks Animation Studio Pipeline (video)
What It's Like to Work at Pixar Animation Studios (video)
'Inside Out 2' Creatives Give Emily Uribe an Exclusive Pixar Studio Tour (video)

- ☒ ☐ **#4b** Discuss with your counselor how animation might be used in the future to make your life more enjoyable and productive.

Resources: A Deep Dive Into the Present and Future of Animation (website with videos)
AI Short Film: The Future of Animation in Cinematic Style (video)

- ☒ ☐ **#5 Careers.** Learn about three career opportunities in animation. Pick one and find out about the education, training, and experience required for this profession. Discuss your findings with your counselor. Explain why this profession might interest you.

Resource: Animation as a Career Choice (video)

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Citizenship in Society (2025 version): Citizenship in Society (Eagle required) **2025-01-01**

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null Note: "Discussion" requirements will be either with a counselor and another individual (in accordance with Youth Protection Guidelines <https://www.scouting.org/health-and-safety/gss/gss01/>), or with your counselor and a small group (of Scouts), depending upon your preference.

☒ ☒ **#1** Before beginning work on other requirements for this merit badge, research the following terms and explain to your counselor how you feel they relate to the Scout Oath and Scout Law: identities, diversity, equality, equity, inclusion, discrimination, ethical leadership, and upstander.

#2. Document and discuss with your counselor what leadership means to you. Share what it means to make ethical decisions.

☒ ☒ **#2a** Research and share with your counselor an individual you feel has demonstrated positive leadership while having to make an ethical decision. (It could be someone in history, a family member, a teacher, a coach, a counselor, a clergy member, a Scoutmaster, etc.)

☒ ☒ **#2b** Explain what decision and/or options that leader had, why you believe they chose their final course of action, and the outcome of that action

#3. Consider ethical decision-making.

☒ ☐ **#3a** Think about a time you faced an ethical decision.

- Discuss the situation, what you did, and how it made you feel.
- Share if you would do anything differently in the future and if so, what that would be.

☒ ☐ **#3b** List three examples of ethical decisions you might have to make in the future at school, at home, in the workplace, or in your community, and what you would do.

- Share how your actions represent alignment with the Scout Oath and Scout Law.

☒ ☐ **#3c** Explain to your counselor how you plan to use what you have learned to assist you when that time comes, and what action(s) you can take to serve as an upstander and help other people at all times.

#4. Repeat the Scout Oath and Scout Law for your counselor. Choose TWO of the following scenarios and discuss what you could do as a Scout to demonstrate leadership and your understanding of what it means to help others who may seem different from you:

☒ ☐ **#4a** Scenario 1: While at camp, a youth accidentally spills food on another camper. The camper who gets spilled on gets angry and says something that is offensive to people with disabilities; their friends laugh. What could/should you do?

☒ ☐ **#4b** Scenario 2: Your friend confides in you that some students in school are making insulting comments about one of their identities, and that those same

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students created a fake social media account to impersonate your friend online and post messages. What could/should you do?

- ☒ ☐ **#4c** Scenario 3: A new student in your class was born in another country (or has a parent who was born in another country). Your friends make rude comments to the student about their speech or clothes and tell the student to "go back home where you came from." What could/should you do?

#5. Document and discuss:

- ☒ ☒ **#5a** Ideas on what you personally can do to create a welcoming environment in your Scouting unit.
- ☒ ☒ **#5b** An experience you had in which you went out of your way to include another Scout(s) and what you did to make them feel included and welcomed.
- ☒ ☒ **#5c** Things you can do to help ensure all Scouts in your unit are given an opportunity to be heard and included in decision-making and planning.

#6. With your parent or guardian's approval, connect with another Scout or youth your own age who has an identity that's different from yours. (This means a trait, belief, or characteristic different from you.)

- ☒ ☒ **#6a** Share with each other what makes the different aspect of your identity meaningful/special to you

#(b) Share with each other ONE of the following Options:

- ☒ ☒ **#6b(i) Option 1:** A time you felt excluded from a group.

- What was the situation?
- How did it make you feel?
- What did you do?
- Did anyone stand up for you?
- What did you learn?
- Would you do anything differently today?

- ☒ ☒ **#6b(ii) Option 2:** This imaginary situation: You're attending a new school and don't know anyone there yet. You notice they dress very differently than you do. At lunchtime, you decide you'll try to sit with a group to get to know other students. People at two tables tell you there is someone sitting at the currently empty seat at their table, so you end up eating by yourself.

- How would that make you feel?
- What could the students have done?
- If that happened at your school, what would you do?

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☒ ☒ **#6c** Discuss with your counselor what you learned from the discussion with the other Scout or youth.

#7. Identify and interview an individual in your community, school, and/or Scouting who has had a significant positive impact in promoting diversity, equity, and inclusion. If you feel your community, school, or local Scouting group does not have such an individual, then research a historical figure who meets these criteria, and discuss that person with your counselor.

☒ ☒ **#7a** Discover what inspired the individual, learn about the challenges they faced, and share what you feel attributed to their success

☒ ☒ **#7b** Discuss with your counselor what you learned and how you can apply it in your life.

☒ ☒ **#8** With the help of your parent or guardian, study an event that had a positive outcome on how society viewed a group of people and made them feel more welcome. Describe to your counselor the event and what you learned.

#9. Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in.

☒ ☒ **#9a** Making others feel included.

☒ ☒ **#9b** Practicing active listening.

☒ ☒ **#9c** Creating an environment where others feel comfortable to share their ideas and perspectives.

☒ ☒ **#9d** Helping others feel valued for their input and suggestions.

☒ ☒ **#9e** Standing up for others.

☒ ☐ **#10** Discuss with your counselor how stereotyping people can be harmful, and how stereotypes can lead to prejudice and discrimination. Share ideas you have for challenging assumptions and celebrating individuality.

#11. Scouting strives to develop young people to be future leaders in their workplaces, schools, and community environments. As you look at your current involvement in school, your family, Scouting, your job, and/or community, think about how you can have a positive impact in diversity, equity, and inclusion.

☒ ☐ **#11a** Describe your ideas on how you can and will support others with different identities to feel included and heard at your school, workplace, and/or social settings in your community.

☒ ☐ **#11b** Explain how including diverse thoughts and opinions from others with different identities can:

- Make your interactions more positive.

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- Help everyone benefit by considering different opinions.

☒ ☐ #11c Give three examples of how limiting diverse input can be harmful.

☒ ☐ #11d Give three examples of how considering diverse opinions can lead to innovation and success.

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Citizenship in the Community (2025 version): Citizenship in the Community (Eagle required) 2025-01-01

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- ☒ ☐ **#1** Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.

#2. Do the following:

- ☒ ☒ **#2a** Using an electronic mapping tool or paper map, locate and pinpoint the following services and landmarks in your community. Determine and record the distances from your home including driving time AND either walking or biking time.

1. Chief government buildings such as your city hall, county courthouse, and public works/services facilities
2. Fire station, police station, and hospital nearest your home
3. Parks, playgrounds, recreation areas, and trails
4. Historical or other interesting points of interest.

- ☒ ☒ **#2b** Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.

#3. Do the following:

- ☒ ☒ **#3a** 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.

- ☒ ☒ **#3b** 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:

- ☒ ☒ **#4a** Find out which branch of local government is responsible for this issue.

- ☒ ☒ **#4b** 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.

- ☒ ☒ **#4c** 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.

- ☒ ☐ **#6** List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.

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#7. Do the following:

- ☒ ☒ **#7a** 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.
- ☒ ☒ **#7b** 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.
- ☒ ☒ **#7c** 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.

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Citizenship in the Nation (2022 version): Citizenship in the Nation (Eagle required) **2022-01-01**

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☒ ☐ **#1** What is the Constitution of the United States? What does the Constitution do? What principles does it reflect? Why is it important to have a Constitution?

☒ ☐ **#2** List the six purposes for creating the United States Constitution set forth in the Preamble to the Constitution. How do these purposes affect your family and community?

#3. List the three branches of the United States government. Explain:

☒ ☐ **#3a** The function of each branch of government

☒ ☐ **#3b** Why it is important to divide powers among different branches

☒ ☐ **#3c** How each branch "checks" and "balances" the others

☒ ☐ **#3d** How citizens can be involved in each branch of government.

#4. Discuss the importance of:

☒ ☐ **#4a** Declaration of Independence

☒ ☐ **#4b** Bill of Rights (the first 10 Amendments to the Constitution) and the 14th Amendment

☒ ☐ **#4c** "E Pluribus Unum," the traditional United States motto.

☒ ☒ **#5** Watch the national evening news for five days in a row or read the main stories in a national media organization (e.g., a newspaper or news website) for five days in a row. Discuss the national issues that you learned about with your counselor. Choose one issue and explain how it affects you, your family, and community.

#6. With your counselor's approval, choose a speech of national historical importance. Explain:

☒ ☐ **#6a** Who the author was

☒ ☐ **#6b** What the historical context was

☒ ☐ **#6c** What difficulties the nation faced that the author wished to discuss

☒ ☐ **#6d** What the author said

☒ ☐ **#6e** Why the speech is important to the nation's history

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☒ ☐ **#6f** Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.

#7. Do TWO of the following:

☒ ☒ **#7a** Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.

☒ ☒ **#7b** Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.

☒ ☒ **#7c** Tour a federal facility. Explain to your counselor what you saw and what you learned about its function in the local community and how it serves this nation.

☒ ☒ **#7d** Choose a United States national monument that interests you. Using books, brochures, the internet (with your parent or guardian's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.

☒ ☒ **#8** Name your representatives in the United States Congress. Write a letter to your representative in Congress explaining your views on a national issue. Show your letter, along with any response you receive, to your counselor.

Event Requirements

2025 Monroe Merit Badge College

Citizenship in the World (2016 version): Citizenship in the World (Eagle required) 2016-01-01

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☒ ☐ **#1** Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.

☒ ☐ **#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.

#3. Do the following:

☒ ☒ **#3a** 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.

☒ ☒ **#3b** 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:

☒ ☐ **#4a** 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.

☒ ☐ **#4b** 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.

☒ ☐ **#4c[1]** United Nations and United Nations Children's Fund (UNICEF)

☒ ☐ **#4c[2]** International Court of Justice (The World Court)

☒ ☐ **#4c[3]** International Criminal Police Organization (Interpol)

☒ ☐ **#4c[4]** World Organization of the Scout Movement

☒ ☐ **#4c[5]** World Health Organization (WHO)

☒ ☐ **#4c[6]** Amnesty International

☒ ☐ **#4c[7]** International Federation of Red Cross and Red Crescent Societies (IFRC)

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Citizenship in the World (2016 version): Citizenship in the World (Eagle required) 2016-01-01

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☒ ☐ **#4c[8]** Cooperative for American Relief Everywhere (CARE)

☒ ☐ **#4c[9]** European Union

#5. Do the following:

☒ ☐ **#5a** Discuss the differences between constitutional and nonconstitutional governments.

☒ ☐ **#5b** Name at least five different types of governments currently in power in the world.

☒ ☐ **#5c** Show on a world map countries that use each of these five different forms of government.

#6. Do the following:

☒ ☐ **#6a** Explain how a government is represented abroad and how the United States government is accredited to international organizations.

☒ ☐ **#6b** Describe the roles of the following in the conduct of foreign relations: ambassador, consul, Bureau of International Information Programs (IIP), Agency for International Development, United States and Foreign Commercial Service

☒ ☐ **#6c** Explain the purpose of a passport and visa for international travel.

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

☒ ☒ **#7a** Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.

☒ ☒ **#7b** 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.

☒ ☒ **#7c** Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.

☒ ☒ **#7d** Attend a world Scout jamboree.

☒ ☒ **#7e** Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

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Collections (2021 version): Collections 2021-01-01

U PR

null Note: Stamp and coin collecting are excluded from eligibility for this merit badge.

☒ ☒ **#1** Prepare a short written report or outline for your counselor, giving a detailed description of your collection, including a short history, why you enjoy your collection, and what you have learned from collecting. Be sure to include why you chose that particular type of collection/collecting method.

☒ ☐ **#2** Explain the growth and development of your collection.

#3. Demonstrate your knowledge of preserving and displaying your collection.

☒ ☐ **#3a** Explain the precautions you need to take to preserve your collection, including:

1. Handling
2. Cleaning
3. Storage.

☒ ☐ **#3b** Explain how best to display your collection, keeping in mind preserving as discussed above.

☒ ☐ **#3c** Explain to your counselor the events available for a hobbyist of this collection, including shows, seminars, conventions, contests, and museum programs and exhibits.

☒ ☐ **#3d** Explain to your counselor how you keep track of your collection. Describe your cataloging method.

#4. Demonstrate your knowledge of collecting and investing. Discuss with your counselor:

☒ ☐ **#4a** How investing and speculation would apply to your collection

☒ ☐ **#4b** What you would look for in purchasing other collections similar to yours

☒ ☐ **#4c** What you would expect in return value if you decided to sell all or part of the collection.

#5. Do the following:

☒ ☐ **#5a** Discuss with your counselor at least 10 terms commonly used to describe your collection and be prepared to discuss the definition of each.

☒ ☐ **#5b** Show your counselor any two groups from your collection. Explain how you organized your collection and why you chose that method. (Note: if your collection is too large to transport and your counselor is unable to view your collection directly, photographs should be available to share.)

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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #5c Explain the monetary value of your collection and where you learned about those values. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #5d Explain how your collection is graded for value, physical defects, size, and age. Show the various classifications or ratings used in your collection. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #5e List the national, state, or local association(s) related to or associated with your collection. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #5f Explain to your counselor the purpose of and reason for the identification number (if applicable), series, brand name (if any), and any other special identification marks. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #6 Discuss with your counselor the plans you have to continue with the collection in the future. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #7 Find out about career opportunities in collecting. 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. |

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Communication (2014 version): Communication (Eagle required)

2014-01-01

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#1. Do ONE of the following:

- ☒ ☒ **#1a** For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers, listening to the radio or podcasts, watching television, using social media, reading books and other print media, and using any electronic communication device. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communication skills.
- ☒ ☒ **#1b** For three days, keep a journal of your listening experiences. Identify one example of each of the following, and discuss with your counselor when you have listened to:
1. Obtain information.
 2. Be persuaded.
 3. Appreciate or enjoy something.
 4. Understand someone's feelings.
- ☒ ☒ **#1c** In a small-group setting, meet with other Scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each Scout participates in the group discussion and how effectively each Scout communicates their story. Report what you have learned to your counselor about the differences you observed in effective communication.
- ☒ ☒ **#1d** List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, email, text messages, social media, and so on). For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.

#2. Do ONE of the following:

- ☒ ☒ **#2a** 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.
- ☒ ☐ **#2b** Choose a concept, product, or service in which you have great confidence. Build a sales plan based on its good points. Try to persuade the counselor to agree with, use, or buy your concept, product or service. After your sales talk, discuss with your counselor how persuasive you were.
- ☒ ☒ **#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,

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Communication (2014 version): Communication (Eagle required)

2014-01-01

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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:

- ☒ ☒ **#7a** 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.

- ☒ ☒ **#7b** 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.

- ☒ ☒ **#7c** 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.

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2025 Monroe Merit Badge College

Cooking (2025 version): Cooking (Eagle required) 2025-01-01

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#1. Health and safety. Do the following:

- ☒ ☐ **#1a.** Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
Resources: 6 Campfire Cooking Mistakes to Avoid *Do This Instead* (video)
5 Mistakes EVERY New Camper Makes COOKING (video)
- ☒ ☐ **#1b.** Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
Resources: Treating Burns and Cuts (video)
Food Allergy with Anaphylaxis (video)
What to Do When an Adult is Choking (Responsive) (video)
- ☒ ☐ **#1c.** Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.
Resource: Basic Food Safety: Avoiding Cross Contamination (video)
- ☒ ☐ **#1d.** Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.
Resources: Food Allergy Awareness (video)
What's a Food Allergy -- and What's Not? (video)
- ☒ ☐ **#1e.** Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.
Resource: 10 Rules for Reading a Food Label (video)

#2. Nutrition. Do the following:

- ☒ ☐ **#2a.** Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:
(1) Fruits
(2) Vegetables
(3) Grains
(4) Proteins
(5) Dairy.

Resource: MyPlate Food Groups (website)
- ☒ ☐ **#2b.** Explain why you should limit your intake of oils and sugars.
Resource: Tips for Limiting Sugar in Your Diet (video)

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Cooking (2025 version): Cooking (Eagle required) 2025-01-01

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- ☒ ☒ **#2c.** Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
Resource: MyPlate Food Plan (website)

- ☒ ☐ **#2d.** Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.
Resource: Healthy Eating Tip Sheets (website)

- ☒ ☐ **#2e.** Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, and protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.
Resource: How to Read Food Labels (video)

#3. Cooking Basics. Do the following:

- ☒ ☐ **#3a.** Discuss the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, microwaving, air frying, grilling, foil cooking, and Dutch oven.
Resources: Types of Cooking Techniques, Cooking Methods (video)
6 Tips to Master Foil Packet Cooking (video)
Dutch Oven Basics for Beginners (video)

- ☒ ☐ **#3b.** Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.
Resource: Camp Stove vs Campfires (website)

- ☒ ☐ **#3c.** Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.
Resource: Timing Your Meals (video)

- ☒ ☐ **#3d.** Explain and give examples of how taste, texture, and smell impact what we eat.
Resource: How Your Sense of Smell Helps You Savor Flavor (video)

#4. Cooking at Home. Do the following:

Note: The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.
Resource: The Five Tastes (video)

- ☒ ☒ **#4a.** Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
Resource: MyPlate Kitchen (website)

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- ☒ ☒ **#4b.** Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.
Resource: MyPlate Kitchen (website)

- ☒ ☒ **#4c.** Share and discuss your meal plan and shopping list with your counselor.
Resource: MyPlate Kitchen (website)

- ☒ ☒ **#4d.** Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.

- ☒ ☒ **#4e.** Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.
Resource: Timing Your Meals (video)

- ☒ ☐ **#4f.** After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.

#5. Camp Cooking. Do the following:

- ☒ ☒ **#5a.** Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
Resource: MyPlate Tools (website)

- ☒ ☒ **#5b.** Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
Resource: MyPlate Tools (website)

- ☒ ☒ **#5c.** Share and discuss your menu plans and shopping list with your counselor.

- ☒ ☒ **#5d.** In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpacking stove. Use a skillet OR a Dutch oven over campfire coals for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.
Resources: How to Use a Propane Stove (video)
How to Use a Liquid Fuel Stove (video)
6 Tips to Master Foil Packet Cooking (video)
Dutch Oven Basics for Beginners (video)

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- ☒ ☒ **#5e.** In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.
- ☒ ☒ **#5f.** After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.
- ☒ ☒ **#5g.** Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.
Resource: Washing Dishes in Camp (video)
- ☒ ☒ **#5h.** Discuss how you followed the Leave No Trace Seven Principles and the Outdoor Code when preparing your meals.
Resources: 7 Principles of LNT (website)
Outdoor Code (website)
- #6.** Trail and backpacking meals. Do the following:
- ☒ ☐ **#6a.** Using the MyPlate food guide or the current USDA nutrition model, plan a day of meals for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.
Resource: MyPlate Kitchen (website)
- ☒ ☐ **#6b.** Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
- ☒ ☐ **#6c.** Share and discuss your menu and shopping list with your counselor. Your plan must include how to repackaging foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.
Resource: Repackaging Food for Backpacking (video)
- ☒ ☒ **#6d.** While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).
Resource: Lighting a Liquid Fuel Stove (video)
- ☒ ☒ **#6e.** After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.
- ☒ ☐ **#6f.** Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.
Resource: Cleaning Up & Washing Dishes (video)

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Cooking (2025 version): Cooking (Eagle required) 2025-01-01

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#7. Careers and Hobbies. Do ONE of the following:

- ☒ ☐ **#7a.** Identify three career opportunities that would use skills and knowledge in cooking. 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: 13 Careers in the Food Industry (website)
Exploring Culinary Career Paths: Popular Specializations and Opportunities (video)
How to Become a Chocolatier (video)
- ☒ ☒ **#7b.** Identify how you might use the skills and knowledge in cooking to pursue a personal hobby 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.
Resources: Sharpen Your Cooking Skills and Improve Your Diet (and Even Your Social Life) (website)
70 Cooking Hobbies: Discover Delicious Culinary Adventures (website)

Event Requirements

2025 Monroe Merit Badge College

Disabilities Awareness (2021 version): Disabilities Awareness 2021-01-01

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#1. Do the following:

- ☒ ☐ **#1a** Explain and discuss with your counselor the following disabilities awareness terms: disability, accessibility, adaptation, accommodation, invisible disability, and person-first language.
- ☒ ☐ **#1b** Explain why proper disability etiquette is important, and how it may differ depending on the specific disability. Give three examples.
- ☒ ☐ **#2** Visit an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education. Discuss what you have learned with your counselor.

#3. Do TWO of the following:

- ☒ ☐ **#3a** Talk with a Scout who has a disability and learn about the Scout's experiences taking part in Scouting activities and earning different merit badges. Discuss what you have learned with your counselor.
- ☒ ☐ **#3b** Talk with an individual who has a disability and learn about this person's experiences and the activities in which this person likes to participate. Discuss what you have learned with your counselor.
- ☒ ☐ **#3c** Learn how people with disabilities take part in a particular adaptive sport or recreational activity. Discuss what you have learned with your counselor.
- ☒ ☐ **#3d** Learn about independent living aids such as service animals, canes, and augmentative communication devices such as captioned telephones and videophones. Discuss with your counselor how people use such aids.
- ☒ ☐ **#3e** Plan or participate in an activity that helps others understand what a person with a visible or invisible disability experiences. Discuss what you have learned with your counselor.

#4. Do ONE of the following options:

null Option A. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.

- ☒ ☒ **#4a in Option A** Your school
- ☒ ☒ **#4b in Option A** Your place of worship
- ☒ ☐ **#4c in Option A** A Scouting event or campsite

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Disabilities Awareness (2021 version): Disabilities Awareness 2021-01-01

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☒ ☐ **#4d in Option A** A public exhibit or attraction (such as a theater, museum, or park).

null Option B. Visit TWO of the following locations and take notes while observing features and methods that are used to accommodate people with invisible disabilities. While there, ask staff members to explain any accommodation features that may not be obvious. Note anything you think could be done to better accommodate people who have invisible disabilities. Discuss your observations with your counselor.

☒ ☐ **#4a in Option B** Your school

☒ ☐ **#4b in Option B** Your place of worship

☒ ☐ **#4c in Option B** A Scouting event or campsite

☒ ☐ **#4d in Option B** A public exhibit or attraction (such as a theater, museum, or park).

#5. Explain what advocacy is. Do ONE of the following:

☒ ☐ **#5a** Present a counselor-approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person-first language.

☒ ☐ **#5b** Find out about disabilities awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours

☒ ☐ **#5c** Using resources such as disability advocacy agencies, government agencies, the internet (with your parent or guardian's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.

☒ ☐ **#6** Make a commitment to your counselor describing what you will do to show a positive attitude about and toward people with disabilities and to encourage positive attitudes among others. Discuss how your awareness has changed as a result of what you have learned.

☒ ☐ **#7** Name five professions that provide services to people with disabilities. Pick one that interests you and find out the education, training, and experience required for this profession. Discuss what you learn with your counselor, and tell why this profession interests you.

Event Requirements

2025 Monroe Merit Badge College

Electricity (2025 version): Electricity 2025-01-01

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#1. Demonstrate that you know how to respond to electrical emergencies by doing the following:

- ☒ ☐ **#1a** Explain how to turn off power for a particular circuit and the whole house in the event of an emergency.
- ☒ ☐ **#1b** Demonstrate how to rescue a person touching a live wire in the home.
- ☒ ☐ **#1c** Describe how to safely get out of a car in an accident if you suspect a utility wire is on the car.
- ☒ ☐ **#1d** Show how to render first aid to a person who is unconscious from an apparent electrical shock.
- ☒ ☐ **#1e** Show how to treat an electrical burn.
- ☒ ☐ **#1f** Explain what to do in the event of an electrical fire.
- ☒ ☐ **#1g** Explain what to do if caught out in the open during an electrical storm.
- ☒ ☒ **#2** Complete an electrical home safety inspection of your home, using the checklist found in the Electricity merit badge pamphlet or one approved by your counselor. Discuss what you find with your counselor.
- ☒ ☐ **#3** Make a simple electromagnet and use it to show magnetic attraction and repulsion.

#4. Do the following:

- ☒ ☐ **#4a** Explain the difference between direct current and alternating current, the advantages and disadvantages of each, and give a practical example of the use of each type.
- ☒ ☐ **#4b** Explain three ways that electricity is produced.
- ☒ ☒ **#5** Make a simple drawing to show how a battery and an electric bell work. Describe the purpose of each of the components.

#6. Do the following:

- ☒ ☐ **#6a** Define what overloading an electric circuit means. Tell what you have done to make sure your home circuits are not overloaded.
- ☒ ☐ **#6b** Determine if there is an overload on a branch circuit by either getting the current draw from all the equipment plugged into the circuit or use the power equation to calculate the current draws.
- ☒ ☐ **#6c** Explain why a fuse blows and a circuit breaker trips.

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Electricity (2025 version): Electricity 2025-01-01

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☒ ☐ **#6d** Tell how to find a blown fuse and a tripped circuit breaker in your home. Show how to safely reset the circuit breaker.

☒ ☐ **#7** Make a floor plan wiring diagram of the lights, switches, and outlets for a room in your home. Show which fuse or circuit breaker protects each one.

#8. Do the following:

☒ ☒ **#8a** Read a meter associated with an electric bill. Determine the total power used since the bill, and the cost of that power.

☒ ☒ **#8b** Explain other charges on the bill that were taxes or fees.

☒ ☒ **#8c** Discuss with your counselor five ways your family can conserve energy.

#9. Explain the following:

☒ ☒ **#9a** Electrical terms - Current, energy, power, resistance, and voltage

☒ ☒ **#9b** Units of measure - Ampere (amps), ohms, volts, watts, and watt-hours

☒ ☒ **#9c** Electrical conditions - Generating source with example, ground, open circuit, overvoltage, potential difference, and short circuit

☒ ☒ **#9d** Equipment and their use - circuit, conductor, Ground Fault Circuit Interrupter (GFCI), insulator, inverter, rectifier, rheostat, substation, surge protection, solar panel, transformer, transmission and distribution systems, and wind turbine.

#10. Do TWO of the following:

☒ ☐ **#10a** Connect a buzzer, bell, or light with a battery. Have a key or switch in the line.

☒ ☐ **#10b** Make and run a simple electric motor (from a kit is acceptable, if approved by your counselor ahead of time).

☒ ☐ **#10c** Build a simple rheostat. Show that it works.

☒ ☐ **#10d** Build a single-pole, double-throw switch. Show that it works.

☒ ☐ **#10e** Explain how 3-way switch wiring works in a lighting circuit.

☒ ☐ **#10f** Connect two lights together in a series circuit along with a battery and a switch. Then connect the same circuit in parallel. Discuss the differences in the two circuits.

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Electricity (2025 version): Electricity

2025-01-01

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- ☒ ☐
- #11 Identify three career opportunities that would use skills and knowledge in electricity. 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.

Event Requirements

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Emergency Preparedness (2025 version): Emergency Preparedness (Eagle required) 2025-01-01

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☒ ☒ **#1 First Aid Merit Badge.** Earn the First Aid merit badge.

#2. Emergency Situations. Do the following:

☒ ☐ **#2a** Discuss with your counselor the aspects of emergency preparedness and include in your discussion the kinds of questions that are important to ask yourself as you consider each of these:

1. Prevention
2. Protection
3. Mitigation
4. Response
5. Recovery

#(b) Using a chart, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2(a) (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. Discuss your findings with your counselor.

☒ ☒ **#2b[1]** Home stovetop or oven fire

☒ ☒ **#2b[2]** Home flammable liquid fire

☒ ☒ **#2b[3]** Gas leak in or near a home or with outside cooking

☒ ☒ **#2b[4]** Food poisoning

☒ ☒ **#2b[5]** Automobile crash

☒ ☒ **#2b[6]** Vehicle stalled in the desert

☒ ☒ **#2b[7]** Vehicle trapped in a blizzard

☒ ☒ **#2b[8]** Backcountry injury

☒ ☒ **#2b[9]** Boating or water accident

☒ ☒ **#2b[10]** Toxic chemical spills and releases

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Emergency Preparedness (2025 version): Emergency Preparedness (Eagle required)	2025-01-01
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- ☒ ☒ **#2b[11]** Nuclear power plant emergency
- ☒ ☒ **#2b[12]** Fire or explosion in a public place
- ☒ ☒ **#2b[13]** Violence in a public place
- ☒ ☒ **#2b[14]** Wildland fire
- ☒ ☒ **#2b[15]** Avalanche (snowslide or rockslide)
- ☒ ☒ **#2b[16]** Earthquake
- ☒ ☒ **#2b[17]** Tsunami
- ☒ ☒ **#2b[18]** Major flooding or a flash flood with water outage
- ☒ ☒ **#2b[19]** Hurricane with power outage
- ☒ ☒ **#2b[20]** Tornado
- ☒ ☒ **#2b[21]** Lightning storm.

#3. Planning for Family Emergencies. Do the following:

- ☒ ☒ **#3a** At a family meeting, discuss the situations on the chart you created for requirement 2(b) and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.
- ☒ ☒ **#3b** Develop and practice a plan of escape for your family in case of fire in your home. Draw a floor plan with escape routes and a map with a safe meeting place. Discuss your family's home escape plan with your counselor.
- ☒ ☒ **#3c** Using a checklist in the Emergency Preparedness merit badge pamphlet or one approved by your counselor, prepare or inspect a family disaster kit for sheltering-in-place and for evacuation of your home. Review the needs and uses of the items in a kit with your counselor.

#4. Preventing Accidents and Emergencies. Do ONE of the following:

- ☒ ☒ **#4a** Using a home safety checklist included in the Emergency Preparedness merit badge pamphlet or one approved by your counselor, inspect a home (or a similar building near where you live or at a camp) for safety hazards with the help of an adult. Present your completed checklist to and discuss your findings with your counselor.

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- ☒ ☒ **#4b** Develop emergency prevention plans for five family activities outside the home, as approved by your counselor. (Examples are taking a picnic to a park, seeing a movie, attending a worship service, an outing at a beach, traveling to visit a relative, or attending a ball game or concert.) Each plan should include an analysis of possible hazards, proposals to prevent, protect from, mitigate, respond to, and recover from emergencies, and the reasons for the actions that you propose.

#5. Dangerous Situations. Show how you could save a person from the following dangerous situations without putting yourself in danger:

- ☒ ☐ **#5a** Live household electric wire
- ☒ ☐ **#5b** A structure filled with carbon monoxide
- ☒ ☐ **#5c** Clothes on fire
- ☒ ☐ **#5d** Drowning, using nonswimming rescues (including accidents on ice).

#6. Signaling for Help. Do the following:

- ☒ ☐ **#6a** Show three ways of attracting and communicating with rescue aircraft or drones.
- ☒ ☐ **#6b** Show ways to attract attention of searchers on the ground if you are lost in the wilderness.
- ☒ ☐ **#6c** Show ways to attract attention of searchers on the water if you are stranded with a capsized or disabled motorboat or sailboat.
- ☒ ☐ **#7 Moving an Injured Person.** With another person, show two good ways to transport an injured person out of a remote area using improvised stretchers to conserve the energy of rescuers while ensuring the well-being and protection of the injured person.

#8. National Incident Management System (NIMS) and Incident Command System (ICS). Do the following:

- ☒ ☒ **#8a** Describe the National Incident Management System (NIMS) and the local Incident Command System (ICS).
- ☒ ☒ **#8b** Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor.
- ☒ ☒ **#8c** Discuss how a Scout troop can help in an emergency situation using ICS.

#9. Emergency Service. Do the following:

- ☒ ☐ **#9a** Discuss with your counselor the duties that a Scout troop should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:

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- | | | |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9a[1] Crowd and traffic control |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9a[2] Messenger service during an incident |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9a[3] Collection and distribution services |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9a[4] Group feeding, shelter, and sanitation. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9b Prepare a written plan for mobilizing your troop when needed to do emergency service. If your troop already has a mobilization plan, present the plan to your counselor and tell your part in making the plan work. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9c Using a checklist in the Emergency Preparedness merit badge pamphlet or one approved by your counselor, prepare or inspect a personal emergency service pack for a mobilization call. Explain the needs and uses of the contents to your counselor. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #9d Take part in an emergency service project, either a real one or a practice exercise, with a Scouting troop or a community agency or at Scout camp or at a school. Review what you learned and practiced with your counselor. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #10 Do ONE of the following: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #10a Interview an emergency services coordinator or a civil servant about their work in disaster management. 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. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #10b Identify three career opportunities that would use skills and knowledge in emergency 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. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #10c Identify how you might use the skills and knowledge in the field of emergency preparedness 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. |

Event Requirements

2025 Monroe Merit Badge College

Engineering (2024 version): Engineering	2024-01-01
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- | | | |
|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | #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. |
| <input type="checkbox"/> | <input type="checkbox"/> | #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. Tell your counselor what you learned. |
| <input type="checkbox"/> | <input type="checkbox"/> | #3. Explain the work of six types of engineers. Pick two of the six types and explain how their work is related to engineering. |
| | | #4. Visit with an engineer (who may be your counselor, parent or guardian) and do the following: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4a. Discuss the work this engineer does and the tools the engineer uses. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4b. Discuss with the engineer a current project and the engineer's particular role in it. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4c. Find out how the engineer's work is done and how results are achieved. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4d. Ask to see the reports that the engineer writes concerning the project. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4e. Discuss with your counselor what you learned about engineering from this visit. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #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. |
| | | #6. Do TWO of the following: |
| <input type="checkbox"/> | <input type="checkbox"/> | #6a. <i>Transforming motion.</i> 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. |
| <input type="checkbox"/> | <input type="checkbox"/> | #6b. <i>Using electricity.</i> 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. |
| <input type="checkbox"/> | <input type="checkbox"/> | #6c. <i>Understanding electronics.</i> 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. |
| <input type="checkbox"/> | <input type="checkbox"/> | #6d. <i>Using materials.</i> Do experiments to show the differences in strength and heat conductivity in wood, metal, and plastic. Discuss with your counselor what you have learned. |

Event Requirements
2025 Monroe Merit Badge College

Engineering (2024 version): Engineering	2024-01-01
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- ☐ ☐
- #6e. *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.
- ☐ ☐
- #6f. *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.
- ☐ ☐
- #6g. *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.
- ☐ ☐
- #7. Explain what it means to be a registered Professional Engineer (P.E.). Name the types of engineering work for which registration is most important.
- ☐ ☐
- #8. Study the Engineer's Code of Ethics. Explain how it is like the Scout Oath and Law.
- ☐ ☐
- #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.

Event Requirements

2025 Monroe Merit Badge College

Entrepreneurship (2014 version): Entrepreneurship	2014-01-01
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- ☒ ☐ **#1** In your own words, define entrepreneurship. Explain to your counselor how entrepreneurs impact the U.S. economy.
- ☒ ☐ **#2** Explain to your counselor why having good skills in the following areas are important for an entrepreneur: communication, planning, organization, problem solving, decision making, basic math, adaptability, technical and social skills, teamwork, and leadership.
- ☒ ☐ **#3** 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). Discuss with your counselor what you have learned.
- ☒ ☐ **#4** Think of as many ideas for a business as you can, and write them down. From your list, select three ideas you believe represent the best opportunities. Choose one of these and explain to your counselor why you selected it and why you feel it can be successful.

#5. Create a written business plan for your idea that includes all of the following:

#(a) Product or Service

- ☐ ☐ **#5a[1]** Describe the product or service to be offered.
- ☐ ☐ **#5a[2]** Identify goals for your business.
- ☐ ☐ **#5a[3]** Explain how you can make enough of the product or perform the service to meet your goals.
- ☐ ☐ **#5a[4]** Identify and describe the potential liability risks for your product or service.
- ☐ ☐ **#5a[5]** Determine what type of license, if any, you might need in order to sell or make your product or service.

#(b) Market Analysis

- ☐ ☐ **#5b[1]** Identify the types of people who would buy your product or service.
- ☐ ☐ **#5b[2]** Identify your business's competitors, and describe their strengths and weaknesses.
- ☐ ☐ **#5b[3]** Describe what makes your product or service unique.

#(c) Financial

- ☐ ☐ **#5c[1]** Determine how much money you will need to start your business, and identify how you will obtain the money.

Event Requirements

2025 Monroe Merit Badge College

Entrepreneurship (2014 version): Entrepreneurship 2014-01-01

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☐ ☐ **#5c[2]** Determine the cost of offering your product or service and the price you will charge in order to make a profit.

☐ ☐ **#5c[3]** Describe what will happen with the money you make from the sales of your product or service.

#(d) Personnel

☐ ☐ **#5d[1]** Determine what parts of the business you will handle yourself, and describe your qualifications.

☐ ☐ **#5d[2]** Determine whether you will need additional help to operate your business. If you will need help, describe the responsibilities and qualifications needed for the personnel who will fill each role.

#(e) Promotion and Marketing

☐ ☐ **#5e[1]** Describe the methods you will use to promote your business to potential customers.

☐ ☐ **#5e[2]** Explain how you will utilize the internet and social media to increase awareness of your product or service.

☐ ☐ **#5e[3]** Design a promotional flyer or poster for your product or service.

☒ ☐ **#6** When you believe your business idea is feasible, imagine your business idea is now up and running. What successes and problems might you experience? How would you overcome any failures? Discuss with your counselor any ethical questions you might face and how you would deal with them.

Event Requirements

2025 Monroe Merit Badge College

Family Life (2023 version): Family Life (Eagle required)

2023-01-01

U PR

- ☒ ☐ **#1** Prepare an outline on what a family is and discuss this with your counselor. Tell why families are important to individuals and to society. Discuss how the actions of one member can affect other members.
Resources: Why Family Matters in Shaping Teens' Passions and Identity (podcast)
Introduction to Family Life (video)
What Is a Family (video)
- ☒ ☐ **#2** List several reasons why you are important to your family and discuss this with your parent or guardian and with your counselor.
Resource: Families and Family Relationships (video)
- ☒ ☒ **#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)
- ☒ ☒ **#5a** The objective or goal of the project
- ☒ ☒ **#5b** How individual members of your family participated
- ☒ ☒ **#5c** 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.
- ☒ ☐ **#6a** 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:

Event Requirements

2025 Monroe Merit Badge College

Family Life (2023 version): Family Life (Eagle required)

2023-01-01

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Resource: Family Meeting (video)

- ☒ ☐ **#6b[1]** How living the principles of the Scout Oath and Scout Law contributes to your family life
Resource: Scout Oath and Law (video)
- ☒ ☐ **#6b[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)
- ☒ ☐ **#6b[3]** The growing-up process and how the body changes, and making responsible decisions dealing with sex. This conversation may take place with only one parent or guardian.
- ☒ ☐ **#6b[4]** Personal and family finances
Resources: Money Management (video)
The 50-30-20 Rule - Budgeting for Needs, Wants, and Savings (video)
- ☒ ☐ **#6b[5]** A crisis situation within your family and whom you can turn to for support during these situations.
Resource: Family Bonding (video)
- ☒ ☐ **#6b[6]** The effect of technology on your family
Resource: Evolving Technology: Will Family Life Ever Be the Same Again? (video)
- ☒ ☐ **#6b[7]** Good etiquette and manners.
Resource: Etiquette (video)
- ☒ ☐ **#7** Discuss with your counselor your understanding of what makes an effective parent or guardian and why, and your thoughts on the parent or guardian's role and responsibilities in the family.
Resources: What Makes a Good Parent (video)
How to Parent a Teen From a Teen's Perspective (video)
Being a Parent (video)

Event Requirements

2025 Monroe Merit Badge College

Fingerprinting (2025 version): Fingerprinting 2025-01-01

U PR

- ☒ ☐ **#1** Give a short history of fingerprinting. Tell the difference between civil and criminal identification.
Resources: The Origins of Fingerprinting and How They Became a Staple in Modern Forensic Science (video)
How Did Detectives Solve the Case of the Bloody Fingerprints? (video)
History of Fingerprinting (video)

#2. Do the following:

- ☒ ☐ **#2a** Explain the difference between the automated fingerprint identification systems (AFIS) now used by law enforcement agencies and the biometric fingerprint systems used to control access to computers and places like buildings and airports.
Resource: AFIS - Automated Fingerprint Identification System (video)
- ☒ ☐ **#2b** Discuss how our society uses identification systems based on tokens, passwords, and biometrics.
Resources: What Is Multifactor Authentication (video)
Token Authentication (video)
Biometric Authentication Technology (video)
Science of Innovation -- Biometrics (video)

#3. Do the following:

- ☒ ☐ **#3a** Name the surfaces of the body where friction or papillary ridges are found.
Resource: Fingerprint Ridge Patterns (video)
- ☒ ☐ **#3b** Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.
Resources: Principles of Fingerprint Science (video)
Why Are Your Fingerprints Unique? (video)
- ☒ ☐ **#3c** Explain what it takes to positively identify a person using fingerprints.
Resources: How Reliable is Fingerprint Analysis? (video)
Fingerprint Evidence (video)

#4. Take a clear set of prints using ONE of the following methods:

- ☒ ☐ **#4a** Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card, available from your local police department or your counselor.
Resource: How to Roll Fingerprints (video)
- ☒ ☐ **#4b** Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.
Resource: Developing Latent Fingerprints With Black Powder (video)

Event Requirements

2025 Monroe Merit Badge College

Fingerprinting (2025 version): Fingerprinting 2025-01-01

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- ☒ ☐ **#5** Show your counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

Resource: Fingerprint Patterns: Arch, Loop, and Whorl (video)

- ☒ ☐ **#6** Identify three career opportunities that would use skills and knowledge in the areas of biometrics and/or fingerprinting. 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: Ten Types of Jobs Using Fingerprinting (website)

Fingerprint Technician (video)

Latent Fingerprinting Examiner (video)

Event Requirements

2025 Monroe Merit Badge College

First Aid (2025 version): First Aid (Eagle required) 2025-01-01

U PR

#1. Handling a First Aid Emergency. Do the following:

- ☒ ☒ **#1a.** Explain the steps necessary to assess and handle a first aid emergency, including a safety evaluation of the scene.
- ☒ ☒ **#1b.** Tell how you would obtain emergency medical assistance from your home and from a remote location on a wilderness camping trip.
- ☒ ☒ **#1c.** Demonstrate the precautions you must take to reduce the risk of transmitting an infection between you and the victim while administering first aid, including the safe disposal of used first aid supplies.
- ☒ ☒ **#1d.** Demonstrate evaluation of and management of a patient's airway and breathing.
- ☒ ☒ **#1e.** Demonstrate a thorough examination of an accident victim.
- ☒ ☒ **#1f.** Discuss why shock is an emergency.
- ☒ ☒ **#1g.** Define the term triage and describe examples of triage situations that you may encounter.

#2. Preparing for First Aid Emergencies. Do the following:

- ☒ ☒ **#2a.** Obtain a copy of the Scout Annual Health and Medical Record and discuss the importance of the form including information on immunizations, allergies, medications, health history, and medical examinations to providing first aid at Scouting events.

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

- ☒ ☒ **#2b(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.
- ☒ ☒ **#2b(2).** With your counselor, inspect a unit, home, vehicle, or camp first-aid kit and discuss your findings.

#3. Wounds with No External Bleeding. Describe the symptoms and signs of, show first aid for, and explain prevention of these wounds:

- ☒ ☐ **#3a.** Closed wounds, such as a bruise (contusion) or a hematoma
- ☒ ☐ **#3b.** Superficial, partial thickness, and full thickness thermal (heat) burns or scalds
- ☒ ☐ **#3c.** Chemical burns
- ☒ ☐ **#3d.** Electrical burns

Event Requirements

2025 Monroe Merit Badge College

First Aid (2025 version): First Aid (Eagle required)	2025-01-01
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3e. Sunburn |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3f. Snow blindness |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3g. Immersion foot, frostnip, frostbite, and ice burns |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3h. Abrasions, such as chafing and rope burns |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3i. Blisters on the hands, feet, buttocks, and shoulders |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3j. Puncture wounds from splinters, rope splinters, nails, and fish hooks |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3k. Rash from poisonous plants |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3l. Bug bites of chiggers, ticks, mosquitoes, and biting gnats |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3m. Bee stings |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3n. Bites of spiders |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3o. Sting of a scorpion |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3p. Bite of a pet or wild mammal or human |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #3q. Bite of a venomous snake. |

#4. Bleeding Wounds. Describe the symptoms and signs of, show first aid for, and explain prevention of these wounds:

- | | | |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4a. A nosebleed. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4b. An open wound with mild or moderate bleeding, such as a scratch or a scrape (abrasions), or a shallow cut (laceration). |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4c. An open wound with severe bleeding such as a deep cut on an arm or leg. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | #4d. Explain when it is appropriate and is not appropriate to use one or more tourniquets. List some of the benefits and dangers of using a tourniquet. Demonstrate the application of a tourniquet without tightening it. |

#5. Breathing Emergencies. Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions affecting breathing:

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2025 Monroe Merit Badge College

First Aid (2025 version): First Aid (Eagle required)	2025-01-01
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☒ ☐ **#5a.** Choking

☒ ☐ **#5b.** Asthmatic attack

☒ ☐ **#5c.** Anaphylaxis from an insect bite or sting or from food or product allergy

☒ ☐ **#5d.** Inhalation injuries

☒ ☐ **#5e.** Altitude sickness.

#6. Loss of Consciousness. Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions causing loss of consciousness:

☒ ☐ **#6a.** Fainting

☒ ☐ **#6b.** Hypoglycemia

☒ ☐ **#6c.** Seizure

☒ ☐ **#6d.** Drug overdose and alcohol poisoning

☒ ☐ **#6e.** Underwater hypoxic blackout

☒ ☐ **#6f.** Cold water shock and drowning

☒ ☐ **#6g.** Lightning strike and electric shock.

#7. Heart Attack. Do the following:

☒ ☐ **#7a.** Explain what a heart attack is.

☒ ☐ **#7b.** Describe the symptoms and signs of a heart attack and first aid for this condition.

☒ ☐ **#7c.** Describe the conditions that must exist before performing CPR on a person.

☒ ☐ **#7d.** Demonstrate proper CPR technique using a training device approved by your counselor.

☒ ☐ **#7e.** Explain the use of an automated external defibrillator (AED).

Event Requirements

2025 Monroe Merit Badge College

First Aid (2025 version): First Aid (Eagle required) 2025-01-01

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- ☒ ☐ **#7f.** Demonstrate or simulate the proper use of an AED, using an AED training device if available.
- ☒ ☐ **#7g.** Identify the typical location(s) of one or more AED(s) at public facilities in your community, such as, your school, place of worship, unit meeting place, sports facilities, and/or camp or by using a smart phone app. Discuss the reasons for choosing locations like these.

#8. Muscle and Bone Injuries. Do the following:

- ☒ ☐ **#8a.** Explain the similarities and differences in a strain, a muscle tear, a tendon rupture, a sprain, a dislocation, a simple fracture, and a compound fracture.
- ☒ ☐ **#8b.** Describe the symptoms and signs of and first aid for a muscle strain, a muscle tear, and a tendon rupture.
- ☒ ☐ **#8c.** Describe the symptoms and signs of, and potential complications of, a sprain, a fracture, and a dislocation.

#(d) Demonstrate bandages for these injuries:

- ☒ ☐ **#8d(1).** Arm slings for forearm or upper arm or collarbone fractures
- ☒ ☐ **#8d(2).** Elastic wrap and cravat bandages for ankle sprain
- ☒ ☐ **#8d(3).** Elastic wrap and cravat bandages for wrist sprain or hand injury.

#(e) Demonstrate the proper procedures for handling and splinting of suspected closed or open fractures or dislocations of the:

- ☒ ☐ **#8e(1).** Finger and toe
- ☒ ☐ **#8e(2).** Forearm or wrist
- ☒ ☐ **#8e(3).** Upper leg
- ☒ ☐ **#8e(4).** Lower leg or ankle.

#9. Head and Spine Injuries. Do the following:

- ☒ ☐ **#9a.** Describe the symptoms and signs of, relationships between, possible complications of, and prevention of head, neck, and back injuries.
- ☒ ☐ **#9b.** Describe the symptoms and signs of and first aid for a concussion.

Event Requirements

2025 Monroe Merit Badge College

First Aid (2025 version): First Aid (Eagle required) 2025-01-01

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- ☒ ☐ **#9c.** Demonstrate first aid for an open head wound with a triangular or other bandage.
- ☒ ☐ **#9d.** Demonstrate first aid for someone with a suspected neck or back injury.
- ☒ ☐ **#10. Moving a Patient.** Do the following:
- ☒ ☐ **#10a.** Describe the conditions under which an injured person should and should not be moved.
- ☒ ☐ **#10b.** If a sick or an injured person must be moved, tell how you would decide the best method. Demonstrate these methods.
- ☒ ☐ **#10c.** By yourself and with a partner, demonstrate how to transport a person from a smoke-filled room.
- ☒ ☐ **#10d.** By yourself and with a partner, demonstrate how to transport a person with a sprained ankle for at least 25 yards.
- ☒ ☐ **#10e.** With helpers under your supervision, improvise a stretcher and move a presumably unconscious person for at least 25 yards.

#11. Heat- and Cold-Related Conditions. Describe the symptoms and signs of, show first aid for, and explain prevention of these conditions associated with exertion and/or heat or cold exposure:

- ☒ ☐ **#11a.** Dehydration and over-hydration
- ☒ ☐ **#11b.** Heat cramps and muscle pain after exertion
- ☒ ☐ **#11c.** Heat exhaustion
- ☒ ☐ **#11d.** Heat stroke
- ☒ ☐ **#11e.** Chest pains associated with cold exposure
- ☒ ☐ **#11f.** Hypothermia.

#12. Mental Health Conditions. Describe the following:

- ☒ ☐ **#12a.** Reactions associated with at least three stressful situations, such as mountain backpacking, rappelling, a ropes course, speaking before an audience, making a phone call to an adult, taking a swim test, missing home, lighting a match, trying out for a sports team, meeting someone for the first time, or other stressful circumstances.
- ☒ ☐ **#12b.** The actions that you and others should take to prepare for and manage these situations.

Event Requirements

2025 Monroe Merit Badge College

First Aid (2025 version): First Aid (Eagle required) 2025-01-01

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☒ ☐ **#12c.** The indications that someone might be a danger to themselves or others.

☒ ☐ **#12d.** The actions that you should take if you suspect that someone might be a danger to themselves or others.

#13. Miscellaneous Conditions. Describe the symptoms and signs of, show first aid for, and explain prevention of the following conditions:

☒ ☐ **#13a.** Object in the eye

☒ ☐ **#13b.** Broken, chipped, loosened, or knocked out tooth

☒ ☐ **#13c.** Vomiting and diarrhea associated with food poisoning

☒ ☐ **#13d.** Abdominal pain

☒ ☐ **#13e.** Stroke.

☒ ☐ **#14.** With guidance from your counselor, develop a plan to teach a first-aid skill or topic using the EDGE method. Discuss your skill, topic, and plan with your counselor, and then teach your skill or topic to your family or to one or more Scouts.

☒ ☐ **#15.** Do ONE of the following:

☒ ☒ **#15a.** 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.

☒ ☒ **#15b.** 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.

☒ ☒ **#15c.** 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.

☒ ☒ **#15d.** 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.

Event Requirements

2025 Monroe Merit Badge College

Game Design (2025 version): Game Design 2025-01-01

U PR

#1. Do the following:

- ☒ ☒ **#1a** Analyze four games you have played, each from a different medium. Identify the medium, player format, objectives, rules, resources, and theme (if relevant). Discuss with your counselor the play experience, what you enjoy in each game, and what you dislike. Make a chart to compare and contrast the games.
- ☒ ☒ **#1b** Describe four types of play value and provide an example of a game built around each concept. Discuss with your counselor other reasons people play games.
- ☒ ☐ **#2** Discuss with your counselor FIVE of the following 17 game design terms. For each term that you pick, describe how it relates to a specific game: story, setting, characters, play sequence, level design, interface design, difficulty, balance, depth, pace, replay value, age appropriateness, single-player vs. multiplayer, cooperative vs. competitive, turn-based vs. real-time, strategy vs. reflex vs. chance, or abstract vs. thematic.
- ☒ ☐ **#3** Define the term *intellectual property*. Describe the types of intellectual property associated with the game design industry. Describe how intellectual property is protected and why protection is necessary. Define and give an example of a licensed property.

#4. Do the following:

- ☒ ☒ **#4a** Pick a game where the players can change the rules or objectives (examples: basketball, hearts, chess, kickball). Briefly summarize the standard rules and objectives and play through the game normally.
- ☒ ☒ **#4b** Propose changes to several rules or objectives. Predict how each change will affect gameplay.
- ☒ ☒ **#4c** Play the game with one rule or objective change, observing how the players' actions and emotional experiences are affected by the rule change. Repeat this process with two other changes.
- ☒ ☒ **#4d** Explain to your counselor how the changes affected the actions and experience of the players. Discuss the accuracy of your predictions.

#5. Design a new game. Any game medium or combination of mediums is acceptable. Record your work in a game design notebook.

- ☒ ☒ **#5a** Write a vision statement for your game. Identify the medium, player format, objectives, and theme of the game. If suitable, describe the setting, story, and characters.
- ☒ ☒ **#5b** Describe the reason that someone would want to play your game.
- ☒ ☒ **#5c** Make a preliminary list of the rules of the game. Define the resources.
- ☒ ☒ **#5d** Draw the game elements.

Event Requirements

2025 Monroe Merit Badge College

Game Design (2025 version): Game Design 2025-01-01

U PR

#6. Do the following:

Note: You must have your counselor's approval of your concept before you begin creating the prototype.

- ☒ ☒ **#6a** Prototype your game from requirement 5. If applicable, demonstrate to your counselor that you have addressed player safety through the rules and equipment. Record your work in your game design notebook.
- ☒ ☒ **#6b** Test your prototype with as many other people as you need to meet the player format. Compare the play experience to your descriptions from requirement 5(b). Correct unclear rules, holes in the rules, dead ends, and obvious rule exploits. Change at least one rule, mechanic, or objective from your first version of the game, and describe why you are making the change. Play the game again. Record in your game design notebook whether or not your change had the expected effect.
- ☒ ☒ **#6c** Repeat 6(b) at least two more times and record the results in your game design notebook.

#7. Blind test your game. Do the following:

- ☒ ☒ **#7a** Write an instruction sheet that includes all of the information needed to play the game. Clearly describe how to set up the game, play the game, and end the game. List the game objectives.
- ☒ ☒ **#7b** Share your prototype from requirement 6 with a group of players that has not played it or witnessed a previous playtest. Provide them with your instruction sheet(s) and any physical components. Watch them play the game, but do not provide them with instruction. Record their feedback in your game design notebook.
- ☒ ☒ **#7c** Share your game design notebook with your counselor. Discuss the player reactions to your project and what you learned about the game design process. Based on your testing, determine what you like most about your game and suggest one or more changes.

#8. Do ONE of the following:

- ☒ ☒ **#8a** With your parent or guardian's permission and your counselor's approval, visit with a professional in the game development industry and ask them about their job and how it fits into the overall development process.
- ☒ ☒ **#8b** Meet with a professional in game development education and discuss the skills they emphasize in the classroom.

Event Requirements

2025 Monroe Merit Badge College

Graphic Arts (2012 version): Graphic Arts 2012-01-01

U PR

- ☒ ☐ **#1** Review with your counselor the processes for producing printed communications: offset lithography, screen printing, electronic/digital, relief, and gravure. Collect samples of three products, each one produced using a different printing process, or draw diagrams to help you with your description.
Resources: Intro to Printmaking (video)
Learning About Printmaking (video)
- ☒ ☐ **#2** Explain the differences between continuous tone, line, and halftone artwork. Describe how digital images can be created and/or stored in a computer.
Resources: Line Art, Continuous Tone and Halftone (website)
Halftone Printing Explained for Screen Printers (video)
What Is a Digital Image? (video)
- ☒ ☐ **#3** Design a printed piece (flyer, T-shirt, program, form, etc.) and produce it. Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design. Explain which printing process is best suited for printing your design. If desktop publishing is available, identify what hardware and software would be appropriate for outputting your design.
Resources: The Basics of Graphic Design (video)
Best Graphic Designing Software (video)
- #4.** Produce the design you created for requirement 3 using one of the following printing processes:
Resource: Prepress Tips - How to Set Up Your Digital Print Files Correctly (video)
- ☒ ☐ **#4a** Offset lithography Make a layout, and produce a plate using a process approved by your counselor. Run the plate and print at least 50 copies.
Resource: Offset Lithography Demonstration (video)
- ☒ ☐ **#4b** Screen printing Make a hand-cut or photographic stencil and attach it to a screen that you have prepared. Mask the screen and print at least 20 copies.
Resource: The Basics of Screen Printing | Screen Printing Tutorial (video)
- ☒ ☐ **#4c** Electronic/digital printing Create a layout in electronic form, download it to the press or printer, and run 50 copies. If no electronic interface to the press or printer is available, you may print and scan a paper copy of the layout.
Resource: What Is Digital Printing? (video)
- ☒ ☐ **#4d** Relief printing Prepare a layout or set the necessary type. Make a plate or lock up the form. Use this to print 50 copies.
Resource: Relief Printmaking (video)
- #5.** Review the following postpress operations with your counselor:
Resources: Book Binding Options: What Type of Book Binding Should I Use? (website)
Book Binding Types: Wire Coil, Saddle Stitching, Burst, Perfect Binding etc (video)
- ☒ ☐ **#5a** Discuss the finishing operations of padding, drilling, cutting, and trimming.
Resource: Finishing in Printing (website)

Event Requirements

2025 Monroe Merit Badge College

Graphic Arts (2012 version): Graphic Arts 2012-01-01

U PR

☒ ☐ **#5b** Collect, describe, or identify examples of the following types of binding: perfect, spiral, plastic comb, saddle stitch, case.

#6. Do ONE of the following, and then describe the highlights of your visit:

☒ ☐ **#6a** Visit a newspaper printing plant: Follow a story from the editor to the press.

Resources: How *The New York Times* Is Made (video)

How Are Newspapers Made? (video)

☒ ☐ **#6b** Visit a retail, commercial, or in-plant printing facility. Follow a project from beginning to end.

Resources: Traditional Bookbinding | How It's Made (video)

Flexographic Printing Basics (video)

☒ ☐ **#6c** Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.

Resources: Study Graphic Arts | Winchester School of Art (video)

Top 50 Graphic Design Schools and Colleges in the U.S (website)

☒ ☐ **#6d** Visit three websites (with your parent or guardian's permission) that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers). With permission from your parent, guardian or counselor, print out or download product or service information from two of the sites.

Resources: GCEA - Graphic Communicators Education Association (website)

Book Arts Associations (website)

☒ ☐ **#7** Find out about three career opportunities in graphic arts. 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.

Resources: Desktop Publishing as a Career (video)

Printing Press Operators (video)

Graphic Design and Printing Career Guide (website)

Event Requirements

2025 Monroe Merit Badge College

Health Care Professions (2021 version): Health Care Professions 2021-01-01

U PR

#1. Select three of the professions from Group 1 listed below which interest you, then complete the following:

- ☒ ☒ **#1a** Briefly describe to your counselor the roles these professionals play in the delivery of health care.
- ☒ ☒ **#1b** Describe to your counselor the educational and licensing requirements for the professionals you selected.

#2. Select three of the professions from Group 2 listed below which interest you, then complete the following:

- ☒ ☐ **#2a** Briefly describe to your counselor the roles these professionals play in the delivery of health care.
- ☒ ☐ **#2b** Describe to your counselor the educational and licensing requirements for the professionals you selected.

#3. Select three of the professions from Group 3 listed below which interest you, then complete the following:

- ☒ ☐ **#3a** Briefly describe to your counselor the roles these professionals play in the delivery of health care.
- ☒ ☐ **#3b** Describe to your counselor the educational and licensing requirements for the professionals you selected.

#4. Select three of the professions from Group 4 listed below which interest you, then complete the following:

- ☒ ☐ **#4a** Briefly describe to your counselor the roles these professionals play in the delivery of health care.
- ☒ ☐ **#4b** Describe to your counselor the educational and licensing requirements for the professionals you selected.

- ☒ ☒ **#5** Select one career from any of the lists in Requirements 1, 2, 3, or 4 and arrange to visit that professional at their workplace. Discuss with your counselor the following:
- a. Why did they choose their particular career?
 - b. What do they most like about their job?
 - c. What are their biggest challenges in doing their job?
 - d. Identify the tools/instruments that may be used in their jobs.
 - e. What has been the most surprising aspect of their career?
 - f. What continuing education requirements are required to maintain certification?

- ☒ ☐ **#6** Discuss with your counselor your understanding of the meaning of the Physician's Oath.

- ☒ ☐ **#7** Describe the role of confidentiality between a patient and the health care provider. What is HIPAA?

- ☒ ☐ **#8** Identify a medical advancement or discovery that has been in the news recently. Discuss with your counselor how this can affect patient care.

Event Requirements
2025 Monroe Merit Badge College

Health Care Professions (2021 version): Health Care Professions	2021-01-01
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#9 With your parent or guardian's and counselor's approval, serve as a volunteer at a health-related event or facility in your community (e.g. blood drive, health fair, blood pressure screening event). Report to your counselor what you did and learned from the experience.

Event Requirements

2025 Monroe Merit Badge College

Music (2017 version): Music 2017-01-01

U PR

- ☒ ☐ **#1** Sing or play a simple song or hymn chosen by your counselor, using good technique, phrasing, tone, rhythm, and dynamics. Read all the signs and terms of the score.
Resources: How to Read Music (video)
Violin Demonstration (video)
Instrument Demonstration for Beginning Band (video)
- ☒ ☐ **#2** Name the five general groups of musical instruments. Create an illustration that shows how tones are generated and how instruments produce sound.
Resources: Classification of Musical Instruments (video)
Orchestral Instruments and How They Sound (video)
- #3.** Do TWO of the following:
- ☒ ☒ **#3a** 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.
- ☒ ☒ **#3b** 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.
- ☒ ☒ **#3c** 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.
- ☒ ☐ **#3d** 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:
- ☒ ☐ **#4a** Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
- ☒ ☐ **#4b** Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.
- ☒ ☐ **#4c** Make a traditional instrument and learn to play it.
- ☒ ☐ **#5** Define for your counselor *intellectual property* (IP). Explain how to properly obtain and share recorded music.
Resource: What Are Intellectual Property Rights? (video)

Event Requirements

2025 Monroe Merit Badge College

Orienteering (2013 version): Orienteering 2013-01-01

U PR

☒ ☐ **#1** Show that you know first aid for the following types of injuries that could occur while orienteering: cuts, scratches, blisters, snakebite, insect stings, tick bites, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), dehydration. Explain to your counselor why you should be able to identify poisonous plants and poisonous animals that are found in your area.

☒ ☐ **#2** Explain what orienteering is.

#3. Do the following:

☒ ☐ **#3a** Explain how a compass works. Describe the features of an orienteering compass.

☒ ☐ **#3b** In the field, show how to take a compass bearing and follow it.

#4. Do the following:

☒ ☐ **#4a** Explain how a topographic map shows terrain features. Point out and name five terrain features on a map and in the field.

☒ ☐ **#4b** Point out and name 10 symbols on a topographic map.

☒ ☐ **#4c** Explain the meaning of declination. Tell why you must consider declination when using map and compass together.

☒ ☐ **#4d** Show a topographic map with magnetic north-south lines.

☒ ☐ **#4e** Show how to measure distances on a map using an orienteering compass.

☒ ☐ **#4f** Show how to orient a map using a compass.

☒ ☐ **#5** Set up a 100-meter pace course. Determine your walking and running pace for 100 meters. Tell why it is important to pace-count.

#6. Do the following:

☒ ☒ **#6a** Identify 20 international control description symbols. Tell the meaning of each symbol.

☒ ☒ **#6b** Show a control description sheet and explain the information provided.

☒ ☒ **#6c** Explain the following terms and tell when you would use them: attack point, collecting feature, catching feature, aiming off, contouring, reading ahead, handrail, relocation, and rough versus fine orienteering.

#7. Do the following:

Event Requirements

2025 Monroe Merit Badge College

Orienteering (2013 version): Orienteering 2013-01-01

U PR

- ☒ ☐ **#7a** Take part in three orienteering events. One of these must be a cross-country course.

Note: While orienteering is primarily an individual sport, Scouting America Youth Protection procedures call for using the buddy system. Requirement 7(a) can be completed by pairs or groups of Scouts.

- ☒ ☐ **#7b** After each event, write a report with (1) a copy of the master map and control description sheet, (2) a copy of the route you took on the course, (3) a discussion of how you could improve your time between control points, and (4) a list of your major weaknesses on this course . Describe what you could do to improve.

#8. Do ONE of the following:

- ☒ ☐ **#8a** Set up a cross-country course that is at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet.

- ☒ ☐ **#8b** Set up a score orienteering course with at least 12 control points and a time limit of at least 60 minutes. Set point values for each control. Prepare the master map and control description sheet.

- ☒ ☐ **#9** Act as an official during an orienteering event. This may be during the running of the course you set up for requirement 8.

- ☒ ☐ **#10** Teach orienteering techniques to your patrol, troop or crew.

Event Requirements

2025 Monroe Merit Badge College

Personal Management (2019 version): Personal Management (Eagle required)	2019-01-01
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U PR

#1. Do the following:

☒ ☒ **#1a** 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).

☒ ☒ **#1b[1]** Discuss the plan with your counselor.

☒ ☒ **#1b[2]** Discuss the plan with your family.

☒ ☒ **#1b[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).

☒ ☒ **#1c[1]** Determine the quality of the item or service (using consumer publications or rating systems.)

☒ ☒ **#1c[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:

☒ ☒ **#2a** 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.

☒ ☒ **#2b[1]** If expenses exceed budget income, determine steps to balance your budget.

☒ ☒ **#2b[2]** If income exceeds budget expenses, state how you would use the excess money (new goal, savings).

☒ ☒ **#2c** 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.

☒ ☒ **#2b(3)** 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 this pamphlet, devise your own, or use a computer-generated version.) When complete, present the records showing the results to your merit badge counselor.

☒ ☒ **#2d** 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.

Event Requirements

2025 Monroe Merit Badge College

Personal Management (2019 version): Personal Management (Eagle required)	2019-01-01
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U PR

☒ ☒ **#2b(4)** Compare your budget with your actual income and expenses to understand when your budget worked and when it did not work. With your merit badge counselor, discuss what you might do differently the next time.

#3. Discuss with your counselor FIVE of the following concepts:

☒ ☐ **#3a** The emotions you feel when you receive money.

☒ ☐ **#3b** Your understanding of how the amount of money you have with you affects your spending habits.

☒ ☐ **#3c** Your thoughts when you buy something new and your thoughts about the same item three months later. Explain the concept of buyer's remorse.

☒ ☐ **#3d** How hunger affects you when shopping for food items (snacks, groceries).

☒ ☐ **#3e** Your experience of an item you have purchased after seeing or hearing advertisements for it. Did the item work as well as advertised?

☒ ☐ **#3f** Your understanding of what happens when you put money into a savings account.

☒ ☐ **#3g** Charitable giving. Explain its purpose and your thoughts about it.

☒ ☐ **#3h** What you can do to better manage your money.

#4. Explain the following to your counselor:

☒ ☐ **#4a** The differences between saving and investing, including reasons for using one over the other.

☒ ☐ **#4b** The concepts of return on investment and risk and how they are related.

☒ ☐ **#4c** The concepts of simple interest and compound interest.

☒ ☐ **#4d** The concept of diversification in investing.

☒ ☐ **#4e** Why it is important to save and invest for retirement.

#5. Explain to your counselor what the following investments are and how each works:

☒ ☐ **#5a** Common stocks

☒ ☐ **#5b** Mutual funds

Event Requirements

2025 Monroe Merit Badge College

Personal Management (2019 version): Personal Management (Eagle required) 2019-01-01

U PR

☒ ☐ **#5c** Life insurance

☒ ☐ **#5d** A certificate of deposit (CD)

☒ ☐ **#5e** A savings account

☒ ☐ **#5f** A U.S. savings bond.

#6 Explain to your counselor why people might purchase the following types of insurance and how they work:

☒ ☐ **#6a** Automobile

☒ ☐ **#6b** Health

☒ ☐ **#6c** Homeowner's/renter's

☒ ☐ **#6d** Whole life and term life.

#7. Explain to your counselor the following:

☒ ☐ **#7a** What a loan is, what interest is, and how the annual percentage rate (APR) measures the true cost of a loan.

☒ ☐ **#7b** The different ways to borrow money

☒ ☐ **#7c** The differences between a charge card, debit card, and credit card. What are the costs and pitfalls of using these financial tools? Explain why it is unwise to make only the minimum payment on your credit card.

☒ ☐ **#7d** Credit reports and how personal responsibility can affect your credit report.

☒ ☐ **#7e** Ways to reduce or eliminate debt.

#8. Demonstrate to your counselor your understanding of time management by doing the following:

☒ ☒ **#8a** 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.

☒ ☒ **#8b** 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.

Event Requirements

2025 Monroe Merit Badge College

Personal Management (2019 version): Personal Management (Eagle required)	2019-01-01
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U PR

☒ ☒ **#8c** 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.

☒ ☒ **#8d** 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.

☒ ☒ **#9a** Define the project. What is your goal?

☒ ☒ **#9b** Develop a timeline for your project that shows the steps you must take from beginning to completion.

☒ ☒ **#9c** Describe your project.

☒ ☒ **#9d** Develop a list of resources. Identify how these resources will help you achieve your goal.

☒ ☒ **#9e** Develop a budget for your project.

#10. Do the following:

☒ ☒ **#10a** 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.

☒ ☒ **#10b** 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.

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Event Requirements

2025 Monroe Merit Badge College

Photography (2024 version): Photography 2024-01-01

U PR

#1. Safety. Do the following:

☒ ☐ **#1a** Explain to your counselor the most likely hazards you may encounter while working with photography and what you should do to anticipate, mitigate, prevent, and respond to these hazards. Explain how you would prepare for exposure to environmental situations such as weather, sun, and water.

☒ ☐ **#1b** View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission).

#2. Explain how the following elements and terms can affect the quality of a picture:

☒ ☐ **#2a** Light—natural light (ambient/existing), low light (such as at night), and artificial light (such as from a flash)

☒ ☐ **#2b** Exposure—aperture (f-stops), shutter speed, ISO

☒ ☐ **#2c** Depth of field

☒ ☐ **#2d** Composition—rule of thirds, leading lines, framing, depth

☒ ☐ **#2e** Angle of view

☒ ☐ **#2f** Stop action and blur motion

☒ ☐ **#2g** Decisive moment (action or expression captured by the photographer).

☒ ☐ **#3** Explain the basic parts and operation of a camera. Explain how an exposure is made when you take a picture.

#4. Do TWO of the following, then share your work with your counselor.

☒ ☐ **#4a** Photograph one subject from two different angles or perspectives.

☒ ☐ **#4b** Photograph one subject from two different light sources - artificial and natural.

☒ ☐ **#4c** Photograph one subject with two different depth of fields.

☒ ☐ **#4d** Photograph one subject with two different compositional techniques.

#5. Photograph THREE of the following, then share your work with your counselor.

☒ ☐ **#5a** Close-up of a person

Event Requirements

2025 Monroe Merit Badge College

Photography (2024 version): Photography 2024-01-01

U PR

☒ ☐ **#5b** Two to three people interacting

☒ ☐ **#5c** Action shot

☒ ☐ **#5d** Animal shot

☒ ☐ **#5e** Nature shot

☒ ☐ **#5f** Picture of a person - candid, posed, or camera aware.

#6. Describe how software allows you to enhance your photograph after it is taken. Select a photo you have taken, then do ONE of the following, and share what you have done with your counselor.

☒ ☐ **#6a** Crop your photograph

☒ ☐ **#6b** Adjust the exposure or make a color correction

☒ ☐ **#6c** Show another way you could improve your picture for impact.

#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:

☒ ☐ **#7a** Plan the images you need to photograph for your photo story.

☒ ☐ **#7b** Share your plan with your counselor, and get your counselor's input and approval before you proceed.

☒ ☐ **#7c** 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.

☒ ☐ **#8** Identify three career opportunities in photography. Pick one and explain to your counselor how to prepare for such a career. Discuss what education and training are required, and why this profession might interest you.

Event Requirements

2025 Monroe Merit Badge College

Public Health (2021 version): Public Health 2021-01-01

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- ☒ ☐ **#1** Explain what public health is. Explain how Escherichia coli (E. coli), tetanus, AIDS, encephalitis, salmonellosis, Lyme disease, and coronavirus (COVID-19) are contracted. Then, pick any four of the following diseases and explain how each one is contracted and possibly prevented: gonorrhea, West Nile virus, botulism, influenza, syphilis, hepatitis, emphysema, meningitis, herpes, lead poisoning. For all 10 diseases, explain the type or form of the disease (viral, bacterial, environmental, toxin), any possible vectors for transmission, ways to help prevent exposure or the spread of infection, and available treatments.

#2. Do the following:

- ☒ ☐ **#2a** Explain the meaning of immunization.
- ☒ ☐ **#2b** Name eight diseases against which a young child should be immunized, two diseases against which everyone should be reimmunized periodically, and one immunization everyone should receive annually.
- ☒ ☐ **#2c** Using the list of diseases and conditions in requirement 1, discuss with your counselor those which currently have no immunization available.
- ☒ ☐ **#3** Discuss the importance of safe drinking water in terms of the spread of disease. Then, demonstrate two ways for making water safe to drink that can be used while at camp. In your demonstration, explain how dishes and utensils should be washed, dried, and kept sanitary at home and in camp.
- ☒ ☐ **#4** Explain what a vector is and how insects and rodents can be controlled in your home, in your community, and at camp. Tell why this is important. In your discussion, explain which vectors can be easily controlled by individuals and which ones require long-term, collective action.

#5. With your parent or guardian's and counselor's approval, do ONE of the following:

#(a) Visit a municipal wastewater treatment facility or a solid-waste management operation in your community.

- ☒ ☒ **#5a[1]** Describe how the facility safely treats and disposes of sewage or solid waste.
- ☒ ☒ **#5a[2]** Discuss your visit and what you learned with your counselor.
- ☒ ☒ **#5a[3]** Describe how sewage and solid waste should be disposed of under wilderness camping conditions.

#(b) Visit a food service facility, such as a restaurant or school cafeteria.

- ☒ ☒ **#5b[1]** Observe food preparation, handling, and storage. Learn how the facility keeps food from becoming contaminated.
- ☒ ☒ **#5b[2]** Find out what conditions allow microorganisms to multiply in food, what can be done to help prevent them from growing and spreading, and how to kill them.

Event Requirements

2025 Monroe Merit Badge College

Public Health (2021 version): Public Health 2021-01-01

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☒ ☒ **#5b[3]** Discuss the importance of using a thermometer to check food temperatures.

☒ ☒ **#5b[4]** Discuss your visit and what you learned with your counselor.

#6. Do the following:

☒ ☐ **#6a** Describe the health dangers from air, water, and noise pollution.

☒ ☐ **#6b** Describe health dangers from tobacco use and alcohol and drug abuse.

☒ ☐ **#6c** Describe the health dangers from abusing illegal and prescription drugs.

#7. With your parent or guardian's and counselor's approval, do

one ONE of the following:

☒ ☒ **#7a** Visit your city, county, or state public health agency.

☒ ☒ **#7b** Familiarize yourself with your city, county, state, or a federal health agency's website.

one After completing either 7(a) or 7(b), do the following:

☒ ☒ **#7(i)** Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.

☒ ☒ **#7(ii)** Explain the role of your health agency as it relates to the outbreak of diseases.

☒ ☒ **#7(iii)** Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after the disaster.

☒ ☒ **#8** Pick a profession in the public health sector that interests you. Find out the education, training, and experience required to work in this profession. Discuss what you learn with your counselor.

Event Requirements

2025 Monroe Merit Badge College

Reptile and Amphibian Study (2023 version): Reptile and Amphibian Study 2023-01-01

U PR

- ☒ ☒ **#1** Describe the identifying characteristics of six species of reptiles and four species of amphibians found in the United States. For any four of these, make sketches from your own observations or take photographs. Show markings, color patterns, or other characteristics that are important in the identification of each of the four species. Discuss the habits and habitats of all 10 species.
Resources: Reptiles of the United States (website)
Amphibians of the United States (website)
- ☒ ☐ **#2** Discuss with your counselor the approximate number of species and general geographic distribution of reptiles and amphibians in the United States. Prepare a list of the most common species found in your local area or state.
Resource: Find Amphibian and Reptile Species in Your Area (website)
- #3.** Describe the main differences between
- ☒ ☐ **#3a** Amphibians and reptiles
Resources: [Reptiles vs Amphibians: \(video\)](https://www.youtube.com/watch?v=6MsTbQi19SA)
[What's the Difference Between Reptiles and Amphibians? \(video\)](https://www.youtube.com/watch?v=j1vMyuYBqA4&t=54s)
- ☒ ☐ **#3b** Alligators and crocodiles
Resource: Alligator or Crocodile - What's the Difference? (video)
- ☒ ☐ **#3c** Toads and frogs
Resources: Differences Between Frogs & Toads (video)
What Is the Difference Between Frogs and Toads? (video)
Frogs and Toads: What's the Difference? (video)
- ☒ ☐ **#3d** Snakes and lizards.
Resource: How Are Snakes Different From Lizards? (video)
- ☒ ☐ **#4** Explain how reptiles and amphibians are an important component of the natural environment. List four species that are officially protected by the federal government or by the state you live in, and tell why each is protected. List three species of reptiles and three species of amphibians found in your local area that are not protected. Discuss the food habits of all 10 species.
Resources: [Ecological Roles of Reptiles and Amphibians \(website with videos\)](https://www.online-field-guide.com/ecological-roles-of-reptiles-and-amphibians/)
[Dying for Protection: Amphibians and Reptiles \(video\)](https://youtu.be/dQpHqkAvNnc?si=2E6kp1GO8McIHRsl)
[Search for Endangered Species in Your Area | U.S. Fish & Wildlife Service \(website\)](https://ecos.fws.gov/ecp0/reports/ad-hoc-species-report?kingdom=V&kingdom=I&status=E&status=T&status=EmE&status=EmT&status=EXPE&status=EXPN&status=SAE&status=SAT&mapstatus=3&fcrithab=on&fstatus=on&fspecrule=on&finvpop=on&fgroup=on&header=Listed+Animals)

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2025 Monroe Merit Badge College

Reptile and Amphibian Study (2023 version): Reptile and Amphibian Study 2023-01-01

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[Feeding Our Amphibians \(video\)](https://www.youtube.com/watch?v=baY4dzLSWIY)

- ☒ ☐ **#5** Compare how reptiles reproduce to how amphibians reproduce.

Resources: Reptile vs Amphibian (video)

Lifecycle of an Amphibian (Frog) (video)

How Lizards Reproduce (Video)

What Are Oviparous and Viviparous Snakes? (video)

- ☒ ☐ **#6** From observation, describe how snakes move forward. Describe the functions of the muscles, ribs, and belly plates.

Resources: How Snakes Move! (They Don't Just Slither!) (video)

How Do Snakes Move? (video)

True Facts: How Snakes Move (video)

- ☒ ☐ **#7** Describe in detail six venomous snakes and the one venomous lizard found in the United States. Describe their habits and geographic range. Tell what you should do in case of a bite by a venomous species.

Resource: The Most VENOMOUS Snakes in the US (video)

#8. Do ONE of the following:

- ☒ ☒ **#8a** Take custody of one or more reptiles or amphibians in a manner approved by your counselor. Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders). Whichever you chose, keep records of and report to your counselor how you cared for your animal/eggs/larvae to include lighting, habitat, temperature and humidity maintenance and any veterinary care requirements. Unless you are the long-term owner, at the conclusion of this study, turn the animal(s) over to another responsible party approved by your counselor.

Resource: Pet Journaling: Track Your Pet's Needs and Your Time Efficiently (website)

- ☒ ☒ **#8b** Choose a reptile or amphibian that you can observe or foster at a local zoo, aquarium, nature center, local rescue, or other such exhibit (such as your classroom or school). Study the specimen weekly for a period of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Discuss with your counselor how the animal you observed was cared for to include its housing and habitat, how the lighting, temperature, and humidity were maintained, and any veterinary care requirements. Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators.

Also, identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.

#9. Do TWO of the following:

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2025 Monroe Merit Badge College

Reptile and Amphibian Study (2023 version): Reptile and Amphibian Study	2023-01-01
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U PR

- ☒ ☒ **#9a** Identify at night three kinds of toads or frogs by their voices. Imitate the song of each for your counselor. Stalk each with a flashlight and discover how each sings and from where.
Resource: Frog Sounds: Why They Make Them (Examples) (video)
- ☒ ☒ **#9b** Identify by sight eight species of reptiles or amphibians.
Resources: Reptiles of the United States (website)
Amphibians of the United States (website)
- ☒ ☒ **#9c** Using visual aids, give a brief talk to a small group on three different reptiles and amphibians.
- ☒ ☐ **#10** Tell five superstitions or false beliefs about reptiles and amphibians and give a correct explanation for each. Give seven examples of unusual behavior or other true facts about reptiles and amphibians.
Resources: Debunking Common Reptile and Amphibian Myths & Misconceptions (video)
Busting 15 Crazy Reptile Myths in 15 Minutes (video)

Event Requirements

2025 Monroe Merit Badge College

Safety (2024 version): Safety **2024-01-01**

U PR

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

- ☒ ☐ **#1a** 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
- ☒ ☐ **#1b** 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
- ☒ ☐ **#1c** A paragraph or more, written by you, explaining how a serious fire, accident, crime, or a natural disaster could change your family life
- ☒ ☐ **#1d** 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:

- ☒ ☐ **#2a** 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.
- ☒ ☐ **#2b** 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.
- ☒ ☐ **#2c** Develop a family emergency action plan for a natural disaster.
- ☒ ☐ **#2d** Explain what risk assessment is and its purpose.
- ☒ ☐ **#2e** Explain the Scouting America's Commitment to Safety.

#3. Do the following:

- ☒ ☐ **#3a** Discuss with your counselor how you contribute to the safety of yourself, your family, and your community.
- ☒ ☐ **#3b** Show your family members how to protect themselves and your home from accidents, fire, burglary, robbery, and assault.
- ☒ ☐ **#3c** Discuss with your counselor the tips for online safety. Explain the steps individuals can take to help prevent identity theft.
- ☒ ☐ **#3d** Discuss with your counselor the three R's of Youth Protection and how to recognize child abuse.
- ☒ ☐ **#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

Event Requirements
2025 Monroe Merit Badge College

Safety (2024 version): Safety	2024-01-01
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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.
- ☒ ☐ **#7** Explain what the National Terrorism Advisory System is and how you would respond to each type of alert.
- ☒ ☐ **#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.

Event Requirements

2025 Monroe Merit Badge College

Salesmanship (2023 version): Salesmanship 2023-01-01

U PR

#1. Do the following:

☒ ☐ **#1a** Explain the responsibilities of a salesperson and how a salesperson serves customers and helps stimulate the economy.

☒ ☐ **#1b** Explain the differences between a business-to-business salesperson and a consumer salesperson.

#2. Explain why it is important for a salesperson to do the following:

☒ ☐ **#2a** Research the market to be sure the product or service meets the needs of customers.

☒ ☐ **#2b** Learn all about the product to be sold.

☒ ☐ **#2c** If possible, visit the location where the product is built and learn how it is constructed. If a service is being sold, learn about the benefits of the service to the customer.

☒ ☐ **#2d** Follow up with customers after their purchase to confirm their satisfaction and discuss their concerns about the product.

☒ ☐ **#3** Write and present a sales plan for a product and a sales territory assigned by your counselor.

☒ ☐ **#4** Make a sales presentation of a product assigned by your counselor.

#5. Do ONE of the following and keep a record (cost sheet). Use the sales techniques you have learned, and share your experience with your counselor:

☐ ☐ **#5a** Help your unit raise funds through sales of merchandise or of tickets to a Scout event.

☐ ☐ **#5b** Sell your services such as lawn raking or mowing, pet watching, dog walking, snow shoveling, and car washing to your neighbors. Follow up after the service has been completed and determine the customer's satisfaction.

☐ ☐ **#5c** Earn money through retail selling.

#6. Do ONE of the following:

#(a) Interview a salesperson and learn the following:

☐ ☐ **#6a[1]** What made the person choose sales as a profession?

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2025 Monroe Merit Badge College

Salesmanship (2023 version): Salesmanship

2023-01-01

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☐ ☐ #6a[2] What are the most important things to remember when talking to customers?

☐ ☐ #6a[3] How is the product sold?

☐ ☐ #6a[4] Include your own questions.

#(b) Interview a retail store owner and learn the following:

☐ ☐ #6b[1] How often is the owner approached by a sales representative?

☐ ☐ #6b[2] What good traits should a sales representative have? What habits should the sales representative avoid?

☐ ☐ #6b[3] What does the owner consider when deciding whether to establish an account with a sales representative?

☐ ☐ #6b[4] Include at least two of your own questions.

#7. Investigate and report on career opportunities in sales, then do the following:

☐ ☐ #7a Prepare a written statement of your qualifications and experience. Include relevant classes you have taken in school and merit badges you have earned.

☐ ☐ #7b Discuss with your counselor what education, experience, or training you should obtain so you are prepared to serve in a sales position.

Event Requirements

2025 Monroe Merit Badge College

Signs, Signals, and Codes (2015 version): Signs, Signals, and Codes	2015-01-01
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- ☒ ☐ **#1** Discuss with your counselor the importance of signs, signals, and codes, and why people need these different methods of communication. Briefly discuss the history and development of signs, signals, and codes.
- ☒ ☐ **#2** Explain the importance of signaling in emergency communications. Discuss with your counselor the types of emergency or distress signals one might use to attract airborne search-and-rescue personnel if lost in the outdoors or trying to summon assistance during a disaster. Illustrate these signaling examples by the use of photos or drawings.
- #3. Do the following:
- ☒ ☐ **#3a** Describe what Morse code is and the various means by which it can be sent. Spell your first name using Morse code. Send or receive a message of six to 10 words using Morse code.
- ☒ ☐ **#3b** Describe what American Sign Language (ASL) is and how it is used today. Spell your first name using American Sign Language. Send or receive a message of six to 10 words using ASL.
- #4. Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used. Explain the difference between semaphore flags and nautical flags. Then do the following:
- ☒ ☐ **#4a** Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.
- ☒ ☐ **#4b** Using illustrations or photographs, identify 10 examples of nautical flags and discuss their importance.
- #5. Explain the braille reading technique and how it helps individuals with sight impairment to communicate. Then do the following:
- ☒ ☐ **#5a** Either by sight or by touch, identify the letters of the braille alphabet that spell your name. By sight or touch, decode a braille message at least six words long.
- ☒ ☐ **#5b** Create a message in braille at least six words long, and share this with your counselor.
- #6. Do the following:
- ☒ ☐ **#6a** Describe to your counselor six sound-only signals that are in use today. Discuss the pros and cons of using sound signals versus other types of signals.
- ☒ ☐ **#6b** Demonstrate to your counselor six different silent Scout signals. Use these Scout signals to direct the movements and actions to direct the movements and actions of your patrol or troop.
- ☒ ☒ **#7** On a Scout outing, lay out a trail for your patrol or troop to follow. Cover at least one mile in distance and use at least six different trail signs and markers. After the Scouts have completed the trail, follow the Leave No Trace Seven Principles and the Outdoor Code by replacing or returning trail markers to their original locations.

Event Requirements

2025 Monroe Merit Badge College

Signs, Signals, and Codes (2015 version): Signs, Signals, and Codes	2015-01-01
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#8. For THREE of the following activities, demonstrate five signals each. Tell what the signals mean and why they are used:

- ☒ ☐ **#8a** Sports official's hand signs/signals
- ☒ ☐ **#8b** Heavy-equipment operator's hand signals
- ☒ ☐ **#8c** Aircraft carrier catapult crew signals
- ☒ ☐ **#8d** Cyclist's hand signals
- ☒ ☐ **#8e** An activity selected by you and your counselor.

#9. Share with your counselor 10 examples of symbols used in everyday life. Design your own symbol. Share it with your counselor and explain what it means. Then do the following:

- ☒ ☐ **#9a** Show examples of 10 traffic signs and explain their meaning.
- ☒ ☐ **#9b** Using a topographical map, explain what a map legend is and discuss its importance. Point out 10 map symbols and explain the meaning of each.
- ☒ ☐ **#9c** Discuss text-message symbols and why they are commonly used. Give examples of your favorite 10 text symbols or emoticons. Then see if your parent, guardian, or counselor can identify the meaning or usage of each symbol.
- ☒ ☒ **#10** Briefly discuss the history of secret code writing (cryptography). Make up your own secret code and write a message of up to 25 words using this code. Share the message with a friend or fellow Scout. Then share the message and code key with your counselor and discuss the effectiveness of your code.

Event Requirements

2025 Monroe Merit Badge College

Traffic Safety (2022 version): Traffic Safety 2022-01-01

U PR

#1. Do the following:

- ☒ ☐ **#1a** Describe the top 10 mistakes new drivers frequently make. Name the two items you are required by law to carry with you whenever you operate a motor vehicle.
- ☒ ☐ **#1b** Describe how alcohol and other drugs affect the human body and why a person should never drink and drive, or drive while under the influence of any mind-altering substances, including prescription drugs, cold medications, and illicit drugs. For the state where you live, find out what is the legal blood alcohol concentration and the consequences for driving while intoxicated or driving under the influence. Find out what the open-container law is in your state.
- ☒ ☐ **#1c** Explain why new drivers are at a significantly higher risk of being involved in a collision than other drivers and name three (3) steps you can take that will reduce this risk.
- ☒ ☐ **#1d** Explain why a driver who is fatigued or distracted should not operate a motor vehicle. List five common distractions, explain how driver distractions contribute to traffic accidents, and tell how drivers can minimize distractions. Describe how volunteer drivers can plan to be alert when transporting Scouting participants.

#2. Do the following:

- ☒ ☐ **#2a** Demonstrate how to wear a lap and shoulder belt properly. Explain why it is important for the driver and all passengers always to wear their seat belts.
- ☒ ☐ **#2b** List five safety features found in motor vehicles besides occupant restraint systems. Describe each safety feature, how each works, and how each contributes to safety.

#3. Do the following:

- ☒ ☒ **#3a** Using a vehicle that you have access to, demonstrate that all marker lights, parking lights, brake lights, turn signals, and headlights are clear and operational. Explain when you would use these lights, where the switches are to operate these lights and how these lights contribute to safe and courteous driving.
- ☒ ☒ **#3b** Using a vehicle that you have access to, demonstrate how to check the vehicle's tire pressure and where to locate the correct tire pressure rating. Explain why proper tire pressure is important to the safe operation and fuel economy of the vehicle.
- ☒ ☒ **#3c** Explain why proper tire tread depth is important to safe driving. On the same vehicle you checked the tire pressure on, demonstrate a method to check for adequate tire tread depth.
- ☒ ☒ **#3d** Explain issues that might affect the driver's ability to see through the front, rear, and side windows. Demonstrate with a smear-and-clear test if the windshield wiper blades will clear the windshield completely or need to be replaced. Describe instances in good and bad weather when windshield wipers are important to safe driving.

Event Requirements

2025 Monroe Merit Badge College

Traffic Safety (2022 version): Traffic Safety 2022-01-01

U PR

#4. Do the following:

- ☒ ☒ **#4a** In a location away from traffic hazards, measure with a tape measure—not in a car—and mark off with stakes the distance that a car will travel during the time needed for decision and reaction, and the braking distances necessary to stop a car traveling 30, 50, and 70 miles per hour on dry, level pavement. Discuss how environmental factors such as bad weather and road conditions will affect the distance.
- ☒ ☒ **#4b** As a driver, describe the difference in nighttime visibility between a properly lit bicycle and rider (or a pedestrian) wearing reflective material and a bicycle and rider with no lights (or a pedestrian) dressed in dark clothing, without reflective material.
- ☒ ☒ **#4c** Explain how color and shape are used to help road users recognize and understand the information presented on traffic and roadway signs. Explain the purpose of different types of signs, signals, and pavement markings.
- ☒ ☒ **#4d** Describe at least three examples of traffic laws that apply to drivers of motor vehicles and that bicyclists must also obey.

#5. Do ONE of the following:

- ☒ ☒ **#5a** Interview a traffic law enforcement officer in your community to identify what three traffic safety problems the officer is most concerned about. Discuss with your counselor possible ways to solve one of those problems.
- ☒ ☒ **#5b** Write a personal traffic safety pledge, addressing three (3) of your most concerning issues relating to traffic safety. Show your pledge to your counselor and discuss your commitment to traffic safety.
- ☒ ☐ **#5c** Initiate and organize an activity or event to demonstrate the importance of traffic safety.

Event Requirements

2025 Monroe Merit Badge College

Veterinary Medicine (2006 version): Veterinary Medicine 2006-01-01

U PR

#1. Discuss with your counselor the roles a veterinarian plays in the following:

☒ ☐ #1a Companion or small animal medicine, and equine medicine

☒ ☐ #1b Food animal or large animal medicine

☒ ☐ #1c Exotic animal medicine

☒ ☐ #1d Marine animal medicine (mammal and fish)

☒ ☐ #1e Poultry medicine

☒ ☐ #1f Wildlife medicine and aquaculture medicine.

#2. Discuss with your counselor the roles a veterinarian plays in the following:

☒ ☐ #2a Public health medicine and zoonotic disease surveillance and control

☒ ☐ #2b The military

☒ ☐ #2c Food safety and inspection

☒ ☐ #2d Laboratory animal medicine and research

☒ ☐ #2e Teaching and government.

☒ ☐ #3 Describe the training required to become a veterinarian. Where is the veterinary medical college nearest you? Describe the prerequisites for applying to veterinary school.

☒ ☐ #4 Tell your counselor what a registered veterinary technician (R.T.V.) or animal health technician (A.H.T.) is. Describe the training required to become an R.V.T. or A.H.T. Where is the school or facility for R.V.T. or A.H.T training nearest you? Describe the role an R.V.T. or A.H.T. would play in assisting a veterinarian working in three of the practice types listed in requirement 1.

☒ ☐ #5 Discuss with your counselor the role a veterinarian plays in the human-animal bond.

#6. Do ONE of the following:

☒ ☒ #6a Visit a veterinary clinic, hospital, or veterinary referral teaching hospital that does work in one of the practices listed in requirement 1. Spend as much

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2025 Monroe Merit Badge College

Veterinary Medicine (2006 version): Veterinary Medicine 2006-01-01

U PR

time as you can observing the veterinarians and their staff. Write a report on what you observed and learned at the facility. Share your report with your counselor.

☒ ☒

#6b Spend as much time as possible with a veterinarian who works in one of the fields listed in requirement 2. Learn what special training beyond veterinary medical school may have been required for that position. Learn about any special or unusual activities required of this position. Write a report on what you have learned about this field of veterinary medicine. Include in your report how this field serves the needs of the general public. Share your report with your counselor.