

Event Requirements

University of Scouting/Merit Badge College

2026 Monroe Merit Badge College

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

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#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.
- ☒ ☒ **#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.

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- ☒ ☐ **#4** Describe the role of the U.S. Department of Labor. Discuss TWO of the following topics with your counselor: Fair Labor Standards Act (FLSA), Occupational Safety and Health Act (OSHA), Family and Medical Leave Act (FMLA), or 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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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#1. General Knowledge. Do the following:

☒ ☐ #1a In your own words, describe to your counselor what animation is.

☒ ☐ #1b Discuss with your counselor a brief history of animation.

☒ ☐ #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, and appeal.

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

#{a} Technique 1

☒ ☐ #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

☒ ☐ #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.

#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.

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

☒ ☐ #5 Careers. Learn about three career opportunities in animation. Pick one and find out about the education, training, and experience required for this

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profession. Discuss your findings with your counselor. Explain why this profession might interest you.

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Chess (2013 version): Chess 2026-01-01

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#1. Do the following:

- ☒ ☐ **#1(a)** Discuss with your counselor the history of the game of chess.
- ☒ ☐ **#1(b)** Research a famous chess player and what accomplishments made him or her famous. Discuss with your counselor.

#2. Discuss with your counselor the following:

- ☒ ☐ **#2(a)** Why chess is considered a game of planning and strategy.
- ☒ ☐ **#2(b)** The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life.
- ☒ ☐ **#2(c)** Sportsmanship and chess etiquette

#3. Demonstrate to your counselor that you know each of the following. Then, using Scouting EDGE to teach someone who does not know how to play chess:

- ☒ ☐ **#3(a)** The name of each chess piece
- ☒ ☐ **#3(b)** How to set up a chessboard
- ☒ ☐ **#3(c)** How each chess piece moves and captures, including: four rules of castling, en passant captures, pawn promotion, check, ways to get out of check, and checkmate
- ☒ ☐ **#3(d)** The five ways a game can end in a draw

#4. Do the following:

- ☒ ☐ **#4(a)** Demonstrate scorekeeping using the algebraic system of chess notation.
- ☒ ☐ **#4(b)** Discuss the differences between the opening, the middle game, and the endgame.
- ☒ ☐ **#4(c)** Explain four opening principles. Demonstrate for your counselor the first five moves of the following openings: Ruy Lopez, French Defense, Queen's Gambit Declined, Sicilian Defense.

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☒ ☐ **#4(d)** On a chessboard, demonstrate Scholar's Mate, Fool's Mate, L gal Mate, Fried Liver Attack, and Noah's Ark Trap.

#5. Do the following:

☒ ☐ **#5(a)** Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, and clock management.

☒ ☐ **#5(b)** Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double check, double attack, fork, interposing, overloading, overprotecting, pin, skewer, remove the defender, zwischenzug, and zugzwang.

#(c) Set up a chessboard as follows and with White to move first, demonstrate how to force checkmate on the Black king:

☒ ☐ **#5(c)(1)** White on e1, the White rooks on a1 and h1, and the Black king on e5

☒ ☐ **#5(c)(2)** White king on e1, White queen on d1, Black king on e5

☒ ☐ **#5(c)(3)** White king on e1, White rook on a1, Black king on e5

#(d) With White king on d4, White pawn on e3, and Black king on e6:

☒ ☐ **#5(d)(1)** With White to move, demonstrate how White can force Black to allow their pawn to reach the last rank and be promoted to a queen.

☒ ☐ **#5(d)(2)** With Black to move, demonstrate how Black can force a draw.

☒ ☐ **#5(e)** Set up and solve five direct-mate problems provided by your counselor.

☒ ☐ **#6** Explain to your counselor how chess tournaments are run, including the Swiss system tournament format, the round robin tournament format, pairings for each round, time controls, touch move, scoring, and chess ratings.

#7. Do ONE of the following:

☒ ☐ **#7(a)** Play at least three games of chess with other Scouts and/or your counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.

☒ ☐ **#7(b)** Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your counselor. Discuss with your counselor how you might have played each game differently.

☒ ☐ **#7(c)** Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games.

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Citizenship in the Community (2025 version): Citizenship in the Community (Eagle required)	2026-01-01
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null NOTE: Check out the Digital Resource Guide for the Citizenship in the Community merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

- ☒ ☐ **#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:

#(a) 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.

- ☒ ☒ **#2(a)(1)** Chief government buildings such as your city hall, county courthouse, and public works/services facilities

- ☒ ☒ **#2(a)(2)** Fire station, police station, and hospital nearest your home

- ☒ ☒ **#2(a)(3)** Parks, playgrounds, recreation areas, and trails

- ☒ ☒ **#2(a)(4)** Historical or other interesting points of interest

- ☒ ☒ **#2(b)** 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:

- ☒ ☒ **#3(a)** 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.

- ☒ ☒ **#3(b)** 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:

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

- ☒ ☒ **#4(b)** 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.

- ☒ ☒ **#4(c)** Share what you have learned with your counselor.

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- ☒ ☒ **#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.
- #7.** Do the following:
- ☒ ☒ **#7(a)** 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.
- ☒ ☒ **#7(b)** Pick ONE of the organizations you chose for requirement 7(a). Using a variety of resources (including newspapers, flyers and other literature, the internet, volunteers, and employees of the organization), find out more about this organization.
- ☒ ☒ **#7(c)** 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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null NOTE: Check out the Digital Resource Guide for the Citizenship in the Nation merit badge [HERE](#) for information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☐ **#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

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- ☒ ☐ **#6d** What the author said
- ☒ ☐ **#6e** Why the speech is important to the nation's history
- ☒ ☐ **#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 to your representative in Congress explaining your views on a national issue. Show your correspondence, along with any response you receive, to your counselor.

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Citizenship in the World (2016 version): Citizenship in the World (Eagle required)	2016-01-01
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null NOTE: Check out the Digital Resource Guide for the Citizenship in the World merit badge [HERE](#) for information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☐ **#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)

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- ☒ ☐ **#4c[6]** Amnesty International
- ☒ ☐ **#4c[7]** International Federation of Red Cross and Red Crescent Societies (IFRC)
- ☒ ☐ **#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 Global Public Affairs, 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 or participate in a World Organization of the Scouting Movement (WOSM) event such as the World Scout Jamboree, World Scout Moot, World Scout Congress, Jamboree Over The Air, or Jamboree Over The Internet. Attendance at a national or regional Jamboree sponsored by a WOSM-National Scout Organization is also allowed.

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☒ ☒ #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
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null NOTE: Stamp and coin collecting are excluded from eligibility for this merit badge. Scouts must remember to follow the Leave No Trace Seven Principles and the Outdoor Code while on field trips and when collecting specimens. Make sure you have permission of the land manager prior to taking any samples for your collection. Collecting is prohibited in most National and State Parks. Pictures or sketches may suffice for a collection and limit impacted disturbances.

null NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☒ **#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 handling, cleaning, and 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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- ☒ ☐ **#5c** Explain the monetary value of your collection and where you learned about those values.
- ☒ ☐ **#5d** Explain how your collection is graded for value, physical defects, size, and age. Show the various classifications or ratings used in your collection.
- ☒ ☐ **#5e** List the national, state, or local association(s) related to or associated with your collection.
- ☒ ☐ **#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.
- ☒ ☐ **#6** Discuss with your counselor the plans you have to continue with the collection in the future.
- ☒ ☐ **#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. Resources: Curators, Conservators, and Museum Workers Careers (video) Dream Jobs: Antiquer (video)

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Communication (2014 version): Communication (Eagle required)	2014-01-01
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NOTE: Check out the Digital Resource Guide for the Communication merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#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 each: obtain information, be persuaded, appreciate or enjoy something, and 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, and share this with your counselor. Resources: 3 Note-Taking Methods in 3 Minutes (video) Note-Taking Assignment Tips (website)

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☒ ☐ **#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 webpage 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 webpage or blog that would be helpful to someone who visits the webpage or blog you have created. Note: It is not necessary to post your webpage 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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University of Scouting/Merit Badge College

Competitive Gaming (2026 version): Competitive Gaming

2026-01-01

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NOTE: Check out the Digital Resource Guide for the Competitive Gaming merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey!

#1. History of Gaming. Do the following:

- ☒ ☐ **#1(a)** Create a timeline showing how video gaming has evolved since 1958. Include at least one significant event from each decade.
- ☒ ☐ **#1(b)** Identify and define five major video game genres. Provide an example for each.
- ☒ ☐ **#1(c)** Explain the difference between video gaming and esports. Include how esports incorporates elements of organized competition such as teams, tournaments, rules, coaching, and spectatorship. Provide two examples of games that are commonly played casually as video games but are also used in organized esports competition.
- ☒ ☐ **#1(d)** Identify and define five major moments in the development of esports as an industry since 1990. Include key tournaments, technological advances, and organizations that helped shape competitive gaming globally. Discuss your findings with your counselor.

#2. Living the Scout Oath and Law Online. Do the following:

Note: View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission.)

- ☒ ☐ **#2(a)** Define the term "toxicity in gaming." Describe a real or hypothetical example of toxic behavior in online play and outline how the situation could be prevented or resolved by applying the Scout Oath and Law.
- ☒ ☐ **#2(b)** List five strategies for handling negative online gaming experiences. Describe how each strategy reflects a point of the Scout Oath or Law.
- ☒ ☐ **#2(c)** Research the Entertainment Software Rating Board (ESRB) rating system. Record the ratings of the video games you own and compare them to your age group. Explain to your counselor whether you agree with the ESRB descriptions.
- ☒ ☐ **#2(d)** List five ways to create a positive online gaming environment for yourself and others. Demonstrate one of these methods with your troop, patrol, or family.

#3. Gamer Health and Balance. Do the following:

- ☒ ☐ **#3(a)** Read two credible articles describing positive aspects of video gaming and two describing negative aspects. Create a chart showing where the articles agree or disagree.
- ☒ ☐ **#3(b)** Track the amount of gaming you do each day for two weeks. Record and summarize your results.
- ☒ ☐ **#3(c)** Track your daily physical activity for the same two weeks. Compare your results to the CDC recommendation of one hour of moderate-to-vigorous activity per day for youth ages 6-17.

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☒ ☐ **#3(d)** Track your daily sleep for the same two weeks. Compare your results to the CDC recommendation of 9-12 hours for ages 6-12 and 8-10 hours for ages 13-18.

☒ ☐ **#3(e)** After completing 3(b), 3(c), and 3(d), create a one-week balanced schedule that includes healthy sleep, physical activity, and agreed-upon gaming time. Follow this schedule and summarize your results.

#4. Gamer Safety and Community Connection. Do the following:

☒ ☐ **#4(a)** Explain the benefits and risks of gaming online.

☒ ☐ **#4(b)** Research and list ten ways to stay safe when playing video games online.

☒ ☐ **#4(c)** Play one of your favorite games with your parent or guardian for at least 30 minutes. Demonstrate how to use privacy and safety settings, explain what you enjoy about the game, and let them play for part of the session.

☒ ☐ **#4(d)** Play an online or local multiplayer game with another Scout, friend, or community member in a cooperative or team-based setting. The match may be casual or competitive. During play, demonstrate positive communication, teamwork, and sportsmanship. Afterward, review the experience with your counselor and describe how cooperation and communication influenced your team's performance and overall enjoyment of the game.

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

☒ ☐ **#5(a)** Explain the difference between console gaming and PC gaming. List the advantages and disadvantages of each.

☒ ☐ **#5(b)** Play the same game on at least two different platforms. Describe the similarities and differences in gameplay and performance.
Note: Any game may be used, including free games, on any platform (phone, tablet, PC, laptop, console, etc.).

☒ ☐ **#5(c)** Visit a PC builder website such as PCPartPicker or Micro Center. Design your ideal gaming PC and create a parts list that includes: central processing unit (CPU), motherboard, random access memory (RAM), hard drive, power supply, graphics card, fans, case. Discuss your selections with your counselor.

#6. Leadership and Service in Competitive Gaming. Do ONE of the following:

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

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

☐ ☐ **#6(c)** Attend an esports tournament, convention, or community event that includes a competitive gaming activity or demonstration. Attend with another Scout, troop member, or family member. Afterward, share with your counselor what you learned about the atmosphere of live esports events and how the

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Competitive Gaming (2026 version): Competitive Gaming 2026-01-01

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experience changed your understanding of playing games competitively in front of an audience.

#7. Exploring Professions in the Competitive Gaming Industry. Do the following:

- ☐ ☐ #7(a) Research two colleges that offer varsity esports programs. Record the following information for each: availability and amount of gaming scholarships, offered gaming or IT-related degrees, games played by the esports team, league or association in which the team competes.
- ☐ ☐ #7(b) Research three gaming-adjacent careers that support or connect to the esports industry but are not esports athlete roles. Examples may include: game designer or developer, shoutcaster or broadcast producer, data analyst or statistician, marketing or event coordinator, IT or network support specialist. For each career, identify the main responsibilities, education or training requirements, and how the role contributes to the success of the gaming or esports ecosystem.
- ☐ ☐ #7(c) Visit the "Careers" or "Jobs" page of a major game publisher (such as Blizzard, Riot, Epic or Nintendo). Choose three jobs that interest you. For each, identify the required education, skills, and experience.

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Cybersecurity (2025 version): Cybersecurity 2025-01-01

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#1. Safety. Do the following:

- ☒ ☐ **#1(a)** View the Personal Safety Awareness "Digital Safety" video (with your parent or guardian's permission).
- ☒ ☐ **#1(b)** Explain to your counselor how to protect your digital footprint, such as while using social media, mobile device apps, and online gaming. Show how to set privacy settings to protect your personal information, including photos of yourself or your location.
- ☒ ☐ **#1(c)** Discuss first aid and prevention for potential injuries, such as eye strain, repetitive injuries, and handling electronics devices, that could occur during repeated use. Discuss how to keep yourself physically safe while using a mobile device (for example while walking or biking).

#2. Ethics. Do the following:

- ☒ ☐ **#2(a)** Relate three points of the Scout law to things people do on the internet or with computers, phones, and other connected electronic devices.
- ☒ ☐ **#2(b)** Discuss with your counselor examples of ethical and unethical behavior in cyberspace. Include how to act responsibly when you encounter situations such as: coming across an unattended or unlocked computer or mobile device; observing someone type their password or seeing it written down near a computer; or discovering a website that is not properly secured. Explain why these situations require good judgement, and how the Scout Law and personal values should guide your actions.

#3. Fundamentals. Do the following and discuss each with your counselor:

- ☒ ☐ **#3(a)** Describe three types of computer systems that need protecting and explain why.
- ☒ ☐ **#3(b)** Explain the "C.I.A. Triad"—Confidentiality, Integrity, and Availability—and why these three principles are fundamental to cybersecurity.

#4. Cyber Threats, Vulnerabilities, and Attacks. Do the following and discuss each with your counselor:

- ☒ ☐ **#4(a)** Define the terms vulnerability, threat, and exploit, and give an example of each that might apply to a website or software product you use.
- ☒ ☐ **#4(b)** Pick one type of malware (such as virus, worm, Trojan, backdoor, spyware, or ransomware) and find out how it works. Explain what it does and the harm it can cause.
- ☒ ☐ **#4(c)** Identify two risks of using public Wi-Fi and describe how to reduce or avoid those risks.
- ☒ ☐ **#4(d)** Describe what spoofing and phishing are, and how to recognize a message or website that might be trying to trick you. Explain what steps you should take to protect yourself and others if you come across one.

#(e) Current Events. Do ONE of the following:

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| ☒ | ☐ | #4(e)(1) Read an article or a news report about a recent cybersecurity incident, such as a data breach or malware infection. Explain how the incident happened (to the best of your ability based on the information available) and what the consequences are or might be to the victim. |
| ☒ | ☐ | #4(e)(2) With your parent or guardian's permission, watch a movie or read a book in which cybersecurity plays a significant role. Discuss how cybersecurity topics were depicted and how realistic you think it was. |
| ☒ | ☐ | #4(f) Create a list of what is part of your cyber attack surface including all the ways someone could try to access your personal information or devices—such as online accounts, apps, or home networks. |
| #5. Cyber Defenses. Do the following: | | |
| ☒ | ☐ | #5(a) Describe three technologies that are used to defend a computer or network, such as access controls, antivirus software, firewall, intrusion detection/prevention systems, and Virtual Private Network. |
| #(b) Installing updates. Do the following: | | |
| ☒ | ☐ | #5(b)(1) Explain to your counselor the importance of installing the latest updates on your computer, why they are needed, and what kinds of problems they can prevent. |
| ☒ | ☐ | #5(b)(2) Demonstrate to your counselor how to check for, download, and install the latest updates for your computer or mobile device, or another computer you have permission to use. (If you are unable to do this on your computer, you may use an online guide with screenshots to demonstrate this.) Show your counselor how to verify that your computer or mobile device is up-to-date. |
| #(c) System security. With your parent or guardian's permission, do THREE of the following using a computer or mobile device, and discuss with your counselor: | | |
| ☒ | ☐ | #5(c)(1) Describe what makes a good password and why. Set or change an account password to one that is "strong." |
| ☒ | ☐ | #5(c)(2) Describe multi-factor authentication (MFA) and how it can be used to improve security. Demonstrate how to use an authenticator app or other MFA function. |
| ☒ | ☐ | #5(c)(3) Install and set up a password manager. Demonstrate how it works to your counselor. |
| ☒ | ☐ | #5(c)(4) Run a virus scan. Show the results to your counselor. |
| ☒ | ☐ | #5(c)(5) Using a command line or other built-in tool, see what programs or processes are running on your computer. Discuss with your counselor what you see and what surprises you. |

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- ☒ ☐ **#5(c)(6)** Use a command line interface to view your computer's open network connections. Discuss the results with your counselor.
- ☒ ☐ **#5(c)(7)** Demonstrate how to back up your data from a mobile device to a local computer or the cloud.
- ☒ ☐ **#5(c)(8)** Research best practices for protecting a home computer or network, and make a checklist of FIVE things you and your family can do to stay secure.
- ☒ ☐ **#5(c)(9)** Identify one or more other vulnerabilities on your home computer or network or another computer or network you have permission to use and discuss with your counselor. With permission from the system owner, take the necessary actions to fix it.
- #6. Cryptography. Do the following:
- ☒ ☐ **#6(a)** Research and explain to your counselor three situations where encryption is used in cybersecurity. For each situation, describe what kind of encryption is used and why it is important.
- ☒ ☐ **#6(b)** Show how you can know if your connection to a website is encrypted.
- #(c) Do ONE of the following:
- ☒ ☐ **#6(c)(1)** Create your own encryption code, such as a substitution cipher or code book, and demonstrate using it to encrypt and decrypt a message. Describe the strengths and weaknesses of your code.
- ☒ ☐ **#6(c)(2)** Download and set up an app (from an official app store) that uses end-to-end encryption. Explain to your counselor what this means, how it works, and why it is more secure than other forms of communication (e.g. SMS).
- ☒ ☐ **#6(c)(3)** Use a hashing tool (for example, using SHA or MD5) to create a checksum for a file, document, or piece of text. Have a fellow Scout or your counselor make a change to it, then recreate the checksum and compare the new checksum to the original as a demonstration of file integrity checking.
- ☒ ☐ **#6(c)(4)** Create your own PGP (pretty good privacy) email key. Share your public key with others (and your counselor). Also, get their public keys and add them to your computer's key ring. Send a message that has been digitally encrypted.
- ☒ ☐ **#7. Connected Devices and Internet of Things (IoT).** Describe to your counselor four electronic devices you encounter that could be connected to the internet, why this connectivity can be useful, what risks are posed by the connectivity, and how they could be protected.
- #8. Cybersecurity Activities. Do ONE of the following:
- ☒ ☐ **#8(a)** Learn about a cybersecurity competition, camp, or other activity you could participate in (either now or in the future). Share what you learned with your counselor, including the type of activity, time commitment, and age of participants.

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Cybersecurity (2025 version): Cybersecurity 2025-01-01

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☒ ☐ **#8(b)** Participate in a cybersecurity competition with members of your troop, school, or some other group approved by your counselor. Either design your own competition or use an existing platform.

☒ ☐ **#8(c)** Give a presentation to your patrol, troop, or another group approved by your counselor, on a cybersecurity topic of your choice. Your presentation must include at least one demonstration and/or hands-on activity.

#9. Careers. Do ONE of the following:

☒ ☒ **#9(a)** Identify three career opportunities that would use skills and knowledge in cybersecurity. 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.

☒ ☒ **#9(b)** Visit a business or organization that does work in cybersecurity. Find out about different work roles, what they do, and how they acquired their knowledge through college degrees or certifications. Share what you learned with your counselor.

Event Requirements

University of Scouting/Merit Badge College

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

U PR

NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#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.

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Electricity (2025 version): Electricity	2025-01-01
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| ☒ | ☐ | #6c Explain why a fuse blows and a circuit breaker trips. |
| ☒ | ☐ | #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 Resources: Open Circuits, Closed Circuits & Short Circuits - Basic Introduction (video) What Is Electric Potential Difference? (video) |
| ☒ | ☒ | #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. |

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

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☒ ☒ **#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.

☒ ☒ **#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.

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University of Scouting/Merit Badge College

Electronics (2025 version): Electronics 2025-01-01

U PR

NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☐ **#1** Describe the safety precautions you must exercise when using, building, altering, or repairing electronic devices.

#2. Do the following:

☒ ☐ **#2a** Draw a simple schematic diagram. It must show resistors, capacitors, and transistors or integrated circuits. Use the correct symbols. Label all parts.

☒ ☐ **#2b** Tell the purpose of each part.

#3. Do the following:

☒ ☐ **#3a** Show the right way to solder and desolder.

☒ ☐ **#3b** Show how to avoid heat damage to electronic components.

☒ ☐ **#3c** Tell about the function of a printed circuit board. Tell what precautions should be observed when soldering printed circuit boards.

#4. Do the following:

#(a) Discuss each of the following with your counselor:

☒ ☐ **#4a(1)** How to use electronics for a control purpose.

☒ ☐ **#4a(2)** Explain the basic principles of digital logic.

☒ ☐ **#4a(3)** How to use electronics for three different analog applications.

☒ ☐ **#4b** Show how to change three decimal numbers into binary numbers and three binary numbers into decimal numbers.

#(c) Choose ONE of the following THREE projects. For your project, find or create a schematic diagram. To the best of your ability, explain to your counselor how the circuit you built operates.

☒ ☐ **#4c(1)** A control device

☒ ☐ **#4c(2)** A digital circuit

☒ ☐ **#4c(3)** An analog circuit

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#5. Do the following:

- ☒ ☐ #5a Show how to solve a simple problem involving current, voltage, and resistance using Ohm's law.
- ☒ ☐ #5b Tell about the need for and the use of test equipment in electronics. Name three types of test equipment. Tell how they operate.
- ☒ ☐ #5c Demonstrate to your counselor how to read the colored bands of a resistor to determine its resistance value.
- ☒ ☐ #5d Explain the differences between Through Hole and Surface Mount assembly technologies and give three advantages of each.
- ☒ ☐ #6 Identify three career opportunities that would use skills and knowledge in electronics. 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

University of Scouting/Merit Badge College

Emergency Preparedness (2025 version): Emergency Preparedness (Eagle required) 2026-01-01

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#1. Emergency Situations. Do the following:

☒ ☒ #1(a) 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: prevention, protection, mitigation, response, and 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 1(a) (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. Discuss your findings with your counselor.

☒ ☒ #1(b)(1) Home stovetop or oven fire

☒ ☒ #1(b)(2) Home flammable liquid fire

☒ ☒ #1(b)(3) Gas leak in or near a home or with outside cooking

☒ ☒ #1(b)(4) Food poisoning

☒ ☒ #1(b)(5) Automobile crash

☒ ☒ #1(b)(6) Vehicle stalled in the desert

☒ ☒ #1(b)(7) Vehicle trapped in a blizzard

☒ ☒ #1(b)(8) Backcountry injury

☒ ☒ #1(b)(9) Boating or water accident

☒ ☒ #1(b)(10) Toxic chemical spills and releases

☒ ☒ #1(b)(11) Nuclear power plant emergency

☒ ☒ #1(b)(12) Fire or explosion in a public place

☒ ☒ #1(b)(13) Violence in a public place

☒ ☒ #1(b)(14) Wildland fire

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University of Scouting/Merit Badge College

Emergency Preparedness (2025 version): Emergency Preparedness (Eagle required) 2026-01-01

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☒ ☒ #1(b)(15) Avalanche (snowslide or rockslide)

☒ ☒ #1(b)(16) Earthquake

☒ ☒ #1(b)(17) Tsunami

☒ ☒ #1(b)(18) Major flooding or a flash flood with water outage

☒ ☒ #1(b)(19) Hurricane with power outage

☒ ☒ #1(b)(20) Tornado

☒ ☒ #1(b)(21) Lightning storm

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

☒ ☒ #2(a) At a family meeting, discuss the situations on the chart you created for requirement 1(b) and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.

☒ ☒ #2(b) 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.

☒ ☒ #2(c) 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.

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

☒ ☒ #3(a) 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.

☒ ☒ #3(b) 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.

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

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Emergency Preparedness (2025 version): Emergency Preparedness (Eagle required)	2026-01-01
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☒ ☒ **#4(a)** Live household electric wire

☒ ☒ **#4(b)** A structure filled with carbon monoxide

☒ ☒ **#4(c)** Clothes on fire

☒ ☒ **#4(d)** Drowning, using nonswimming rescues (including accidents on ice)

#5. Signaling for Help. Do the following:

☒ ☐ **#5(a)** Show three ways of attracting and communicating with rescue aircraft or drones.

☒ ☐ **#5(b)** Show ways to attract the attention of searchers on the ground if you are lost in the wilderness.

☒ ☐ **#5(c)** Show ways to attract the attention of searchers on the water if you are stranded with a capsized or disabled motorboat or sailboat.

☒ ☐ **#6** 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.

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

☒ ☐ **#7(a)** Describe the National Incident Management System (NIMS) and the local Incident Command System (ICS).

☒ ☐ **#7(b)** Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor.

☒ ☐ **#7(c)** Discuss how a Scout troop can help in an emergency situation using ICS.

#8. Emergency Service. Do the following:

☒ ☒ **#8(a)** 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:

☒ ☒ **#8(a)(1)** Crowd and traffic control

☒ ☒ **#8(a)(2)** Messenger service during an incident

☒ ☒ **#8(a)(3)** Collection and distribution services

Event Requirements

University of Scouting/Merit Badge College

Emergency Preparedness (2025 version): Emergency Preparedness (Eagle required)	2026-01-01
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| ☒ | ☒ | #8(a)(4) Group feeding, shelter, and sanitation |
| | | |
| ☒ | ☒ | #8(b) 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. |
| | | |
| ☒ | ☒ | #8(c) 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. |
| | | |
| ☒ | ☒ | #8(d) 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. |
| | | |
| ☒ | ☐ | #9 First Aid Merit Badge. Earn the First Aid merit badge. |
| | | |
| ☒ | ☐ | #10 Careers. Do ONE of the following: |
| | | |
| ☒ | ☐ | #10(a) 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. |
| | | |
| ☒ | ☐ | #10(b) 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. |
| | | |
| ☒ | ☐ | #10(c) 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

University of Scouting/Merit Badge College

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

2023-01-01

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NOTE: Check out the Digital Resource Guide for the Family Life merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

- ☒ ☐ **#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.
- ☒ ☐ **#2** List several reasons why you are important to your family and discuss this with your parent or guardian and with your counselor.
- ☒ ☐ **#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.
- ☒ ☐ **#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.
- #5.** Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your counselor:
- ☐ ☐ **#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.
- #(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:
- ☐ ☐ **#6b[1]** How living the principles of the Scout Oath and Scout Law contributes to your family life
- ☐ ☐ **#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.)
- ☐ ☐ **#6b[3]** Discuss with a parent or guardian how bodily changes can affect the choices you make as you physically and mentally mature.
- ☐ ☐ **#6b[4]** Personal and family finances

Event Requirements
University of Scouting/Merit Badge College

Family Life (2023 version): Family Life (Eagle required)	2023-01-01
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- ☐ ☐ #6b[5] A crisis situation within your family and whom you can turn to for support during these situations.
- ☐ ☐ #6b[6] The effect of technology on your family
- ☐ ☐ #6b[7] Good etiquette and manners
- ☒ ☐ #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.

Event Requirements

University of Scouting/Merit Badge College

Fingerprinting (2025 version): Fingerprinting	2025-01-01
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null NOTE: Check out the Digital Resource Guide for the Communication merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey!The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☐ **#1** Give a short history of fingerprinting. Tell the difference between civil and criminal identification.

#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.

☒ ☐ **#2b** Discuss how our society uses identification systems based on tokens, passwords, and biometrics.

#3. Do the following:

☒ ☐ **#3a** Name the surfaces of the body where friction or papillary ridges are found.

☒ ☐ **#3b** Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.

☒ ☐ **#3c** Explain what it takes to positively identify a person using fingerprints.

#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.

☒ ☐ **#4b** Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.

☒ ☐ **#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.

☒ ☐ **#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.

Event Requirements

University of Scouting/Merit Badge College

First Aid (2025 version): First Aid (Eagle required)	2025-01-01
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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

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

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

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

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

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

Event Requirements

University of Scouting/Merit Badge College

First Aid (2025 version): First Aid (Eagle required)	2025-01-01
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| ☒ | ☐ | #3(d) Electrical burns |
| ☒ | ☐ | #3(e) Sunburn |
| ☒ | ☐ | #3(f) Snow blindness |
| ☒ | ☐ | #3(g) Immersion foot, frostnip, frostbite, and ice burns Resources: Immersion (Trench) Foot (video) Immersion (Trench) Foot (website) Frostbite (video) Frostbite (website) |
| ☒ | ☐ | #3(h) Abrasions, such as chafing and rope burns Resources: How To Prevent Chafing While Hiking (website) Treatment of Rope Burns (website) |
| ☒ | ☐ | #3(i) Blisters on the hands, feet, buttocks, and shoulders |
| ☒ | ☐ | #3j. Puncture wounds from splinters, rope splinters, nails, and fish hooks |
| ☒ | ☐ | #3(k) Rash from poisonous plants |
| ☒ | ☐ | #3(l) Bug bites of chiggers, ticks, mosquitoes, and biting gnats |
| ☒ | ☐ | #3(m) Bee stings |
| ☒ | ☐ | #3(n) Bites of spiders |
| ☒ | ☐ | #3(o) Sting of a scorpion |
| ☒ | ☐ | #3(p) Bite of a pet or wild mammal or human |
| ☒ | ☐ | #3(q) Bite of a venomous snake |

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

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| ☒ | ☐ | #4(a) A nosebleed. |
| ☒ | ☐ | #4(b) An open wound with mild or moderate bleeding, such as a scratch or a scrape (abrasions), or a shallow cut (laceration). |
| ☒ | ☐ | #4(c) An open wound with severe bleeding such as a deep cut on an arm or leg. |
| ☒ | ☐ | #4(d) 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. |

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

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Demonstrate the application of a tourniquet without tightening it. Resources: How to Use a Tourniquet (video) Tourniquet Mistakes (video)

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

- ☒ ☐ #5(a) Choking
- ☒ ☐ #5(b) Asthmatic attack
- ☒ ☐ #5(c) Anaphylaxis from an insect bite or sting or from food or product allergy Resources: Food Allergy with Anaphylaxis (video) How to Inject an EpiPen (video)
- ☒ ☐ #5(d) Inhalation injuries
- ☒ ☐ #5(e) 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:

- ☒ ☐ #6(a) Fainting
- ☒ ☐ #6(b) Hypoglycemia
- ☒ ☐ #6(c) Seizure
- ☒ ☐ #6(d) Drug overdose and alcohol poisoning
- ☒ ☐ #6(e) Underwater hypoxic blackout
- ☒ ☐ #6(f) Cold water shock and drowning
- ☒ ☐ #6(g) Lightning strike and electric shock

#7. Heart Attack. Do the following:

- ☒ ☐ #7(a) Explain what a heart attack is.
- ☒ ☐ #7(b) Describe the symptoms and signs of a heart attack and first aid for this condition.

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

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

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

- ☒ ☐ **#7(f)** Demonstrate or simulate the proper use of an AED, using an AED training device if available.

- ☒ ☐ **#7(g)** 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:

- ☒ ☐ **#8(a)** 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.

- ☒ ☐ **#8(b)** Describe the symptoms and signs of and first aid for a muscle strain, a muscle tear, and a tendon rupture.

- ☒ ☐ **#8(c)** Describe the symptoms and signs of, and potential complications of, a sprain, a fracture, and a dislocation.

#(d) Demonstrate bandages for these injuries:

- ☒ ☐ **#8(d)(1)** Arm slings for forearm or upper arm or collarbone fractures

- ☒ ☐ **#8(d)(2)** Elastic wrap and cravat bandages for ankle sprain

- ☒ ☐ **#8(d)(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:

- ☒ ☐ **#8(e)(1)** Finger and toe

- ☒ ☐ **#8(e)(2)** Forearm or wrist

- ☒ ☐ **#8(e)(3)** Upper leg

- ☒ ☐ **#8(e)(4)** Lower leg or ankle

Event Requirements

University of Scouting/Merit Badge College

First Aid (2025 version): First Aid (Eagle required)	2025-01-01
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#9. Head and Spine Injuries. Do the following:

- ☒ ☐ **#9(a)** Describe the symptoms and signs of, relationships between, possible complications of, and prevention of head, neck, and back injuries.
- ☒ ☐ **#9(b)** Describe the symptoms and signs of and first aid for a concussion.
- ☒ ☐ **#9(c)** Demonstrate first aid for an open head wound with a triangular or other bandage.
- ☒ ☐ **#9(d)** Demonstrate first aid for someone with a suspected neck or back injury.
- ☒ ☐ **#10.** Moving a Patient. Do the following:
- ☒ ☐ **#10(a)** Describe the conditions under which an injured person should and should not be moved.
- ☒ ☐ **#10(b)** If a sick or an injured person must be moved, tell how you would decide the best method. Demonstrate these methods.
- ☒ ☐ **#10(c)** By yourself and with a partner, demonstrate how to transport a person from a smoke-filled room.
- ☒ ☐ **#10(d)** By yourself and with a partner, demonstrate how to transport a person with a sprained ankle for at least 25 yards.
- ☒ ☐ **#10(e)** 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:

- ☒ ☐ **#11(a)** Dehydration and over-hydration
- ☒ ☐ **#11(b)** Heat cramps and muscle pain after exertion Resources: Heat Cramps, Heat Exhaustion, and Heat Stroke (video) Muscle Damage from Over-exercising (video)
- ☒ ☐ **#11(c)** Heat exhaustion
- ☒ ☐ **#11(d)** Heat stroke
- ☒ ☐ **#11(e)** Chest pains associated with cold exposure
- ☒ ☐ **#11(f)** Hypothermia

Event Requirements

University of Scouting/Merit Badge College

First Aid (2025 version): First Aid (Eagle required)	2025-01-01
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#12. Mental Health Conditions. Describe the following:

- ☒ ☐ **#12(a)** 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
- ☒ ☐ **#12(b)** The actions that you and others should take to prepare for and manage these situations
- ☒ ☐ **#12(c)** The indications that someone might be a danger to themselves or others
- ☒ ☐ **#12(d)** 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:

- ☒ ☐ **#13(a)** Object in the eye
- ☒ ☐ **#13(b)** Broken, chipped, loosened, or knocked out tooth
- ☒ ☐ **#13(c)** Vomiting and diarrhea associated with food poisoning
- ☒ ☐ **#13(d)** Abdominal pain
- ☒ ☐ **#13(e)** 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:
- ☒ ☒ **#15(a)** 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.
- ☒ ☒ **#15(b)** 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.
- ☒ ☒ **#15(c)** 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.

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

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#15(d) 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
University of Scouting/Merit Badge College

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

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

- ☒ ☐ **#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.
- ☒ ☐ **#2** Explain the differences between continuous tone, line, and halftone artwork. Describe how digital images can be created and/or stored in a computer.
- ☒ ☐ **#3** Design a printed piece (flyer, T-shirt, program, form, etc.). 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.

#4. Produce the design you created for requirement 3 using one of the following printing processes:

- ☒ ☐ **#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.
- ☒ ☐ **#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.
- ☒ ☐ **#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.
- ☒ ☐ **#4d** Relief 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.

#5. Postpress Operations. Do the following:

- ☒ ☐ **#5a** Discuss the finishing operations of padding, drilling, cutting, and trimming with your counselor.
- ☒ ☐ **#5b** Collect, describe, or identify examples of the following types of binding: perfect, spiral, plastic comb, saddle stitch, and 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.
- ☒ ☐ **#6b** Visit a retail, commercial, or in-plant printing facility. Follow a project from beginning to end.
- ☒ ☐ **#6c** Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.

Event Requirements

University of Scouting/Merit Badge College

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

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

Event Requirements

University of Scouting/Merit Badge College

Health Care Professions (2021 version): Health Care Professions 2026-01-01

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#1. Select three of the professions from Group 1 listed below which interest you, then complete the following: Group 1: (1) Allopathic physician (MD)—all specialties (2) Osteopathic physician (DO)—all specialties (3) Podiatrist (DPM) (4) Chiropractor (DC) (5) Nurse Practitioner (NP) (6) Psychologist (PhD or PsyD) (7) Optometrist (OD) (8) Audiologist (AudD)

☒ ☐ **#1(a)** Briefly describe to your counselor the roles these professionals play in the delivery of health care.

☒ ☐ **#1(b)** 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: Group 2: (1) Physician Assistant (PA) (2) Registered Nurse (RN) (3) Certified Nurse Midwife (CNM) (4) Certified Nurse Assistant (CNA) (5) Licensed Practical Nurse (LPN/LVN) (6) Nurse Anesthetist (CRNA) (7) Pharmacist (PharmD) (8) Pharmacy Technician (9) Emergency Medical Technician (EMT)/Paramedic

☒ ☐ **#2(a)** Briefly describe to your counselor the roles these professionals play in the delivery of health care.

☒ ☐ **#2(b)** 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: Group 3: (1) Physical Therapist (DPT) (2) Occupational Therapist (OT) (3) Orthotist/Prosthetist (4) Medical Appliance Technician (5) Respiratory Therapist (RT) (6) Medical Assistant (7) Dietitian (RD) (8) Speech-Language Pathologist (Speech Therapist) (SLP)

☒ ☐ **#3(a)** Briefly describe to your counselor the roles these professionals play in the delivery of health care.

☒ ☐ **#3(b)** 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: Group 4: (1) Biomedical Engineer (BME) (2) Medical Technologist (3) Phlebotomist (4) Radiology Technologist (5) Sonographer (6) Medical Records Specialist (7) Cytopathologist (8) Histotechnologist

☒ ☐ **#4(a)** Briefly describe to your counselor the roles these professionals play in the delivery of health care.

☒ ☐ **#4(b)** 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:

☒ ☐ **#5(a)** Why did they choose their particular career?

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University of Scouting/Merit Badge College

Health Care Professions (2021 version): Health Care Professions 2026-01-01

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- ☒ ☐ #5(b) What do they most like about their job?
- ☒ ☐ #5(c) What are their biggest challenges in doing their job?
- ☒ ☐ #5(d) Identify the tools/instruments that may be used in their jobs.
- ☒ ☐ #5(e) What has been the most surprising aspect of their career?
- ☒ ☐ #5(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.
- ☒ ☒ #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

University of Scouting/Merit Badge College

Law (2025 version): Law 2025-01-01

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☒ #1. Define law. Tell some of its sources. Describe the functions it serves.

#2. Discuss TWO of the following:

☒ ☐ #2a. Justinian's Code, the Code of Hammurabi, and the Magna Carta

☒ ☐ #2b. The development of the jury system

☒ ☐ #2c. Two famous trials in history

☒ ☐ #3. Tell what civil law is; tell what criminal law is. Tell the main differences between them. Give examples of each.

☒ ☒ #4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them. Report your findings to your counselor.

☒ ☐ #5. Discuss with your counselor several laws that were passed to protect the consumer and the seller. Describe several organizations that provide help to consumers and sellers.

#6. Do ONE of the following:

☒ ☐ #6a. Attend a session of a civil or criminal court. Write 250 words or more on what you saw.

☒ ☐ #6b. Plan and conduct a mock trial with your troop, school class or other group. After the trial is over, discuss it with the group.

☒ ☐ #7. Arrange a visit with a lawyer who works for a business, bank, title company, or government agency. Find out his or her duties and responsibilities. Report what you have learned.

☒ ☐ #8. Explain the requirements for becoming a lawyer in your state. Describe how judges are selected in your state.

☒ ☒ #9. Make a list of 15 jobs that deal with some aspects of law or legal processes. Tell which you prefer. Why?

☒ ☐ #10. Tell where people can go to obtain the help of a lawyer if they are unable to pay for one. Tell what you can do if you can afford a lawyer but do not know of any in your area.

#11. Discuss with your counselor the importance in our society of TWO of the following areas of the law or process:

Event Requirements

University of Scouting/Merit Badge College

Law (2025 version): Law		2025-01-01
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☒	☒	#11a. Administrative
☒	☒	#11b. Alternative Dispute Resolution
☒	☒	#11c. Bankruptcy
☒	☒	#11d. Biotechnology
☒	☒	#11e Environmental
☒	☒	#11f. Family
☒	☒	#11g. Immigration
☒	☒	#11h. Information Technology
☒	☒	#11i. Intellectual Property (Copyright, Patents and Trademarks)
☒	☒	#11j. International
☒	☒	#11k. Privacy

Event Requirements

University of Scouting/Merit Badge College

Music (2017 version): Music **2026-01-01**

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

- ☒ ☐ **#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.
- ☒ ☐ **#2** Name the five general groups of musical instruments. Create an illustration that shows how tones are generated and how instruments produce sound.
- #3.** Do TWO of the following:
- ☒ ☒ **#3(a)** 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.
- ☒ ☒ **#3(b)** 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.
- ☒ ☒ **#3(c)** 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.
- ☒ ☒ **#3(d)** 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:
- ☒ ☐ **#4(a)** Teach three songs to a group of people. Lead them in singing the songs, using proper hand motions.
- ☒ ☐ **#4(b)** Compose and write the score for a piece of music of 12 measures or more, and play this music on an instrument.
- ☒ ☐ **#4(c)** 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.
- #6.** Do ONE of the following:
- ☒ ☐ **#6(a)** Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include—with your parent or guardian's permission—an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

Event Requirements

University of Scouting/Merit Badge College

Music (2017 version): Music	2026-01-01
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#6**(b)** Explore how you could use knowledge and skills from this merit badge to pursue a hobby. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.

Event Requirements

University of Scouting/Merit Badge College

Personal Management (2019 version): Personal Management (Eagle required)	2019-01-01
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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#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.

☒ ☒ **#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
University of Scouting/Merit Badge College

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

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#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
- ☒ ☐ #5c Life insurance

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Personal Management (2019 version): Personal Management (Eagle required)	2019-01-01
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☒ ☐ **#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, including the costs and pitfalls of using these financial tools, and 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.

☒ ☒ **#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

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University of Scouting/Merit Badge College

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

Event Requirements

University of Scouting/Merit Badge College

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

U PR

NOTE: Check out the Digital Resource Guide for the Photography merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#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.

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

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

- ☒ ☐ #5a Close-up of a person
- ☒ ☐ #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, and 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

University of Scouting/Merit Badge College

Radio (2026 version): Radio 2026-01-01

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

#1. Radio Safety. Explain the safety precautions for working with radio gear, including:

☒ ☐ #1(a) Grounding for direct and alternating current circuits, power outlets, antennas, and lightning.

☒ ☐ #1(b) Preventing and treating electrical burns

☒ ☐ #1(c) Preventing lithium-ion battery fires in cell phones and other devices.

#2. Radio Fundamentals. Do the following:

#(a) Do the following:

☒ ☐ #2(a)(1) Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3,000 megahertz (MHz).

☒ ☐ #2(a)(2) Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.

☒ ☐ #2(a)(3) Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), public service (police and fire), cellular, Wi-Fi, and Bluetooth.

#(b) Discuss the following topics with your counselor:

☒ ☐ #2(b)(1) The definition of radio

☒ ☐ #2(b)(2) The differences between broadcast radio and two-way radio

☒ ☐ #2(b)(3) The differences between commercial broadcast radio and hobby radio

#3. How Radio Waves Travel. Do the following:

☒ ☐ #3a Sketch a diagram showing how different radio wavelengths can travel locally or around the world.

☒ ☐ #3b Explain how the radio stations WWV and WWVH can be used to help determine what you can expect to hear when you listen to a shortwave radio.

☒ ☐ #3c Explain the difference between a distant (DX) and a local station.

#4. Information by Radio. Discuss the following with your counselor:

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University of Scouting/Merit Badge College

Radio (2026 version): Radio 2026-01-01

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☒ ☐ **#4(a)** How radio waves carry information using continuous wave (CW) Morse Code transmission, amplitude modulation (AM), frequency modulation (FM), single sideband (SSB) transmission, and frequency hopping.

☒ ☐ **#4(b)** How digitized radio standards including Bluetooth, Wi-Fi, and 5G can offer more reliable data transmission and reception than analog standards.

☒ ☐ **#4(c)** How the effective range varies for different methods of information encoding.

☒ ☐ **#4(d)** How the maximum data rate from a Wi-Fi radio system compares to a hard-wired or fiber-optic system.

#5. Radio Hardware and Services. Do the following:

☒ ☐ **#5(a)** Explain the differences between a block diagram and a schematic diagram.

☒ ☐ **#5(b)** Draw a block diagram for a radio station that shows a microphone, speaker, transceiver, transmitter, receiver, amplifier, feedline, and antenna and discuss the function of these components.

☒ ☐ **#5(c)** List consumer devices and services that use analog or digital radio communications.

☒ ☐ **#5(d)** Explain how NOAA Weather Radio (NWR) can alert you to danger.

☒ ☐ **#5(e)** Explain how RFID works and what are some of its uses in everyday life.

#6. Radio Regulation. Discuss the following with your counselor:

☒ ☐ **#6(a)** What the Federal Communications Commission (FCC) does and how it is different from the International Telecommunication Union (ITU).

☒ ☐ **#6(b)** How radio station call signs are used in broadcast radio and amateur radio.

☒ ☐ **#6(c)** How the phonetic alphabet is used to communicate clearly.

#7. Cell Phones. Do the following:

☒ ☐ **#7(a)** Explain how cellular systems differ from broadcast and hobby radio.

☒ ☐ **#7(b)** Explain what Airplane Mode is and why it is important.

☒ ☐ **#7(c)** Explain how cell phones keep the correct time and show locations and elevations.

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Radio (2026 version): Radio 2026-01-01

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☒ ☐ #7(d) Explain the benefits and limitations of cell phones in emergencies.

☒ ☐ #7(e) Explain wireless charging for cell phones and other devices.

#8. Amateur and Professional Radio. Do ONE of the following options:

null Option A—Amateur Radio. Do ALL of the following:

☒ ☐ #8 Option A (1) Tell why the FCC has an amateur radio service. Describe activities that amateur radio operators can do on the air, once they have earned an amateur radio license.

☒ ☐ #8 Option A (2) Explain differences between the Technician, General, and Extra Class license requirements and privileges. Explain who administers amateur radio exams.

☒ ☐ #8 Option A (3) Explain at least five Q signals or amateur radio terms.

☒ ☐ #8 Option A (4) Explain how you would make an emergency call on voice or Morse code.

☒ ☐ #8 Option A (5) Explain the differences between handheld, mobile, and base station transceivers and their uses. Explain the use of amateur radio repeaters.

☒ ☐ #8 Option A (6) Using proper call signs, Q signals, and abbreviations, carry on a 10-minute real or simulated amateur radio contact using voice, Morse code, or digital mode. Properly log the real or simulated amateur radio contact, and record the signal report. Note: Licensed amateur radio operators may substitute five QSL cards as evidence of contacts with five amateur radio operators.

null Option B—Radio Broadcasting. Do ALL of the following:

☒ ☐ #8 Option B (1) Discuss with your counselor FCC broadcast regulations. Include power levels, frequencies, and the regulations for low-power stations.

☒ ☐ #8 Option B (2) Prepare a program schedule for radio station "KBSA" of exactly one-half hour, including music, news, commercials, and proper station identification. Record your program on audiotape or in a digital audio format, using proper techniques.

☒ ☐ #8 Option B (3) Listen to and properly log 15 broadcast stations. Determine the program format and target audience for five of these stations.

☒ ☐ #8 Option B (4) Explain to your counselor at least eight terms used in commercial broadcasting, such as segue, cut, fade, continuity, remote, Emergency Alert System, network, cue, dead air, PSA, and playlist.

☒ ☐ #8 Option B (5) Discuss with your counselor alternative radio platforms such as internet streaming, satellite radio, and podcasts.

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null Option C—Shortwave and Medium-Wave Listening. Do ALL of the following:

- ☒ ☐ **#8 Option C (1)** Listen across several shortwave bands for four one-hour periods—at least one period during daylight hours and at least one period at night. Log the stations properly and locate them geographically on a map, globe, or web-based mapping service.
- ☒ ☐ **#8 Option C (2)** Listen to several medium-wave stations for two one-hour periods, one period during daylight hours and one period at night. Log the stations properly and locate them on a map, globe, or web-based mapping service.
- ☒ ☐ **#8 Option C (3)** Compare your daytime and nighttime logs; note the frequencies on which your selected stations were loudest during each session. Explain differences in the signal strength from one period to the next.
- ☒ ☐ **#8 Option C (4)** Compare your medium-wave broadcast station logs and explain why some distant stations are heard at your location only during the night.
- ☒ ☐ **#8 Option C (5)** Demonstrate listening to a radio broadcast using a smartphone/cell phone. Include international broadcasts in your demonstration.

null Option D—Amateur Radio Direction Finding. Do ALL of the following:

- ☒ ☐ **#8 Option D (1)** Describe amateur radio direction finding and explain why direction finding is important as both an activity and in competition.
- ☒ ☐ **#8 Option D (2)** Describe what frequencies and equipment are used for ARDF or fox hunting.
- ☒ ☐ **#8 Option D (3)** Build a simple directional antenna for either of the two frequencies used in ARDF.
- ☒ ☐ **#8 Option D (4)** Participate in a simple fox hunt using your antenna along with a provided receiver.
- ☒ ☐ **#8 Option D (5)** Show, on a map, how you located the "fox" using your receiver.

null Option E—Family Radio Service (FRS) and General Mobile Radio Service (GMRS) Walkie Talkies. Do ALL of the following:

- ☒ ☐ **#8 Option E(1)** Explain what the Family Radio Service (FRS) and General Mobile Radio Service (GMRS) are and how they are different from each other, from other commercial two-way radios, and from Citizens Band (CB) and amateur radio (ham).

#(2) Explain each of the following for using a FRS radio or GMRS walkie talkie:

- ☒ ☐ **#8 Option E(2)(a)** Is any type of license needed to use these radios? If so: what kind?
- ☒ ☐ **#8 Option E(2)(b)** What radio frequencies are used and how is information encoded?

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Radio (2026 version): Radio 2026-01-01

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- ☒ ☐ #8 Option E(2)(c) How much power can be used when transmitting?
- ☒ ☐ #8 Option E(2)(d) What type of antenna can be used?
- ☒ ☐ #8 Option E(2)(e) What is the effective range and what limits it?
- ☒ ☐ #8 Option E(2)(f) What are common everyday uses for these radios?
- ☒ ☐ #8 Option E(2)(g) How can these radios be useful in an emergency?
- ☒ ☐ #8 Option E(3) Use the FRS radios or GMRS walkie talkies with family, friends, or Scouts on a hike, at an event, or in a team game. Discuss what you learned with your counselor.

#9. Careers. Do ONE of the following:

- ☒ ☐ #9(a) Explore careers related to radio. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work or train. Discuss your findings and career interest with your counselor.
- ☒ ☐ #9(b) Explore how you could use radio knowledge and skills to develop a hobby or to serve as a volunteer. If possible, with permission of your parent or guardian, interview a radio hobbyist or volunteer. Research training and licensing needed, expenses, and organizations that promote or support your objectives. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.

Event Requirements

University of Scouting/Merit Badge College

Signs, Signals, and Codes (2015 version): Signs, Signals, and Codes	2026-01-01
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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

- ☒ ☐ **#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:
- ☒ ☐ **#3(a)** 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.
- ☒ ☐ **#3(b)** 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.** Do the following:
- ☒ ☐ **#4(a)** Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used.
- ☒ ☐ **#4(b)** Explain to your counselor the difference between semaphore flags and nautical flags.
- #(c)** After 4(a) and 4(b) have been completed, do the following:
- ☒ ☐ **#4(c)(1)** Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.
- ☒ ☐ **#4(c)(2)** 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:
- ☒ ☐ **#5(a)** 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.
- ☒ ☐ **#5(b)** Create a message in braille at least six words long, and share this with your counselor.
- #6.** Do the following:

Event Requirements

University of Scouting/Merit Badge College

Signs, Signals, and Codes (2015 version): Signs, Signals, and Codes	2026-01-01
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- ☒ ☐ **#6(a)** 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.
- ☒ ☐ **#6(b)** Demonstrate to your counselor six different silent Scout signals. Use these Scout signals 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.
- #8.** For THREE of the following activities, demonstrate five signals each. Tell what the signals mean and why they are used:
- ☒ ☐ **#8(a)** Sports official's hand signs/signals
- ☒ ☐ **#8(b)** Heavy-equipment operator's hand signals
- ☒ ☐ **#8(c)** Aircraft carrier catapult crew signals
- ☒ ☐ **#8(d)** Cyclist's hand signals
- ☒ ☐ **#8(e)** 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:
- ☒ ☐ **#9(a)** Show examples of 10 traffic signs and explain their meaning.
- ☒ ☐ **#9(b)** 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.
- ☒ ☐ **#9(c)** 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

University of Scouting/Merit Badge College

Sustainability (2024 version): Sustainability (Eagle required)

2024-01-01

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NOTE: Check out the Digital Resource Guide for the Sustainability merit badge [HERE](#) for detailed information and helpful resources to engage your learning and assist you along on your merit badge journey! The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☒ ☐ **#1.** Describe the meaning of sustainability in your own words. Explain the importance of sustainability to society and how you can contribute to fulfilling the needs of current generations without compromising the needs of future generations.

#2. Water. Do ONE of the following and discuss with your counselor:

☒ ☒ **#2a.** Evaluate your household water usage. If available, review water bills from the past year and evaluate the seasonal changes in water use. Identify three ways to help reduce water consumption.

☒ ☒ **#2b.** Explain why water is necessary in our lives. Create a diagram to show how your household gets its clean water from a natural source and what happens with the water after you use it. Tell two ways to preserve your community's access to clean water in the future.

☒ ☒ **#2c.** Different areas of the world are affected by either too much (flooding) or too little (drought) water. Explore whether either or both affect where you live. Identify three water conservation or flood mitigation practices (successful or unsuccessful) that have been tried where you live or in an area of the world that interests you.

#3. Food. Do ONE of the following and discuss with your counselor:

☒ ☒ **#3a.** Explore the sustainability of different types of plant-based, animal-based and aquaculture food. Identify where four different foods (such as milk, eggs, tuna fish, avocados, or ketchup) come from and how they are processed and transported from the source to you.

☒ ☒ **#3b.** Identify four factors that limit the availability of food in different regions of the world. Discuss how each factor influences the sustainability of worldwide food supplies. Share three ways individuals, families, or your community can create their own food sources.

☒ ☒ **#3c.** Develop a plan to reduce your household food waste in a sustainable manner. Establish a baseline and then track and record your results for two weeks.

#4. Community. Do ONE of the following and discuss with your counselor:

☒ ☒ **#4a.** Create a sketch depicting how you would design a sustainable community and be prepared to explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community.

☒ ☒ **#4b.** Identify one unsustainable practice in your community and develop a written plan to fix it.

☒ ☒ **#4c.** Identify five sustainability factors in housing and rate your own home's sustainability against these factors.

Event Requirements

University of Scouting/Merit Badge College

Sustainability (2024 version): Sustainability (Eagle required)

2024-01-01

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#5. Energy. Do ONE of the following and discuss with your counselor:

- ☒ ☐ **#5a.** Learn about the sustainability of different energy sources, including coal, gas, geothermal, hydro power, nuclear, petroleum, solar, and wind. Identify three common energy sources in the United States and describe how the production and consumption of each of these energy sources affects sustainability.
- ☒ ☐ **#5b.** List eight ways your family consumes energy, such as gas appliances, electricity, heating systems or cooling systems, and transportation. For one home- and one transportation-related energy use, list three ways to help reduce consumption, reduce your carbon footprint, and be a better steward of this resource.
- ☒ ☐ **#5c.** List five ways you and your family could reduce energy consumption in your home, such as adjusting your thermostat, window shades, opening windows, reducing hot-water temperature, and minimizing water consumption. Identify the benefits and risks of each idea and implement if possible.

#6. Stuff. Do ONE of the following and discuss with your counselor:

- ☒ ☐ **#6a.** Create a list of 15 items of your personal "stuff." Classify each item as an essential need (such as soap) or a desirable want (such as a video game). Identify any excess "stuff" you no longer need, working with your family, if possible. Donate, repurpose, or recycle those items you can.
- ☒ ☐ **#6b.** List five ways having too much "stuff" affects you, your family, your community, AND the world. For each of the five ways, consider the following aspects: the financial impact, time spent, maintenance, health, storage, and waste generation. Identify practices that can be used to avoid accumulating too much "stuff."
- ☒ ☐ **#6c.** Research the impact waste has on the environment (land, water, air). Find out what the trash vortex is and how it was formed. Explain the number system for plastic recyclables and which plastics are more commonly recycled. Identify the average lifespan of one electronic device in your household, and whether it can be recycled in whole or part.

#7. Do TWO of the following and discuss with your counselor:

- ☒ ☒ **#7a.** The United Nations lists 17 Sustainable Development Goals. These include Zero Hunger, Clean Water and Sanitation, Affordable and Clean Energy, Sustainable Cities and Community, Responsible Consumption and Production, Climate Action, Life Below Water, and Life on Land. Pick one of these eight and summarize the goal and its current and future impact on you, your family, community, and the world.
- ☒ ☒ **#7b.** Identify how the planetary life-support systems (soil, climate, freshwater, atmospheric, nutrient, oceanic, ecosystems, and species) support life on Earth and interact with one another. Share what happens to the planet's sustainability when these systems are disrupted by natural events or human activity.
- ☒ ☒ **#7c.** Identify how product life cycles (the cycle of design, sourcing, production, use, and disposal or reuse) influence current and future sustainability. Choose one common product to demonstrate how the full product life cycle would apply.

Event Requirements

University of Scouting/Merit Badge College

Sustainability (2024 version): Sustainability (Eagle required)

2024-01-01

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- ☒ ☒ **#7d.** Learn how the world's population affects the sustainability of Earth. Discuss three human activities that may contribute to putting Earth at risk, now and in the future.
- ☒ ☒ **#7e.** Explain the term species (plant or animal) decline. Share the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.
- ☒ ☒ **#7f.** Find a world map that shows the pattern of temperature change for a period of at least 100 years. Identify three factors that scientists believe affect the global weather and temperature. Discuss how climate change impacts sustainability of food, water, or other resources.
- #8.** Do the following:
- ☒ ☐ **#8a.** On a campout or other outdoor Scouting activity that you attend, make notes on the sustainability practices you and your fellow Scouts practice. Observe transportation, forestry, soil conservation, water resources, habitat, buildings, campsites, and sanitation. Share what you observed and learned with your counselor.
- ☒ ☐ **#8b.** Discuss with your counselor how living by the Scout Oath, Scout Law, Leave No Trace Seven Principles and the Outdoor Code in your daily life helps promote sustainability.
- ☒ ☐ **#8c.** Identify 5 behavioral changes that you and your family can make to improve the sustainability of your household. Share and discuss each with your counselor.
- ☒ ☐ **#9.** Learn about career opportunities in the sustainability field. Pick one and find out the education, training, and experience required. Discuss what you have learned with your counselor and explain why this career might interest you.

Event Requirements

University of Scouting/Merit Badge College

Theater (2021 version): Theater 2021-01-01

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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

- ☒ ☒ **#1** See or read three full-length plays. Write a review of each. Discuss with your counselor the plot or story. If you chose to watch the plays, comment on the acting and the staging. Note: Watching plays on television, video, or as a movie is not permitted.
- ☒ ☒ **#2** Write a one-act play that will take at least 10 minutes to perform. The play must have a main character, conflict, and a climax.
- #3.** Discuss with your counselor the safety precautions that should be practiced when working in a theater to protect the cast and crew. Then do THREE of the following:
- ☒ ☒ **#3a** Act a major part in a full-length play; or act a part in three one-act plays.
- ☒ ☒ **#3b** Direct a play. Cast, rehearse, and stage it. The play must be at least 10 minutes long.
- ☒ ☒ **#3c** Design the set for a play or a theatrical production. Make a model of it.
- ☒ ☒ **#3d** Design the costumes for five characters in a theatrical production set in a historical time.
- ☒ ☒ **#3e** Show skill in hair and makeup design. Make up yourself or a friend as a historical figure, a clown, an extraterrestrial, or a monster as directed.
- ☒ ☒ **#3f** With your counselor's approval, help with the building and painting of the scenery for a theatrical production.
- ☒ ☒ **#3g** With your counselor's approval, design the lighting for a play; or help install, focus, color, program, and operate the lighting for a theatrical production.
- ☒ ☒ **#3h** With your counselor's approval, help install, focus, equalize, program, and operate the sound for a theatrical production.
- ☒ ☒ **#3i** Serve as the stage manager for a theatrical production. Document all cues and stage setups in your calling script.
- ☒ ☒ **#3j** Serve as musical director for a musical theater production.
- #4.** Mime or pantomime any ONE of the following, chosen by your counselor.
- ☐ ☐ **#4a** You have come into a large room. It is full of pictures, furniture, and other things of interest.
- ☐ ☐ **#4b** As you are getting on a bus, your books fall into a puddle. By the time you pick them up, the bus has driven off.
- ☐ ☐ **#4c** You have failed a school test. You are talking with your teacher, who does not buy your story.

Event Requirements

University of Scouting/Merit Badge College

Theater (2021 version): Theater 2021-01-01

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- ☐ ☐ #4d You are at camp with a new Scout. You try to help them pass a cooking test. The Scout learns very slowly.
- ☐ ☐ #4e You are at a banquet. The meat is good. You don't like the vegetable. The dessert is ice cream.
- ☐ ☐ #4f You are a circus performer such as a juggler, high-wire artist, or lion tamer doing a routine.
- ☒ ☐ #5 Explain the following: proscenium arch, central or arena staging, center stage, stage right, stage left, downstage, upstage, stage crew, flies, portal, cyclorama, stage brace, spotlight, floodlight, lighting control board, sound mixing desk, thrust staging, ground plans, and sightlines.

Event Requirements

University of Scouting/Merit Badge College

Veterinary Medicine (2006 version): Veterinary Medicine	2026-01-01
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NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

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

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

☒ ☐ #1(b) Food animal or large animal medicine

☒ ☐ #1(c) Exotic animal medicine

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

☒ ☐ #1(e) Poultry medicine

☒ ☐ #1(f) Wildlife medicine and aquaculture medicine

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

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

☒ ☐ #2(b) The military

☒ ☐ #2(c) Food safety and inspection

☒ ☐ #2(d) Laboratory animal medicine and research

☒ ☐ #2(e) Teaching and government

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

☒ ☐ #4 Tell your counselor what a registered veterinary technician (R.V.T.) 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 training facility for R.V.T. or A.H.T. in your state or nearest to 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:

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University of Scouting/Merit Badge College

Veterinary Medicine (2006 version): Veterinary Medicine 2026-01-01

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☒ ☒ **#6(a)** 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 time as you can observing the veterinarians and their staff. Prepare a presentation on what you observed and learned at the facility and share 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. Prepare a presentation and share what you have learned about this field of veterinary medicine with your counselor. Include how this field serves the needs of the general public.

#7. Select one career from any of the lists in requirements 1 or 2. Discuss the following with your counselor:

☒ ☐ **#7(a)** Why would one choose this particular career field?

☒ ☐ **#7(b)** What would you like about this job?

☒ ☐ **#7(c)** What would be the biggest challenges in doing this job?

☒ ☐ **#7(d)** What to you has been the most surprising aspect of this job?

☒ ☐ **#7(e)** What continuing education requirements are required to maintain certification for this job?