

Event Requirements

Merit Badge Mania 2026

Merit Badge - General use

American Indian Culture (2024 version): American Indian Culture	2024-01-01
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null NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop.

☐ ☐ #1. Identify the different American Indian cultural areas. Explain what makes them each unique.

☒ ☒ #2. Research an American Indian tribe, group, or nation. Tell your counselor about traditional dwellings, way of life, tribal government, religious beliefs, family and clan relationships, language, clothing styles, arts and crafts, food cultivation, foraging and preparation, means of getting around, games, customs in warfare, and where and how they live today.

#3. Do the following:

☒ ☒ #3a. Learn 10 common terms in an American Indian language and their meanings.

☒ ☒ #3b. Identify the meaning of 10 place names of American Indian origin in the United States.

☒ ☒ #3c. Name five well-known American Indian leaders, either from the past or people of today. Give their tribes or nations. Describe what they did or do now that makes them notable.

#4. Do the following:

☒ ☐ #4a. Describe how life might have been different for the European settlers if there had been no Native Americans to meet them when they came to this continent.

☒ ☐ #4b. Describe eight things adopted by others from American Indians.

☒ ☐ #4c. Learn a game played by a group or tribe. Teach and lead it with a Scout group.

#5. Do ONE of the following:

☒ ☒ #5a. Visit a museum either in-person or virtually to see American Indian exhibitions and collections. Discuss with your counselor what you observed or learned from two exhibitions and identify 10 artifacts by tribe or nation, their shape, size, and use.

☒ ☒ #5b. Attend a contemporary American Indian gathering. Discuss with your counselor proper etiquette for attending as well as what you learned and observed during your visit.

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Archery 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. Do the following:

- ☒ ☐ #1a Explain what a projectile is, and why any device that shoots a projectile at high speed must be handled with care and respect, and used only in approved locations.
- ☒ ☐ #1b Explain the five range safety rules.
- ☒ ☐ #1c Explain the four whistle commands used on the range.
- ☒ ☐ #1d Explain how to safely remove arrows from the target and return them to your quiver.
- ☒ ☐ #1e Tell your counselor about your local and state laws for owning and using archery equipment.

#2. Do the following:

- ☒ ☐ #2a Name and point to the parts of an arrow.
- ☒ ☐ #2b Describe three or more different types of arrows.
- ☒ ☐ #2c Name the four principal materials for making arrow shafts.

#(d) Do ONE of the following:

- ☐ ☐ #2d[1] Make a complete arrow from a bare shaft using appropriate equipment available to you.
- ☐ ☐ #2d[2] To demonstrate arrow repair, inspect the shafts and prepare and replace at least three vanes, one point, and one nock. You may use as many arrows as necessary to accomplish this. The repairs can be done on wood, fiberglass, or aluminum arrows.
- ☐ ☐ #2e Explain how to properly care for and store arrows.

#3. Do the following:

- ☒ ☐ #3a Explain the proper use, care, and storage of, as well as the reasons for using tabs, arm guards, shooting gloves, and quivers.
- ☒ ☐ #3b Explain the following terms: draw length, draw weight, mechanical release, and barebow.

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Archery **2025-01-01**

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#4. Explain the following:

- ☐ ☐ #4a The difference between an end and a round
- ☐ ☐ #4b The differences among field, target, and 3-D archery
- ☐ ☐ #4c How the five-color World Archery Federation target is scored
- ☐ ☐ #4d How the National Field Archery Association (NFAA) black-and-white field targets and blue indoor targets are scored

#5. Working under the supervision of a certified USA Archery Level 1 Instructor or a certified long-term camp staff member (i.e., a National Camping School [NCS] Range Activities Director; or a Rangemaster over age 18 who is trained by a NCS Range Activities Director or by a USA Archery Level 1 Instructor), do ONE of the following options:Note:When using a Genesis bow, apply the requirements in Option A.

null Option A—Recurve Bow or Longbow. Do ALL of the following:

- ☒ ☐ #5. Opt A (1) Name and point to the parts of the recurve or longbow you are shooting.
- ☒ ☐ #5. Opt A (2) Explain how to properly care for and store recurve bows and longbows.
- ☒ ☐ #5. Opt A (3) Demonstrate and explain USA Archery's 11 Steps of Shooting for the bow you are shooting.
- ☒ ☐ #5. Opt A (4) Demonstrate the proper way to string a recurve bow or longbow.
- ☒ ☐ #5. Opt A (5) Using a bow square, locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.

#(6) Do ONE of the following:

#(a) Using a recurve bow or longbow and arrows with a finger release, shoot a single round of ONE of the following:

- ☐ ☐ #5. Opt A (6)(a)(1) An NFAA field round of 14 targets and make a score of 60 points
- ☐ ☐ #5. Opt A (6)(a)(2) A Scouting America field round of 14 targets and make a score of 80 points
- ☐ ☐ #5. Opt A (6)(a)(3) A World Archery/USA Archery indoor round and make a score of 80 points (Indoor rounds may be shot outdoors if this is more convenient.)

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- ☐ ☐ **#5. Opt A (6)(a)(4)** An NFAA indoor round and make a score of 50 points (Indoor rounds may be shot outdoors if this is more convenient.)
- ☐ ☐ **#5. Opt A (6)(b)** Shooting 30 arrows in five-arrow ends at an 80-centimeter (32-inch) five-color target at 10 yards and using the 10 scoring regions, make a score of 150 points.

null Option B—Compound Bow. Do ALL of the following:

- ☒ ☐ **#5. Opt B (1)** Name and point to the parts of the compound bow you are shooting.
- ☒ ☐ **#5. Opt B (2)** Explain how to properly care for and store compound bows.
- ☒ ☐ **#5. Opt B (3)** Demonstrate and explain USA Archery's 11 Steps of Shooting for the bow you are shooting.
- ☒ ☐ **#5. Opt B (4)** Explain why it is necessary to have the string or cable on a compound bow replaced at an archery shop.
- ☒ ☐ **#5. Opt B (5)** Locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow you are using.

#(a) Using a compound bow and arrows with a finger release, shoot a single round of ONE of the following:

- ☐ ☐ **#5. Opt B (6)(a)(1)** An NFAA field round of 14 targets and make a score of 70 points
- ☐ ☐ **#5. Opt B (6)(a)(2)** A Scouting America field round of 14 targets and make a score of 90 points
- ☐ ☐ **#5. Opt B (6)(a)(3)** A World Archery/USA Archery indoor round and make a score of 90 points (Indoor rounds may be shot outdoors if this is more convenient.)
- ☐ ☐ **#5. Opt B (6)(a)(4)** An NFAA indoor round and make a score of 60 points (Indoor rounds may be shot outdoors if this is more convenient.)
- ☐ ☐ **#5. Opt B (6)(b)** Shooting at an 80-centimeter (32-inch) five-color target using the 10 scoring regions, make a minimum score of 160 points. Accomplish this in the following manner: Shoot 15 arrows in five-arrow ends, at a distance of 10 yards AND Shoot 15 arrows in five-arrow ends, at a distance of 15 yards.

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Architecture 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. Do the following:

☒ ☒ **#1a** Tour your community and list the different types of buildings you see. Try to identify buildings that can be associated with a specific period of history or style of architecture. Make a sketch of the building you most admire.

☒ ☒ **#1b** Select a historical architectural achievement that has had a major impact on society. Using resources such as the internet (with your parent or guardian's permission), books, and magazines, find out how this achievement has influenced the world today. Tell your counselor what you learned.

#2. In following the Leave No Trace Seven Principles and the Outdoor Code, Scouts pledge to "Travel and camp on durable surfaces" and to "Leave what you find" and to "Be conservation-minded." Discuss the following with your counselor:

☐ ☐ **#2a** The term sustainable architecture. Identify three features typical of green buildings.

☐ ☐ **#2b** The difference between renewable building materials and recycled building materials, and how each can be used in construction.

☐ ☐ **#2c** The relationship of architecture with its surrounding environment and the community.

☐ ☐ **#2d** How entire buildings can be reused rather than torn down when they no longer serve their original purpose.

#3. Do ONE of the following:

☐ ☐ **#3a** With your parent or guardian's and counselor's permission and approval, arrange to meet with an architect. Ask to see the scale model of a building and the drawings that a builder would use to construct this building. Discuss why the different building materials were selected. Look at the details in the drawings and the model to see how the materials and components are attached to each other during construction.

☐ ☐ **#3b** With your parent or guardian's and counselor's permission and approval, arrange to meet with an architect at a construction site. Ask the architect to bring drawings that the builder uses to construct the building. While at the site, discuss why the different building materials being used were selected. Discuss how the different building materials and components are attached to each other during construction. Note: To visit a construction site will require advance planning. You will need permission from a parent or guardian, counselor, the architect, and the construction site manager. A construction site is a very dangerous place. While there, you will need to closely follow the site manager's directions and comply with all the safety procedures, including wearing a hard hat, protective eyewear, and proper footwear. Be aware of the changing conditions at the site, and stay with the architect or site manager.

☐ ☐ **#3c** Interview someone who might be your client (such as a prospective homeowner or business owner) if you were an architect. Find out what your client's requirements would be for designing a new home or business building. Write a short program including a list of requirements for the project, the functions of the building and site, how the functions relate to one another, and the goals of the project.

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Architecture 2015-01-01

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☒ ☐ **#4** Measure a room such as one where you live or where your troop meets. Make an accurately scaled drawing of the room's floor plan showing walls, doors, closets, windows, and any built-in furniture or cabinets. Neatly label your drawing with the following: your name, the date, what room you drew, and the scale of the drawing. (Drawing scale: $\frac{1}{4}$ inch = 1 foot)

☒ ☐ **#5** Find out about three career opportunities in architecture. 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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Automotive Maintenance 2026-01-01

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null NOTE: You will need access to a car or truck and its owner's manual to meet some requirements for this merit badge. If you do not have your own vehicle, you should work with your counselor or other trusted adult to obtain access to a vehicle and the owner's manual for that vehicle.

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

#1. Safety and Registration. Do the following:

- ☒ ☐ #1(a) Explain to your counselor the hazards you are most likely to encounter during automotive maintenance activities, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.
- ☒ ☐ #1(b) Discuss with your counselor the safety equipment, tools, and clothing used while checking or repairing a motor vehicle. Use this equipment, tools, and/or clothing (when needed or called for) in meeting the requirements for this merit badge.
- ☒ ☐ #1(c) Explain the different ways motor vehicles are powered.
- ☒ ☐ #1(d) Explain the safety considerations when performing maintenance on a vehicle equipped with a high-voltage electrical system.
- ☒ ☐ #1(e) Review the maintenance chart in the vehicle owner's manual. Explain the requirements and time limits.
- ☒ ☐ #1(f) Explain the purpose, importance, and limitations of safety belts and passive restraints.
- ☒ ☐ #1(g) Find out the requirements for your state's emissions and safety inspections (as applicable), including how often a vehicle needs to be inspected.
- ☒ ☐ #1(h) Explain the importance of registering a vehicle and find out the annual registration fee for renewing your family car's registration.

#2. General Maintenance. Do the following:

- ☒ ☐ #2(a) Demonstrate how to check the following:
 - ☒ ☐ #2(a)(1) Brake fluid
 - ☒ ☐ #2(a)(2) Engine oil
 - ☒ ☐ #2(a)(3) Coolant
 - ☒ ☐ #2(a)(4) Power steering fluid
 - ☒ ☐ #2(a)(5) Windshield washer fluid

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- ☒ ☐ **#2(a)(6)** Transmission fluid
- ☒ ☐ **#2(a)(7)** Battery fluid (if possible) and condition of the battery terminals
- ☒ ☐ **#2(b)** Locate the fuse boxes; determine the type and size of fuses. Demonstrate the proper replacement of burned-out fuses.
- ☒ ☐ **#2(c)** Demonstrate how to check the condition and tension of belts and hoses.
- ☒ ☐ **#2(d)** Check the vehicle for proper operation of its lights, including the interior overhead lights, instrument lights, warning lights, and exterior bulbs.
- ☒ ☐ **#2(e)** Locate and check the air filter(s).

#3. Dashboard/Driver Information Center. Do the following:

- ☒ ☐ **#3(a)** Explain the function of the fuel gauge, speedometer, tachometer, oil pressure, and engine temperature gauge. Point each one out on the instrument cluster.
- ☒ ☐ **#3(b)** Explain the symbols that light up on the dashboard and the difference between the yellow and red symbols. Explain each of the indicators on the dashboard, using the owner's manual if necessary.
- ☒ ☐ **#3(c)** Explain the messages and alerts that may be displayed on the dashboard/driver information center including maintenance-related reminders.

#4. Tires. Do the following:

- ☒ ☐ **#4(a)** Explain the difference between tire manufacturer's and vehicle manufacturer's specifications and show where to find them.
- ☒ ☐ **#4(b)** Demonstrate how to check tire pressure and properly inflate a tire. Check the spare tire and make sure it is ready for use.
- ☒ ☐ **#4(c)** Explain why wheel alignment is important to the life of a tire. Explain caster, camber, and toe-in adjustments on wheel alignment.
- ☒ ☐ **#4(d)** Explain the purpose of the lateral-wear bar indicator.
- ☒ ☐ **#4(e)** Explain how to dispose of old tires in accordance with local laws and regulations.

#5. Engine. Do the following:

- ☒ ☐ **#5(a)** Explain how an internal combustion engine operates. Tell the differences between gasoline and diesel engines. Explain how a gasoline-electric hybrid vehicle is powered.

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☒ ☐ **#5(b)** Discuss the purpose of engine oil. Explain the API service code, the SAE number, and the viscosity rating.

☒ ☐ **#5(c)** Explain where to find the recommended oil type and the amount of oil to be used in the vehicle engine.

#6. Cooling System. Do the following:

☒ ☐ **#6(a)** Explain the need for coolant in the cooling system, and the importance of selecting the correct coolant type for a given vehicle.

☒ ☐ **#6(b)** Explain how to flush and change the engine coolant in the vehicle, and how to properly dispose of the used coolant.

#7. Fuel System. Do the following:

☒ ☐ **#7(a)** Explain how the air and fuel systems work together and why it is necessary to have an air filter and fuel filter.

☒ ☐ **#7(b)** Explain how a fuel injection system works and how an onboard computer works with the fuel injection system.

#8. Ignition and Electrical Systems. Do the following:

#(a) Diagram and explain the parts of one of the following electrical systems:

☐ ☐ **#8(a)(1)** Starting/charging system

☐ ☐ **#8(a)(2)** Hybrid or electric vehicle inverter

☐ ☐ **#8(a)(3)** Lighting system

☐ ☐ **#8(b)** Explain the engine's firing order.

☐ ☐ **#8(c)** Explain the purpose of the spark gap.

☐ ☐ **#8(d)** Demonstrate how to safely connect jumper cables to your car battery.

☐ ☐ **#8(e)** Discuss with your counselor what factors can affect range on an electrified vehicle. Explain the procedure for recharging an electric or plug-in hybrid vehicle.

☐ ☐ **#8(f)** Explain what other vehicle systems are dependent on a reliable electrical system.

#9. Drive Train. Do the following:

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- ☒ ☐ **#9(a)** Diagram the drive train and explain the different parts.
- ☒ ☐ **#9(b)** Explain the difference between automatic and standard transmissions.
- ☒ ☐ **#9(c)** Explain the types of automatic transmission fluid.
- ☒ ☐ **#9(d)** Explain the types of lubricants used in a standard transmission, and in the differential and transfer case.
- ☒ ☐ **#9(e)** Explain the difference between front-wheel, rear-wheel, and four-wheel drive.

#10. Brake System. Do the following:

- ☒ ☐ **#10(a)** Explain the brake system (including antilock systems) and how it operates.
- ☒ ☐ **#10(b)** Explain the differences between disc and drum brake systems.
- ☒ ☐ **#10(c)** Demonstrate how to check the condition of a vehicle's brake system. After checking, make recommendations for repairs (if necessary).

#11. Do TWO of the following:

- ☐ ☐ **#11(a)** Determine the value of three different vehicles you are interested in purchasing. One must be new and one must be used; the third vehicle can be new or used. For each vehicle, find out the requirements and cost of automobile insurance to include basic liability and options for collision, comprehensive, towing, and rental car. Using the three vehicles you chose and with your counselor's assistance, complete the operation/maintenance chart provided in the Automotive Maintenance merit badge pamphlet. Use this information to determine the operating cost per mile for each vehicle, and discuss what you learn with your counselor.
- ☐ ☐ **#11(b)** Choose a car cleaner and wax product for a vehicle you want to clean. Explain clear-coat paint and the precautions necessary for care. Clean the vehicle, both inside and out, and wax the exterior. Use a vinyl and rubber protectant (on vinyl tops, rubber door seals, sidewalls, etc.) and explain the importance of this protectant.
- ☐ ☐ **#11(c)** Locate the manufacturer's jack. Use the jack to demonstrate how to engage the jack correctly on the vehicle, then change a tire correctly.
- ☐ ☐ **#11(d)** Perform an oil filter and oil change on a vehicle. Explain how to properly dispose of the used oil and filter.
- ☒ ☐ **#12** Find out about three career opportunities in the automotive industry. 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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Bugling 2020-01-01

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null NOTE: A bugle, trumpet, or cornet may be used to meet these requirements.

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

☐ ☐ #1. Give a brief history of the bugle.

#2. Do the following:

☐ ☐ #2a Explain and demonstrate how the bugle makes sound, and explain how the bugle is related to other brass wind instruments.

☐ ☐ #2b Compose a bugle call for your troop or patrol to signal a common group activity, such as assembling for mealtime or striking a campsite. Play the call that you have composed before your unit or patrol.

☐ ☐ #3. Sound 10 of the following bugle calls: "First Call," "Reveille," "Assembly," "Mess," "Drill," "Fatigue," "Officers," "Recall," "Church," "Swimming," "Fire," "Retreat," "To the Colors," "Call to Quarters," and "Taps."

☐ ☐ #4. Explain when each of the calls in requirement 3 is used.

☐ ☐ #5. Explain how to care for, clean, and maintain a bugle.

☐ ☐ #6. Serve as bugler in your troop for three months.

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Camping (Eagle required) 2024-01-01

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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 to your counselor the most likely hazards you may encounter while participating in camping activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- ☒ ☐ **#1b** Discuss with your counselor why it is important to be aware of weather conditions before and during your camping activities. Tell how you can prepare should the weather turn bad during your campouts.
- ☒ ☐ **#1c** Show that you know first aid for and how to prevent injuries or illnesses that could occur while camping, including hypothermia, frostbite, heat reactions, dehydration, altitude sickness, insect stings, tick bites, snakebite, blisters, and hyperventilation.
- ☒ ☐ **#2.** Learn the Leave No Trace Seven Principles and the Outdoor Code, and explain what they mean. Write a personal and group plan for implementing these principles on your next outing.

#3. Make a written plan for an overnight trek and show how to get to your camping spot by using a topographical map and one of the following:

- ☐ ☐ **#3a** Compass
- ☐ ☐ **#3b** GPS receiver
- ☐ ☐ **#3c** Smartphone with a GPS app

#4. Do the following:

- ☒ ☐ **#4a** Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.
- ☒ ☒ **#4b** Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.

#5. Do the following:

- ☒ ☐ **#5a** Prepare a list of clothing you would need for overnight campouts in both warm and cold weather. Explain the term "layering."
- ☒ ☐ **#5b** Discuss footwear for different kinds of weather and how the right footwear is important for protecting your feet.
- ☒ ☐ **#5c** Explain the proper care and storage of camping equipment (clothing, footwear, bedding).

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- ☒ ☐ **#5d** List the Scout Basic Essentials necessary for any campout, and explain why each item is needed.
- ☒ ☒ **#5e** Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.
- #6. Do the following:
- ☒ ☐ **#6a** Describe the features of four types of tents, when and where they could be used, and how to care for tents. Working with another Scout, pitch a tent.
- ☒ ☐ **#6b** Discuss the importance of camp sanitation and tell why water treatment is essential. Then demonstrate two ways to treat water.
- ☒ ☐ **#6c** Describe the factors to be considered in deciding where to pitch your tent.
- ☒ ☐ **#6d** Tell the difference between internal- and external-frame packs. Discuss the advantages and disadvantages of each.
- ☒ ☐ **#6e** Discuss the types of sleeping bags and what kind would be suitable for different conditions. Explain the proper care of your sleeping bag and how to keep it dry. Make a comfortable ground bed.
- #7. Prepare for an overnight campout with your patrol by doing the following:
- ☒ ☐ **#7a** Make a checklist of personal and patrol gear that will be needed.
- ☒ ☒ **#7b** Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.
- #8. Do the following:
- #(a) Explain the safety procedures for:
- ☐ ☐ **#8a(1)** Using a propane or butane/propane stove
- ☐ ☐ **#8a(2)** Using a liquid fuel stove
- ☐ ☐ **#8a(3)** Proper storage of extra fuel
- ☐ ☐ **#8b** Discuss the advantages and disadvantages of different types of lightweight cooking stoves.
- ☐ ☐ **#8c** Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.

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- ☒ ☒ **#8d** While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8(c). At least one of those meals must be a trail meal requiring the use of a lightweight stove.

#9. Show experience in camping by doing the following:

- ☒ ☒ **#9a** Camp for at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Two nights may be counted toward the total for each additional long-term camping trip. Each night must be spent either under the sky, in a tent you have pitched yourself (if a tent is provided and already set up, you do not need to pitch your own), in a hammock that is safely strung outdoors, in a lean-to, or other three-sided shelter with an open front. Nights spent in indoor lock-in events, cabin camping, hotel stays, or other covered accommodations do not count toward the 20 nights.

#(b) On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.

- ☒ ☒ **#9b(1)** Hike up a mountain, gaining at least 1,000 vertical feet.
- ☒ ☒ **#9b(2)** Backpack, snowshoe, or cross-country ski for at least 4 miles.
- ☒ ☒ **#9b(3)** Take a bike trip of at least 15 miles or at least four hours.
- ☒ ☒ **#9b(4)** Take a nonmotorized trip on the water of at least four hours or 5 miles.
- ☒ ☒ **#9b(5)** Plan and carry out an overnight snow camping experience.
- ☒ ☒ **#9b(6)** Rappel down a rappel route of 30 feet or more.
- ☒ ☒ **#9c** On any of these camping experiences, perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.
- ☐ ☐ **#10.** Discuss how the things you did to earn this badge have taught you about personal health and safety, survival, public health, conservation, and good citizenship. In your discussion, tell how Scout spirit and the Scout Oath and Scout Law apply to camping and outdoor ethics.

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Citizenship in the Nation (Eagle required) 2022-01-01

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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

Event Requirements

Merit Badge Mania 2026

Citizenship in the Nation (Eagle required)	2022-01-01
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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.

Event Requirements

Merit Badge Mania 2026

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

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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)

Event Requirements

Merit Badge Mania 2026

Citizenship in the World (Eagle required)	2016-01-01
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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.

Event Requirements

Merit Badge Mania 2026

Citizenship in the World (Eagle required)	2016-01-01
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☐ ☐ #7e Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Event Requirements

Merit Badge Mania 2026

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.

Event Requirements

Merit Badge Mania 2026

Collections	2021-01-01
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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)

Event Requirements

Merit Badge Mania 2026

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)

Event Requirements

Merit Badge Mania 2026

Communication (Eagle required) 2014-01-01

U PR

- ☒ ☐ **#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.

Event Requirements

Merit Badge Mania 2026

Cooking (Eagle required) 2025-01-01

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null NOTE: Repeating Meals or Menus: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward this merit badge and may not be used for rank advancement or any other merit badge. Meals prepared for rank advancement or other merit badges may not be counted toward the Cooking merit badge. Menus used for meals in requirements 4, 5, and 6 must not be repeated. Outdoor Cooking: Where local regulations do not allow you to build a fire, the counselor may adjust the requirement to meet the law. The meals in requirements 5 and 6 may be prepared for different trips and need not be prepared consecutively. Scouts working on this badge in summer camp should take into consideration foods that can be obtained at the camp commissary.

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

#1. Health and safety. Do the following:

- ☒ ☐ **#1a.** Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- ☒ ☐ **#1b.** Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
- ☒ ☐ **#1c.** Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.
- ☒ ☐ **#1d.** Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.
- ☒ ☐ **#1e.** Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.

#2. Nutrition. Do the following:

- ☒ ☐ **#2a.** Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size: (1) Fruits (2) Vegetables (3) Grains (4) Proteins (5) Dairy
- ☒ ☐ **#2b.** Explain why you should limit your intake of oils and sugars.
- ☒ ☐ **#2c.** Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
- ☒ ☐ **#2d.** Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.

Event Requirements

Merit Badge Mania 2026

Cooking (Eagle required) 2025-01-01

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

#3. Cooking Basics. Do the following:

- ☒ ☐ **#3a.** Discuss the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, microwaving, air frying, grilling, foil cooking, and Dutch oven.

- ☒ ☐ **#3b.** Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.

- ☒ ☐ **#3c.** Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.

- ☒ ☐ **#3d.** Explain and give examples of how taste, texture, and smell impact what we eat.

#4. Cooking at Home. Do the following: Note: The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.

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

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

- ☒ ☐ **#4c.** Share and discuss your meal plan and shopping list with your counselor.

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

- ☒ ☐ **#4e.** Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.

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

#5. Camp Cooking. Do the following:

Event Requirements

Merit Badge Mania 2026

Cooking (Eagle required) 2025-01-01

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- ☒ ☐ **#5a.** Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
- ☒ ☐ **#5b.** Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
- ☒ ☐ **#5c.** Share and discuss your menu plans and shopping list with your counselor.
- ☒ ☐ **#5d.** In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpacking stove. Use a skillet OR a Dutch oven over campfire coals for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.
- ☒ ☐ **#5e.** In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.
- ☒ ☐ **#5f.** After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.
- ☒ ☐ **#5g.** Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.
- ☒ ☐ **#5h.** Discuss how you followed the Leave No Trace Seven Principles and the Outdoor Code when preparing your meals.

#6. Trail and Backpacking Meals. Do the following:

- ☒ ☐ **#6a.** Using the MyPlate food guide or the current USDA nutrition model, plan a day of meals for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.
- ☒ ☐ **#6b.** Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
- ☒ ☐ **#6c.** Share and discuss your menu and shopping list with your counselor. Your plan must include how to repack foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.
- ☒ ☐ **#6d.** While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those

Event Requirements

Merit Badge Mania 2026

Cooking (Eagle required) 2025-01-01

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meals must be cooked over a fire, or an approved trail stove (with proper supervision).

☒ ☐ **#6e.** After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.

☒ ☐ **#6f.** Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.

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

☒ ☒ **#7a.** Identify three career opportunities that would use skills and knowledge in cooking. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

☒ ☒ **#7b.** Identify how you might use the skills and knowledge in cooking to pursue a personal hobby or healthy lifestyle. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Event Requirements

Merit Badge Mania 2026

Crime Prevention 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. Laws and Society. Discuss the following with your counselor:

- ☐ ☐ #1a Why we have criminal laws
- ☐ ☐ #1b The types of crimes, including property crimes, crimes against people, white collar crime, and environmental crime
- ☐ ☐ #1c Why people commit crimes
- ☐ ☐ #1d Why everyone should follow the law even when no one is watching
- ☐ ☐ #1e The meaning of crime prevention

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

- ☒ ☒ #2a Citizens, including youth
- ☒ ☒ #2b Schools
- ☒ ☒ #2c Neighborhood, social and civic groups, including youth groups
- ☒ ☒ #2d Private security
- ☒ ☒ #2e Law enforcement agencies
- ☒ ☒ #2f Courts
- ☒ ☒ #2g Corrections and rehabilitation programs

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

- ☒ ☐ #3a With your parent or guardian's permission and the approval of your counselor, research local, state, or national news coverage of three crimes of different types. Research how common these types of crimes are in your state or in the United States.
- ☒ ☐ #3b Record notes on which law enforcement agencies and courts were involved in the pursuit of justice for the victims and the accused person, why you think these crimes were committed, and what could be done to prevent similar crimes. Review your research with your counselor.

Event Requirements

Merit Badge Mania 2026

Crime Prevention 2025-01-01

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

#(a) Discuss the following with your counselor:

- ☐ ☐ #4a(1) How participation in activities of families, churches, sports teams, and clubs prevents crime
- ☐ ☐ #4a(2) How designs of houses, neighborhoods, public buildings, stores, streets, and parks prevent crime
- ☒ ☒ #4b Conduct a security survey of a home, a neighborhood, a park, or a camp building with adult supervision and following youth protection guidelines using a security checklist in the Crime Prevention merit badge pamphlet or one approved by your counselor.
- ☒ ☒ #4c Use information from your survey for requirement 4(b) and the EDGE method to develop a lesson about how a family or Scouts can protect themselves from crime. Review your teaching plan with your counselor, then present your lesson to your family or to Scouts.

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

- ☒ ☒ #5a The impact of shoplifting and employee theft (also known as shrinkage) and loss prevention on retail finances, customer service, and reputation
- ☒ ☒ #5b Techniques used by retail stores to prevent shoplifting

#6. Reporting Crime. Discuss the following with your counselor:

- ☒ ☒ #6a When and how to report a crime or an impending crime
- ☒ ☒ #6b The warning signs for child abuse and domestic violence and how to report these situations
- ☒ ☒ #6c The three R's of personal safety and protection and how to apply them
- ☒ ☒ #6d How reporting a crime can help law enforcement provide resources for crime victim

#7. Peers and Crime. Discuss the following with your counselor:

- ☒ ☒ #7a The role that peers play in crime, crime prevention, and experiencing crime
- ☒ ☒ #7b How to resist peer influence
- ☒ ☒ #7c Bullying and hazing behaviors and signs that a friend may be bullying you or someone else

Event Requirements

Merit Badge Mania 2026

Crime Prevention 2025-01-01

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☒ ☒ **#7d** The impact of gangs on communities

#8. Substance Use and Crime. Discuss the following with your counselor:

☐ ☐ **#8a** The legal and health consequences of using alcohol, tobacco and vaping products, illegal drugs, and diverted prescription drugs

☐ ☐ **#8b** How substance use contributes to violence and property crime and increases a person's risk of becoming a victim of crime

☐ ☐ **#8c** How drug abuse awareness, prevention, and recovery programs help prevent crime

☐ ☐ **#8d** How to get help if you or someone you know needs help with drugs or alcohol

#9. Online Crime and You. Discuss the following with your counselor:

☐ ☐ **#9a** How to avoid being the victim of online crimes

☐ ☐ **#9b** Common online financial scams

☐ ☐ **#9c** Effective online security

☐ ☐ **#9d** Identity theft and how to prevent it

☐ ☐ **#9e** How criminals use social media to target victims

☐ ☐ **#9f** How bullying, texting, and sharing photos can become crimes

☒ ☐ **#10** Interview. With your parent or guardian's permission and your counselor's approval, interview a law enforcement officer or a civil servant about their work in crime prevention. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor.

☒ ☐ **#11** Careers. Identify three career opportunities that would use skills and knowledge in the field of crime prevention. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career. Resources: 8 Careers in Criminal Justice (video) How Law Enforcement Agencies Serve the Public (video)

Event Requirements

Merit Badge Mania 2026

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

#2. Do the following:

☒ ☐ **#2(a)** Give a brief history of the changes in digital technology over time. Discuss with your counselor how digital technology in your lifetime compares with that of your parent's, grandparent's, or other adult's lifetime.

☒ ☐ **#2(b)** Describe what kinds of computers or devices you imagine might be available when you are an adult.

#3. Do the following:

☒ ☐ **#3(a)** Explain to your counselor how text, sound, and pictures are digitized for storage.

☒ ☐ **#3(b)** Describe the difference between lossy and lossless data compression, and give an example where each might be used.

☒ ☐ **#3(c)** Describe two digital devices and how they are made more useful by their programming.

☒ ☐ **#3(d)** Discuss the similarities and differences between computers, mobile devices, and gaming consoles.

☒ ☐ **#3(e)** Explain what a computer network is and the difference between a local area network (LAN) versus a wide area network (WAN).

#4. Do the following:

☒ ☐ **#4(a)** Explain what a program or software application or "app" is and how a computer uses a CPU and memory to execute it.

☒ ☐ **#4(b)** Name four software programs or mobile apps you or your family use, and explain how each one helps you.

☒ ☐ **#4(c)** Describe what malware is, and explain how to protect your digital devices and the information stored on them.

☒ ☐ **#4(d)** Explain what a barcode, a QR code, and an RFID tag are along with the data they contain and two or more examples where each are used.

#5. Do the following:

☒ ☐ **#5(a)** Describe at least two different ways data can be transferred through the internet.

☒ ☐ **#5(b)** Using an internet search engine (with a parent or guardian's permission), find ideas from at least three different websites about how to conduct a

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troop court of honor or campfire program. Present the ideas to your counselor and explain how you used a search engine to find this information.

- ☒ ☐ **#5(c)** Use a web browser to connect to an HTTPS (secure) website (with your parent or guardian's permission). Explain to your counselor how to tell whether the site's security certificate can be trusted, and what it means to use this kind of connection.

#6. Do THREE of the following. For each project you complete, copy the files to a backup device and share the finished projects with your counselor.

- ☒ ☒ **#6(a)** Using a spreadsheet or database program, develop a food budget for a patrol weekend campout OR create a troop roster that includes the name, rank, patrol, and telephone number of each Scout. Show your counselor that you can sort the roster by each of the following categories: rank, patrol, and alphabetically by name.
- ☒ ☒ **#6(b)** Using a word processor, write a draft letter inviting the parents or guardians of your troop's Scouts to a troop event.
- ☒ ☒ **#6(c)** Using a graphics program, design and draw a campsite plan for your troop OR create a flyer for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration.
- ☒ ☒ **#6(d)** Using a presentation software program, develop a report about a topic approved by your counselor. For your presentation, create at least five slides, with each one incorporating text and some type of visual such as a photograph or an illustration.
- ☒ ☒ **#6(e)** Using a digital device, take a picture of a troop activity. Send or transfer this image to a device where it can be shared with your counselor.
- ☒ ☒ **#6(f)** Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording.
- ☒ ☒ **#6(g)** Create a blog and use it as an online journal of your Scouting activities, including group discussions and meetings, campouts, and other events. Include at least five entries and two photographs or illustrations. Share your blog with your counselor. You need not post the blog to the internet; however, if you choose to go live with your blog, you must first share it with your parent or guardian AND counselor AND get their approval.
- ☒ ☒ **#6(h)** Create a webpage for your troop, patrol, school, or place of worship. Include at least three articles and two photographs or illustrations. Include at least one link to a website of interest to your audience. You need not post the page to the internet; however, if you decide to do so, you must first share the webpage with your parent or guardian AND counselor AND get their approval.

#7. Do the following:

- ☒ ☐ **#7(a)** Explain to your counselor each of these protections and why they exist: copyright, patents, trademarks, trade secrets.
- ☒ ☐ **#7(b)** Explain when it is permissible to accept a free copy of a program from a friend.
- ☒ ☐ **#7(c)** Discuss with your counselor an article or (with your parent or guardian's permission) a report on the internet about a recent legal case involving an intellectual property dispute.

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#8. Do TWO of the following:

- ☒ ☐ **#8(a)** Describe why it is important to properly dispose of digital technology. List at least three hazardous chemicals that could be used to create digital devices or used inside a digital device.
- ☒ ☐ **#8(b)** Explain to your counselor why it is important to use a certified recycler of digital technology hardware or devices.
- ☒ ☐ **#8(c)** Do an internet search for an organization that collects discarded digital technology hardware or devices for repurposing or recycling. Find out what happens to that waste. Share with your counselor what you found.
- ☒ ☐ **#8(d)** Visit a recycling center that disposes of digital technology hardware or devices. Find out what happens to that waste. Share what you learned with your counselor.
- ☒ ☐ **#8(e)** Find a battery recycling center near you and find out what it does to recycle batteries. Share what you have learned with your counselor about the proper methods for recycling batteries.

#9. Do ONE of the following:

- ☒ ☒ **#9(a)** Explore careers related to the Digital Technology 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.
- ☒ ☒ **#9(b)** Explore how you could use knowledge and skills from the Digital Technology merit badge to pursue a hobby or interest. 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.

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Disabilities Awareness 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. Do the following:

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

#3. Do TWO of the following:

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

#4. Do ONE of the following options:

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

- ☒ ☒ **#4 Option A (1)** Your school
- ☒ ☒ **#4 Option A (2)** Your place of worship

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☒ ☒ **#4 Option A (3)** A Scouting event or campsite

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

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

☒ ☒ **#4 Option B (1)** Your school

☒ ☒ **#4 Option B (2)** Your place of worship

☒ ☒ **#4 Option B (3)** A Scouting event or campsite

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

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

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

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

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

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

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

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Electricity **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. 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 2025-01-01

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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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☐	☐ #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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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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- ☐ ☐ #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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☐ ☐ #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

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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.

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Engineering **2024-01-01**

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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 a manufactured item in your home (such as a toy or an appliance) and, under adult supervision and with the approval of your counselor, investigate how and why it works as it does. Find out what sort of engineering activities were needed to create it. Discuss with your counselor what you learned and how you got the information.
- ☒ ☒ #2. Select an engineering achievement that has had a major impact on society. Using resources such as the internet (with your parent or guardian's permission), books, and magazines, find out about the engineers who made this engineering feat possible, the special obstacles they had to overcome, and how this achievement has influenced the world today. Tell your counselor what you learned.
- ☐ ☐ #3. Explain the work of six types of engineers. Pick two of the six types and explain how their work is related to engineering.
- #4. Visit with an engineer (who may be your counselor, parent or guardian) and do the following:
- ☒ ☐ #4a. Discuss the work this engineer does and the tools the engineer uses.
- ☒ ☐ #4b. Discuss with the engineer a current project and the engineer's particular role in it.
- ☒ ☐ #4c. Find out how the engineer's work is done and how results are achieved.
- ☒ ☐ #4d. Ask to see the reports that the engineer writes concerning the project.
- ☒ ☐ #4e. Discuss with your counselor what you learned about engineering from this visit.
- ☒ ☐ #5. Use the systems engineering approach to design an original piece of patrol equipment, a toy or a useful device for the home, office or garage.
- #6. Do TWO of the following:
- ☐ ☐ #6a. Transforming Motion. Using common materials or a construction set, make a simple model that will demonstrate motion. Explain how the model uses basic mechanical elements like levers and inclined planes to demonstrate motion. Describe an example where this mechanism is used in a real product.
- ☐ ☐ #6b. Using Electricity. Make a list of 10 electrical appliances in your home. Find out approximately how much electricity each uses in one month. Learn how to find out the amount and cost of electricity used in your home during periods of light and heavy use. List five ways to conserve electricity.
- ☐ ☐ #6c. Understanding Electronics. Using an electronic device such as a smartphone or tablet computer, find out how sound, video, text or images travel from one location to another. Explain how the device was designed for ease of use, function, and durability.
- ☐ ☐ #6d. Using Materials. Do experiments to show the differences in strength and heat conductivity in wood, metal, and plastic. Discuss with your counselor what you have learned.

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- ☐ ☐ #6e. Converting Energy. Do an experiment to show how mechanical, heat, chemical, solar, and/or electrical energy may be converted from one or more types of energy to another. Explain your results. Describe to your counselor what energy is and how energy is converted and used in your surroundings.
- ☐ ☐ #6f. Moving People. Find out the different ways people in your community get to work. Make a study of traffic flow (number of vehicles and relative speed) in both heavy and light traffic periods. Discuss with your counselor what might be improved to make it easier for people in your community to get where they need to go.
- ☐ ☐ #6g. Building an Engineering Project. Enter a project in a science or engineering fair or similar competition. (This requirement may be met by participation on an engineering competition project team.) Discuss with your counselor what your project demonstrates, the kinds of questions visitors to the fair asked you, and how well you were able to answer their questions.
- ☐ ☐ #7. Explain what it means to be a registered Professional Engineer (P.E.). Name the types of engineering work for which registration is most important.
- ☐ ☐ #8. Study the Engineer's Code of Ethics. Explain how it is like the Scout Oath and Law.
- ☒ ☒ #9. 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.

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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.

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Merit Badge Mania 2026

Fire Safety 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. Science of and Hazards of Fire. Do the following:

- ☒ ☐ #1a. Explain the concept of fire.
- ☒ ☐ #1b. Name the parts of the fire tetrahedron and the products of combustion.
- ☒ ☐ #1c. Describe the life cycle of a fire.
- ☒ ☐ #1d Explain the three methods of heat transfer.

#2. Fire Extinguishers. Do the following:

- ☒ ☐ #2a Explain the different classes of fires.
- ☒ ☐ #2b Identify the different classes of fire extinguishers and which should be used for each class of fire.
- ☒ ☐ #2c Demonstrate how to use a fire extinguisher and a fire blanket.

#3. Fire-related Injuries. Do the following:

- ☒ ☐ #3a Explain and demonstrate the technique of stop, drop, roll, cool, and call.
- ☒ ☐ #3b Describe how clothing fires occur, how to prevent them, and how clothing can prevent or contribute to burn injuries.
- ☒ ☐ #3c Identify the most frequent causes of burn injuries and how to prevent them.
- ☒ ☐ #3d Review the prevention of, symptoms and signs of, and treatment of airway burns and carbon monoxide (CO) poisoning.

#4. Origins of Fires. Do the following:

- ☒ ☐ #4a. Explain the four classifications of fire origin (natural, accidental, incendiary, or undetermined) and give an example of each.
- ☒ ☐ #4b Describe how a fire classified as incendiary might lead to criminal prosecution of a person charged with arson.

#5. Fire Safety at Home. Do the following:

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- ☒ ☐ **#5a** Describe how to prevent the frequent causes of home fires, including unattended cooking, electricity, smoking, clothes dryers, and rechargeable batteries.
- ☒ ☐ **#5b** Describe how to prevent frequent causes of seasonal and holiday-related home fires, including fires related to home heating, holiday trees, candles, and fireworks.
- ☒ ☐ **#5c** Demonstrate how to safely light and extinguish a candle. Discuss with your counselor, then with your family, how to safely use candles.
- ☒ ☐ **#5d** Using the Home Fire Safety Checklist in the Fire Safety merit badge pamphlet or one approved by your counselor, and with the help of an adult, inspect a home (or a similar building near where you live or at a camp) for fire safety hazards. Present your completed checklist to your counselor and discuss your findings.
- ☒ ☐ **#5e** Determine if, and what types of, smoke and CO alarms are required in homes in your community. List what types of smoke and CO alarms your home has, their locations, and their expiration dates.
- ☒ ☐ **#5f** Demonstrate maintenance of smoke and CO alarms to your counselor and review plans to replace expired alarms.
- ☒ ☐ **#5g** Develop a home fire-escape plan and a fire-drill schedule with your family, draw a floor plan of your home with exits marked and a map showing your family meeting point, and conduct a home fire drill.
- ☒ ☐ **#5h** Explain what to do and what not to do if you smell natural gas and if you smell smoke.
- ☒ ☐ **#5i** Explain how you would report a fire to have the fire department respond.

#6. Safety with Flammable and Combustible Liquids. Do the following:

- ☒ ☐ **#6a.** Explain what flammable and combustible liquids are commonly used in homes and how to safely store them.
- ☒ ☐ **#6b.** Describe the safe way to refuel a liquid-fueled engine, such as a lawn mower, outboard motor, farm machine, or automobile with fuel from an approved container.
- ☒ ☐ **#6c.** Describe the options available for safely disposing of unwanted flammable, combustible, and hazardous substances in your community.

#7. Fire Safety in Public Buildings. Do the following:

- ☒ ☐ **#7a.** Explain how public buildings are designed for fire safety.
- ☒ ☐ **#7b.** Explain what fire safety systems and equipment can be found in public buildings.

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☒ ☐ **#7c** Explain what fire safety precautions you should take when you are in a public building.

#8. Fire Safety at Camp. Do the following:

☒ ☐ **#8a** Explain how the Leave No Trace Seven Principles and the Outdoor Code apply to camping fires.

☒ ☐ **#8b** Demonstrate lighting a match safely, the proper way to extinguish it, and to dispose of it. Explain the similarities and differences between safety matches and strike-anywhere matches.

☒ ☐ **#8c** Explain and demonstrate making sparks with flint and steel or with a ferro rod and catching a spark to create a flame. Extinguish the flame safely using one of the principles of the fire tetrahedron.

☒ ☐ **#8d** Demonstrate the safe way to start a charcoal fire.

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

☒ ☐ **#8f** Demonstrate using a camp stove.

☒ ☐ **#8g** Explain how to set up and keep a campsite safe from fire.

☒ ☐ **#8h** Develop a lesson plan to teach a fire safety skill or topic, such as lighting a candle or a match or a charcoal fire or a lantern or a camp stove or using flint and steel or setting up a fire lay. Review your lesson plan with your counselor. Teach your skill or topic to one or more Scouts using the EDGE method.

#9. Wildland Fires. Do the following:

☒ ☐ **#9a.** List causes of wildland fires and ways to prevent them.

☒ ☐ **#9b.** Explain the social, economic, and environmental consequences of wildland fires.

#10. Careers. Do ONE of the following:

☐ ☐ **#10a.** Visit a fire station in-person. Identify the various types of fire service vehicles. From the firefighters you meet during your visit, learn about the fire prevention activities in your community and about their careers. Discuss with your counselor what you learned during your tour and interviews.

☐ ☐ **#10b.** Identify three career opportunities that would use skills and knowledge in the field of fire safety. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be

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interested in this career.

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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

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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:
- ☐ ☐ #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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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

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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

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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 (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.

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Fishing 2021-01-01

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null NOTE: Scouts should obey all local fishing regulations and property laws.

null 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 to your counselor the most likely hazards you may encounter while participating in fishing activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- ☒ ☐ #1b Discuss the prevention of and treatment for the following health concerns that could occur while fishing: cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.
- ☒ ☐ #1c Explain how to remove a barbed hook that is lodged in someone's arm.
- ☒ ☐ #1d Name and explain five safety practices you should always follow while fishing.
- ☒ ☐ #2 Discuss the differences between two types of fishing outfits. Point out and identify the parts of several types of rods and reels. Explain how and when each would be used. Review with your counselor how to care for this equipment.
- ☒ ☐ #3 Demonstrate the proper use of two different types of fishing equipment.
- ☒ ☐ #4 Demonstrate how to tie the following knots: improved clinch knot, Palomar knot, uni knot, uni to uni knot, and arbor knot. Explain how and when each knot is used.
- ☒ ☐ #5 Name and identify five basic artificial lures and five natural baits and explain how to fish with them. Explain why baitfish are not to be released.

#6. Do the following:

- ☐ ☐ #6a Explain the importance of practicing Leave No Trace Seven Principles and the Outdoor Code. Discuss the positive effects of Leave No Trace Seven Principles and the Outdoor Code on fishing resources.
- ☐ ☐ #6b Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.
- ☒ ☐ #7 Obtain and review the regulations affecting game fishing where you live. Explain why they were adopted and what is accomplished by following them.
- ☒ ☐ #8 Explain what good outdoor sportsmanlike behavior is and how it relates to anglers. Tell how the Leave No Trace Seven Principles and the Outdoor Code relate to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.

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Fishing 2021-01-01

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☒ ☒ **#9** Catch one fish and identify it. Resources: Fish Identification Apps (app) FishBase Identification (website) How to Identify Common Freshwater Fish (video)

☒ ☒ **#10** If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired. Note: It is not required that you eat the fish.

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Geocaching 2019-01-01

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null NOTE: The official merit badge pamphlets are now free and downloadable [HERE](#) or can be purchased at the Scout Shop. Additional educational resources are available on our Counselor Information Page.

#1. Do the following:

- ☒ ☐ **#1a** Explain to your counselor the most likely hazards you may encounter while participating in geocaching activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- ☒ ☐ **#1b** Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in geocaching activities, including cuts, scrapes, snakebite, insect stings, tick bites, exposure to poisonous plants, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), and dehydration.
- ☒ ☐ **#1c** Discuss how to properly plan an activity that uses GPS, including using the buddy system, sharing your plan with others, and considering the weather, route, and proper attire.

#2. Discuss the following with your counselor:

- ☐ ☐ **#2a** Why you should never bury a cache
- ☐ ☐ **#2b** How to use proper geocaching etiquette when hiding or seeking a cache, and how to properly hide, post, maintain, and dismantle a geocache
- ☐ ☐ **#2c** The Leave No Trace Seven Principles and the Outdoor Code as they apply to geocaching
- ☒ ☐ **#3** Explain the following terms used in geocaching: waypoint, log, cache, accuracy, difficulty and terrain ratings, attributes, and trackable. Choose five additional terms to explain to your counselor.
- ☒ ☐ **#4** Explain how the Global Positioning System (GPS) works. Then, using Scouting's EDGE, demonstrate to your counselor the use of a GPS unit. Include marking and editing a waypoint, changing field functions, and changing the coordinate system in the unit.

#5. Do the following:

- ☒ ☐ **#5a** Show you know how to use a map and compass and explain why this is important for geocaching.
- ☒ ☐ **#5b** Explain the similarities and differences between GPS navigation and standard map-reading skills and describe the benefits of each.
- ☒ ☐ **#6** Describe to your counselor the four steps to finding your first cache. Then mark and edit a waypoint.
- ☒ ☐ **#7** With your parent or guardian's permission, go to www.geocaching.com. Type in your city and state to locate public geocaches in your area. Share with

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Geocaching 2019-01-01

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your counselor the posted information about three of those geocaches. Then, pick one of the three and find the cache. Note: To fulfill this requirement, you will need to set up a free user account with www.Geocaching.com. Before doing so, ask your parent or guardian for permission and help.

#8. Do ONE of the following:

- ☐ ☐ #8a If a Cache to Eagle® series exists in your council, visit at least three of the locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle® program helps share our Scouting service with the public.
- ☐ ☐ #8b Create a Scouting-related Travel Bug® that promotes one of the values of Scouting. Release your Travel Bug into a public geocache and, with your parent or guardian's permission, monitor its progress at www.geocaching.com for 30 days. Keep a log, and share this with your counselor at the end of the 30-day period.
- ☐ ☐ #8c Set up and hide a public geocache, following the guidelines in the Geocaching merit badge pamphlet. Before doing so, share with your counselor a three-month maintenance plan for the geocache where you are personally responsible for those three months. After setting up the geocache, with your parent or guardian's permission, follow the logs online for 30 days and share them with your counselor. You must archive the geocache when you are no longer maintaining it.
- ☐ ☐ #8d Explain what Cache In Trash Out (CITO) means, and describe how you have practiced CITO at public geocaches or at a CITO event. Then, either create CITO containers to leave at public caches, or host a CITO event for your unit or for the public.
- ☒ ☐ #9 Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Tell your counselor about your experience, and share the materials you used and developed for this event.

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Merit Badge Mania 2026

Landscape Architecture 2017-01-01

U PR

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

☒ ☐ **#1** Go to a completed landscape project that a landscape architect has designed. Before you visit the site, obtain a plan of the design from the landscape architect if one is available.

#2. After completing requirement 1, discuss the following with your counselor:

☐ ☐ **#2a** Tell whether the design had separate spaces, a defined point of entry, a clear path system, and sun and shade variety.

☐ ☐ **#2b** Discuss how any structures, the designated seating, eating, or parking areas suited the overall design.

☐ ☐ **#2c** Explain how the design reflected consideration for the comfort, shelter, and security of the users.

☐ ☐ **#2d** Discuss how the choice of trees, shrubs, and ground covers used in the project contributed to its appeal and function.

☒ ☒ **#3** Identify five shrubs, five trees, and one ground cover, being sure that you select examples of different shapes, sizes, and textures. With the help of your counselor or a local nursery, choose plants that will grow in your area. Bring pictures of the different planting materials or, if possible, examples of their branches, leaves, or flowers to a group such as your troop or class at school. Be prepared to tell how you might use each in the design of a landscape and the maintenance that would follow.

#4. After obtaining permission from the appropriate authority, look at and study a place of worship, school grounds, or a public building and identify where most people arrive by bus or car. Then do the following:

☐ ☐ **#4a** Using a measuring tape, measure and draw the main site entry and its nearby area. Define the scale of your drawing. Be sure to include the driveway and sidewalk or path that leads to the building's main entry. Indicate any sidewalks, structures, trees and plants, lights, drains, utilities, or other site furnishings within the study area. Make two copies of this plan and save the original, then do 4(b) and 4(c) using the copies.

☐ ☐ **#4b** On one copy of your site plan, use directional arrows to indicate where the water drains across the site, where ditches occur, and where water stands for a longer period of time.

☐ ☐ **#4c** Decide how you can make the place safer and more comfortable for those using it. Redesign the area on another copy of the plan. You may want to include new walks, covered waiting areas, benches, space-defining plantings of trees and shrubs, and drainage structures.

☒ ☐ **#5** Identify three career opportunities that would use skills and knowledge in landscape architecture. 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

Merit Badge Mania 2026

Moviemaking 2026-01-01

U PR

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

- ☒ ☐ **#1** Discuss and demonstrate the proper elements of a good motion picture. In your discussion, include visual storytelling, rhythm, the 180-axis rule, camera movement, framing and composition of camera shots, and lens selection.

#2. Do the following:

- ☒ ☐ **#2(a)** In a three- or four-paragraph treatment, tell the story you plan to produce, making sure that the treatment conveys a visual picture.

- ☒ ☐ **#2(b)** Prepare a storyboard for your motion picture. Note: This can be done with rough sketches and stick figures.

#(c) Demonstrate the following motion picture shooting techniques:

- ☐ ☐ **#2c(1)** Using a tripod
- ☐ ☐ **#2c(2)** Panning a camera
- ☐ ☐ **#2c(3)** Framing a shot
- ☐ ☐ **#2c(4)** Selecting an angle
- ☐ ☐ **#2c(5)** Selecting proper lighting
- ☐ ☐ **#2c(6)** Handheld shooting

#(d) Using motion picture shooting techniques, plan ONE of the following programs. Start with a treatment and complete the requirement by presenting this program to a pack or your troop, patrol, or class.

- ☐ ☐ **#2d(1)** Film a court of honor and show it to an audience.
- ☐ ☐ **#2d(2)** Create a short feature of your own design, using the techniques you learned.
- ☐ ☐ **#2d(3)** Shoot a vignette that could be used to train a new Scout in a Scouting skill.

#3. Do ONE of the following:

- ☐ ☐ **#3(a)** With your parent or guardian's permission and your counselor's approval, visit a film set or television production studio and watch how production work is done.

Event Requirements

Merit Badge Mania 2026

Moviemaking 2026-01-01

U PR

- ☐ ☐ #3(b) Explain to your counselor the elements of the zoom lens and three important parts. Resources: How Lens Work in Camera (video) The Parts of a Camera Lens - Anatomy of a DSLR Lens (video)

#4. Do ONE of the following:

- ☐ ☐ #4(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.
- ☐ ☐ #4(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. 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

Merit Badge Mania 2026

Nature **2025-01-01**

U PR

null NOTE: In any of the collection requirements, if collecting is permitted, do so ethically and sustainably. Scouts must remember to follow the Leave No Trace Seven Principles and the Outdoor Code while on field trips and when collecting. Collect sparingly, only taking what you need, and ensure that your collection practices do not harm the surrounding environment. Make sure you have permission from the land manager prior to taking any samples for your collections and be aware of and adhere to local laws regarding collection. (Note that collecting is prohibited in most National and State Parks.) Consider purchasing rock, mineral and fossil specimens from commercial rock and mineral shops or from home garden stores. Pictures or sketches may suffice for a collection and limit impacted disturbances. In most cases all specimens should be returned to the wild at the location of original capture after the requirements have been met. Check with your counselor for those instances where the return of these specimens would not be appropriate. Under the Endangered Species Act of 1973, some plants and animals are or may be protected by federal law. The same ones and/or others may be protected by state law. Be sure that you do not collect protected species. Your state may require that you purchase and carry a license to collect certain species. Check with the wildlife and fish and game officials in your state regarding species regulations before you begin to collect.

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

☒ ☐ **#1** Name three ways in which plants are important to animals. Name a plant that is protected in your state or region, and explain why it is at risk.

☒ ☐ **#2** Name three ways in which animals are important to plants. Name an animal that is protected in your state or region, and explain why it is at risk.

☒ ☐ **#3** Explain the term "food chain." Give an example of a four-step land food chain and a four-step water food chain.

#4. Do ALL the requirements in FIVE of the following fields:

#{a} Birds. Do ALL of the following:

☒ ☐ **#4a[1]** In the field, identify eight species of birds.

☒ ☐ **#4a[2]** Make and set out a birdhouse OR a feeding station OR a birdbath. List what birds used it during a period of one month.

#{b} Mammals. Do ALL of the following:

☒ ☐ **#4b[1]** In the field, identify three species of wild mammals.

☒ ☐ **#4b[2]** Make plaster casts of the tracks of a wild mammal.

#{c} Reptiles and Amphibians. Do ALL of the following:

☒ ☐ **#4c[1]** Show that you can recognize the venomous snakes in your area.

☒ ☐ **#4c[2]** In the field, identify three species of reptiles or amphibians.

Event Requirements

Merit Badge Mania 2026

Nature	2025-01-01
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U PR

☒ ☐ **#4c[3]** Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.

#(d) Insects and Spiders. Do ALL of the following:

☒ ☐ **#4d[1]** Collect and identify either in the field or through photographs 10 species of insects or spiders. Photos may be taken with your own equipment or gathered from other sources.

☒ ☐ **#4d[2]** Hatch an insect from the pupa or cocoon; OR hatch adults from nymphs; OR keep larvae until they form pupae or cocoons; OR keep a colony of ants or bees through one season.

#(e) Fish. Do ALL of the following:

☒ ☐ **#4e[1]** Identify two species of fish native to your area.

☒ ☐ **#4e[2]** Collect four kinds of animal food eaten by fish in the wild.

#(f) Mollusks and Crustaceans. Do ALL of the following:

☒ ☐ **#4f[1]** Identify five species of mollusks and crustaceans.

☒ ☐ **#4f[2]** Collect, mount, and label six shells.

#(g) Plants. Do ALL of the following:

☒ ☐ **#4g[1]** In the field, identify 15 species of wild plants.

#(2) Do ONE of the following:

☐ ☐ **#4g[2]a** Collect and label the seeds of six plants OR the leaves of 12 plants.

☐ ☐ **#4g[2]b** Photograph the seeds of six plants OR the leaves of 12 plants and create a catalog of your photos.

#(h) Soils and Rocks. Do ALL of the following:

☐ ☐ **#4h[1]** Collect and identify three different types of soil that represent soils high in sand, clay and humus.

☐ ☐ **#4h[2]** Collect and identify five different types of rocks from your area.

Event Requirements

Merit Badge Mania 2026

Nature	2025-01-01
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☒ ☐	#5 Discuss the importance of the Leave No Trace Seven Principles and the Outdoor Code and how they relate to nature. Explain how you have followed the Leave No Trace Seven Principles and the Outdoor Code while in natural areas during field observation, specimen collection, and identification.
☒ ☐	#6 Do the following:
☒ ☒	#6a Explain what succession is to your counselor.
☐ ☐	#6b Visit a natural area (forest, grassland, meadow, water feature) and explain what stage of succession (both plant and animal) the area is in. Talk about what community/succession stages may have been there before and what community/succession stages may replace what you see now. Discuss what disturbances or changes have taken place in the past to create this landscape and what changes may occur in the future to change the landscape further.
☐ ☐	#7. Do ONE of the following:
☐ ☐	#7a Identify three career opportunities that would use skills and knowledge in Nature. 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.
☐ ☐	#7b Identify how you might use the skills and knowledge in Nature to pursue a personal hobby. 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

Merit Badge Mania 2026

Public Health 2026-01-01

U PR

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

#1. Do the following:

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

#2. Do the following:

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

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

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

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

Event Requirements

Merit Badge Mania 2026

Public Health 2026-01-01

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

☒ ☒ #5(b)(1) Observe food preparation, handling, and storage. Learn how the facility keeps food from becoming contaminated.

☒ ☒ #5(b)(2) Find out what conditions allow microorganisms to multiply in food, what can be done to help prevent them from growing and spreading, and how to kill them.

☒ ☒ #5(b)(3) Discuss the importance of using a thermometer to check food temperatures.

☒ ☒ #5(b)(4) Discuss your visit and what you learned with your counselor.

#6. Do the following:

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

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

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

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

#(a) Do ONE of the following:

☐ ☐ #7(a)(1) Visit your city, county, state, or federal public health agency.

☐ ☐ #7(a)(2) Familiarize yourself with your city, county, state, or a federal health agency's website.

#(b) After completing either 7(a)(1) or 7(a)(2), do ALL of the following:

☐ ☐ #7(b)(1) Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.

☐ ☐ #7(b)(2) Explain the role of your health agency as it relates to the outbreak of diseases.

☐ ☐ #7(b)(3) Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after the disaster.

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Merit Badge Mania 2026

Public Health	2026-01-01
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- ☒ ☒ #8 Pick a profession in the public health sector that interests you. Find out the education, training, and experience required to work in this profession. Discuss what you learn with your counselor.

Event Requirements

Merit Badge Mania 2026

Rowing **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. Do the following:

- ☒ ☐ **#1a** Explain to your counselor the most likely hazards you may encounter while participating in rowing activities, including weather- and water-related hazards, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- ☒ ☐ **#1b** Review prevention, symptoms, and first-aid treatment for the following injuries or illnesses that can occur while rowing: blisters, hypothermia, heat-related illnesses, dehydration, sunburn, sprains, and strains.
- ☒ ☐ **#1c** Review the Scouting America Safety Afloat policy. Explain to your counselor how this applies to rowing activities.
- ☒ ☐ **#2** Before completing requirements 4, 5, 6, and 7, successfully complete the Scouting America swimmer test. Note: See the Swimming merit badge pamphlet for details about the Scouting America swimmer test.
- ☒ ☐ **#3** Review the characteristics of life jackets most appropriate for rowing and why one must always be worn while rowing. Then demonstrate how to select and fit a life jacket.

#4. Do ONE of the following:

#(a) Alone or with a passenger, do the following in either a fixed-seat or sliding-seat rowboat:

- ☒ ☐ **#4a[1]** Launch.
- ☒ ☐ **#4a[2]** Row in a straight line for 100 yards. Stop, pivot, and return to the starting point.
- ☒ ☐ **#4a[3]** Backwater in a straight line for 25 yards. Make a turn underway and return to the starting point.
- ☒ ☐ **#4a[4]** Land and moor or rack your craft.
- ☒ ☐ **#4a[5]** Tie the following mooring knots—clove hitch, roundturn with two half-hitches, bowline, Wellman's knot, and mooring hitch.
- ☒ ☐ **#4b** Participate as a rowing team member in a competitive rowing meet. The team may be sponsored by a school, club, or Scout unit. The meet must include competition between two or more teams with different sponsors. Complete at least 10 hours of team practice prior to the meet.

#5. Do ONE of the following:

- ☐ ☐ **#5a** In a fixed-seat rowboat, come alongside a pier and help a passenger into the boat. Pull away from the pier, change positions with your passenger, and

Event Requirements

Merit Badge Mania 2026

Rowing 2021-01-01

U PR

demonstrate sculling over the stern or side. Resume your rowing position, return alongside the pier, and help your passenger out of the boat.

☐ ☐ **#5b** In a sliding-seat rowboat, come alongside a pier and, with your buddy assisting you, get out onto the pier. Help your buddy into the boat. Reverse roles with your buddy and repeat the procedure.

☒ ☐ **#6** Participate in a swamped boat drill including righting and stabilizing the craft, reboarding in deep water, and making headway. Tell why you should stay with a swamped boat.

☒ ☐ **#7** Alone in a rowboat, push off from the shore or a pier. Row 20 yards to a swimmer. While giving instructions to the swimmer, pivot the boat so that the swimmer can hold on to the stern. Tow the swimmer to shore.

#8. Describe the following:

☐ ☐ **#8a** Types of craft used in commercial, competitive, and recreational rowing

☐ ☐ **#8b** Four common boatbuilding materials. Give some positive and negative points of each

☐ ☐ **#8c** Types of oarlocks used in competitive and recreational rowing

#9. Discuss the following:

☐ ☐ **#9a** The advantage of feathering oars while rowing

☐ ☐ **#9b** Precautions regarding strong winds and heavy waves, and boat-handling procedures in rough water and windstorms

☐ ☐ **#9c** How to properly fit out and maintain a boat in season, and how to prepare and store a boat for winter

☐ ☐ **#9d** How to determine the proper length of oars

☐ ☐ **#9e** The differences between fixed-seat and sliding-seat rowing

☐ ☐ **#9f** The different meanings of the term sculling in fixed- and sliding-seat rowing

☐ ☐ **#9g** The health benefits from rowing for exercise

Event Requirements

Merit Badge Mania 2026

Safety **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. Safety and Hazards. Do the following:

- ☒ ☐ **#1(a)** Explain what safety is and what it means to be safe.
- ☒ ☐ **#1(b)** Explain what hazards are and how people manage hazards to reduce risks of harm and to improve safety.

#2. Family and Home Safety. Do the following:

- ☒ ☐ **#2(a)** Explain common causes of and prevention of home injuries.
- ☒ ☐ **#2(b)** Discuss the dangers involved with the use of fireworks.
- ☒ ☐ **#2(c)** Explain common causes of and prevention of home fires.
- ☒ ☒ **#2(d)** Using the Home Safety Checklist in the Safety merit badge pamphlet, or one approved by your counselor, inspect your home or a similar building for hazards with an adult. Review your checklist and findings with your counselor.
- ☒ ☒ **#2(e)** Develop a fire-escape plan for your home or for a similar building. Include in your drawings exit routes from each room and a meeting place outside. Conduct a fire-escape drill. Review your plan and your drill with your counselor.
- ☒ ☒ **#2(f)** Develop a family emergency action plan for evacuation because of weather or other natural disasters that occur in your area. Using a checklist in the Safety merit badge pamphlet or one approved by your counselor, assemble or inspect an emergency supplies kit. Explain to your counselor how a family would use the plan and the kit supplies in an emergency.

#3. Safety from Crime. Do the following:

- ☒ ☐ **#3(a)** Explain common types of crimes that can affect teens.
- ☒ ☐ **#3(b)** Using a Home Security Checklist in the Safety merit badge pamphlet or one approved by your counselor, inspect your home or a similar building for crime security measures with an adult. Review your checklist and findings with your counselor.

#4. Safety in Public Places. Explain each of the following to your counselor:

- ☐ ☐ **#4(a)** How a person would safely exit from public buildings, a hotel, and a stadium in an emergency
- ☐ ☐ **#4(b)** How and why Scouts would take shelter at camp

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Merit Badge Mania 2026

Safety 2026-01-01

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- ☐ ☐ #4(c) How should Scouts respond to an active shooter
- ☐ ☐ #4(d) The meaning of this saying: "If You See Something, Say Something®"
- #5. Safeguarding Youth. Do the following:
- ☒ ☐ #5(a) Discuss Scouting America's Safeguarding Youth guidelines that adults and Scouts must follow so that everyone is safe at Scouting activities.
- ☒ ☐ #5(b) Discuss with your counselor what situations and behaviors would prompt you to Recognize, Resist, and Report a possible abuse situation.
- ☒ ☐ #5(c) Discuss how you, other Scouts, leaders, and anyone can report situations suspicious for abuse through the Scouts First Helpline and other means.
- #6. Safety from Assault. Explain how to avoid or prevent:
- ☐ ☐ #6(a) Assault on a street
- ☐ ☐ #6(b) Assault at a restaurant event
- ☐ ☐ #6(c) Sexual assault at a party or on a date
- #7. Online Safety. Discuss the following with your counselor:
- ☐ ☐ #7(a) How to avoid being the victim of online crimes
- ☐ ☐ #7(b) Common online financial scams
- ☐ ☐ #7(c) Effective online security
- ☐ ☐ #7(d) Identity theft and how to prevent it
- ☐ ☐ #7(e) How criminals use social media to target victims
- ☐ ☐ #7(f) How bullying, texting, and sharing photos can become crimes
- #8. Travel Safety. Explain guidelines for traveling safely:
- ☐ ☐ #8(a) As a pedestrian in a city

Event Requirements

Merit Badge Mania 2026

Safety 2026-01-01

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☐ ☐ #8(b) In a friend's car or truck

☐ ☐ #8(c) In a rideshare vehicle

☐ ☐ #8(d) On a bus

☐ ☐ #8(e) On a subway or train

☐ ☐ #8(f) On a commercial airplane

#9. Careers. Do ONE of the following:

☒ ☒ #9(a) Explore careers related to Safety merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career 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. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

☐ ☐ #9(b) Explore how you could use knowledge and skills related to safety to pursue a hobby, lifestyle, or service as a volunteer. 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 pursue this. Resources: Volunteers in Mountain Rescue (video) Safety Tips for Serving as Park Volunteer (video) Safety as a Passion (website)

Event Requirements

Merit Badge Mania 2026

Space Exploration 2026-01-01

U PR

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

#1. Tell the purpose of space exploration and include the following:

- ☐ ☐ #1(a) Historical reasons
- ☐ ☐ #1(b) Immediate goals in terms of specific knowledge
- ☐ ☐ #1(c) Benefits related to Earth resources, technology, and new products
- ☐ ☐ #1(d) International relations and cooperation

- ☒ ☒ #2 Design a collector's card, with a picture on the front and information on the back, about your favorite space pioneer. Share your card and discuss four other space pioneers with your counselor.

#3. Build, launch, and recover a model rocket. Make a second launch to accomplish a specific objective. Identify and explain the following rocket parts:
Safety Note: Rocket must be built to meet the safety code of the National Association of Rocketry. See the "Model Rocketry" section of the Space Exploration merit badge. Alternative Requirement: If local laws prohibit launching model rockets, do the following activity: Make a model of a NASA rocket. Explain the functions of the parts. Give the history of the rocket.

- ☒ ☐ #3(a) Body tube
- ☒ ☐ #3(b) Engine mount
- ☒ ☐ #3(c) Fins
- ☒ ☐ #3(d) Igniter
- ☒ ☐ #3(e) Launch lug
- ☒ ☐ #3(f) Nose cone
- ☒ ☐ #3(g) Payload
- ☒ ☐ #3(h) Recovery system
- ☒ ☐ #3(i) Rocket engine

Event Requirements

Merit Badge Mania 2026

Space Exploration 2026-01-01

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#4. Discuss and demonstrate each of the following:

- ☐ ☐ #4(a) The law of action-reaction
- ☐ ☐ #4(b) How rocket engines work
- ☐ ☐ #4(c) How satellites stay in orbit
- ☐ ☐ #4(d) How satellite pictures of Earth and pictures of other planets are made and transmitted

#5. Do TWO of the following:

- ☒ ☒ #5(a) Discuss with your counselor a robotic space exploration mission and a historic crewed mission. Tell about each mission's major discoveries, its importance, and what was learned from it about the planets, moons, or regions of space explored.
- ☒ ☒ #5(b) Using articles from the internet, photographs and text, create a blog, website, or slide show about a current planetary mission or use magazine photographs, news clippings, and articles from the internet to make a scrapbook about a current planetary mission.
- ☒ ☒ #5(c) Design a robotic mission to another planet, moon, comet, or asteroid that will return samples of its surface to Earth. Name the planet, moon, comet, or asteroid your spacecraft will visit. Show how your design will cope with the conditions of the environments of the planet, moon, comet, or asteroid.

#6. Describe the purpose, operation, and components of ONE of the following:

- ☒ ☒ #6a Space shuttle or any other crewed orbital vehicle, whether government-owned (U.S. or foreign) or commercial
- ☒ ☒ #6b International Space Station

#7. Design an inhabited base located within our solar system, such as Titan, asteroids, or other locations that humans might want to explore in person. Make drawings or a model of your base. In your design, consider and plan for the following:

- ☒ ☒ #7a Source of energy
- ☒ ☒ #7b How it will be constructed
- ☒ ☒ #7c Life-support system
- ☒ ☒ #7d Purpose and function

Event Requirements

Merit Badge Mania 2026

Space Exploration	2026-01-01
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- ☒ ☐
- #8 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

Merit Badge Mania 2026

Surveying **2024-01-01**

U PR

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

- ☐ ☐ **#1.** Show that you know first aid for the types of injuries that could occur while surveying, including cuts, scratches, snake bite, insect stings, tick bites, heat- and cold-related reactions, and dehydration. Explain to your counselor why a surveyor should be able to identify the poisonous plants and animals found in your area.
- ☐ ☐ **#2.** Do the following:
 - ☐ ☐ **#2a.** Set an instrument over one of the corners of a five-sided lot laid out by your counselor and sighting one of the other corners for reference and, using radial measurement methods, record the angle turned and the distance measured to each of the remaining corners, as directed by your counselor. Record the angle and distance to five topographic features (trees, shrubs, rocks, etc.) near your work area.
 - ☐ ☐ **#2b.** Measure to three of the same points with GPS measurement and compare the distances between the points measured.
- ☐ ☐ **#3.** From the field notes gathered for requirement 2, and using a protractor and scale, plot the points you measured and draw to scale a map of your survey which includes a north arrow, scale bar, title, date and a diagram of the lot you measured. Submit a neatly drawn copy.
- ☐ ☐ **#4.** Use one of the corner markers from requirement 2 as a benchmark with an assumed elevation of 100 feet. Using a level and rod, collect and record measurements, and determine the elevation of the other four corner markers.
- ☐ ☐ **#5.** Get a copy of the deed to a piece of property approved by your counselor, from the local courthouse or title agency. Discuss with your counselor the different parts of the deed and their importance.
- ☐ ☐ **#6.** Discuss emerging surveying technology such as drones and laser scanning and the strengths and weaknesses of each.
- ☐ ☐ **#7.** Tell what GPS is; discuss with your counselor the importance of GPS and how it is changing the field of surveying.
- ☐ ☐ **#8.** Identify three career opportunities that would use skills and knowledge in surveying. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

Event Requirements

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

#1. Preventing Impaired Driving. Do the following:

- ☒ ☐ **#1(a)** Explain why a distracted driver must not operate a motor vehicle. List five common distractions, explain how driver distractions contribute to traffic accidents, and tell how drivers can minimize distractions.
- ☒ ☐ **#1(b)** Explain why a driver impaired by alcohol, drugs, or other substances must not operate a motor vehicle. Describe how alcohol, cold medications, and prescription and illegal drugs affect driving abilities. For the state where you live, find out what is the legal blood alcohol concentration and what are the consequences for driving while intoxicated or driving under the influence. Find out what the open-container law is in your state.
- ☒ ☐ **#1(c)** Explain why a fatigued driver must not operate a motor vehicle. Describe how drivers must plan to be alert for safely transporting families, friends, Scouts, and themselves.
- ☒ ☐ **#1(d)** Describe mistakes that new drivers make, how those mistakes increase their risk of collisions, how drivers can reduce this risk, and how driving behavior affects automobile insurance rates.

#2. Vehicle Safety. Do the following:

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

#3. Auto Maintenance and Safety Checkups. With adult supervision and using a vehicle that you have access to, do the following:

- ☒ ☐ **#3(a)** Demonstrate that all driving lights and signaling lights are clear and operational. Show where the switches are for these lights. Explain how drivers use lights to drive safely and courteously and to communicate with other drivers.
- ☒ ☐ **#3(b)** Explain issues that might affect the driver's ability to see through the front, rear, and side windows. Demonstrate with a smear-and-clear test if the windshield wiper blades will clear the windshield completely or need to be replaced. Describe instances in good and bad weather when windshield wipers are important to safe driving.
- ☒ ☐ **#3(c)** Demonstrate how to find the vehicle's recommended tire pressures, how to check tire pressures, and how to check for adequate tire tread depth. Explain why proper tire pressure and tread depth are important to traction, stopping distances, tire wear, and fuel economy.
- ☒ ☐ **#3(d)** Check the vehicle for tools needed to change a flat tire or to use tire sealant to fix a puncture. Demonstrate you know how to change a flat tire and how to use tire sealant.

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- ☒ ☐ **#3(e)** In a location away from traffic hazards, mark off the reaction distances and braking distances that a car will travel as it makes an emergency stop at 25, 55, and 70 miles per hour on level dry and level wet pavement. Discuss how these distances change for normal and impaired drivers, for day and night driving, and for weather conditions. Note: Use the graphics template in the Traffic Safety merit badge pamphlet or one approved by your counselor to set up this demonstration.

#4. Traffic Safety and the Law. Do the following:

- ☒ ☐ **#4(a)** Describe at least three examples of traffic laws that apply to drivers of motor vehicles and to bicyclists.
- ☒ ☐ **#4(b)** Explain procedures and etiquette a driver should follow if a law enforcement officer stops their vehicle.
- ☒ ☐ **#4(c)** Explain procedures that drivers should follow if they are involved in a car accident.
- ☒ ☐ **#4(d)** Name the three documents that drivers are required by law to carry whenever they operate a motor vehicle.

#5. Road Designs and Signs. Do the following:

- ☒ ☐ **#5(a)** Explain how road designs for intersections, medians, and road shoulders contribute to traffic safety. Discuss safety features of interstate highways.
- ☒ ☐ **#5(b)** Explain how color and shape help drivers recognize and understand the information presented on traffic and roadway signs. Explain the purpose of different types of signs, signals, and pavement markings.

#6. Sharing the Road. Do the following:

- ☒ ☐ **#6(a)** Describe the difference in nighttime visibility between a properly lit bicycle and rider (or a pedestrian) wearing reflective material and a bicycle and rider with no lights (or a pedestrian) dressed in dark clothing without reflective material.
- ☒ ☐ **#6(b)** Name at least four safety measures that pedestrians, including hikers, should follow as they walk along or across streets or roadways.
- ☒ ☐ **#6(c)** Name at least four safety measures that drivers of motor vehicles should follow if they approach a school bus making its stops at pick-up and drop-off locations.
- ☒ ☐ **#6(d)** Discuss the risks associated with blind spots on cars and trucks and how drivers can prevent lane change crashes.

#7. Traffic, Your Community, and You. Do ONE of the following:

- ☐ ☐ **#7(a)** Interview a traffic law enforcement officer or a traffic safety professional in your community to identify what three traffic safety problems the officer is most concerned about. Discuss with your counselor possible ways to solve one of those problems.

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U PR	☐ ☐ #7(b) Write a personal traffic safety pledge, addressing three of your most concerning issues relating to traffic safety. Discuss your pledge with your counselor. ☐ ☐ #7(c) Initiate and organize an activity or event to demonstrate the importance of traffic safety. ☒ ☐ #8 Careers. Explore careers related to traffic safety. 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.