



## Merit Badge Prerequisites

### MB-104. American Heritage

*Recommended for ages 13 and older.*

2. Do TWO of the following:

- a) Select two individuals from American history, one a political leader (a president, senator, etc.) and the other a private citizen (a writer, religious leader, etc.). Find out about each person's accomplishments and compare the contributions each has made to America's heritage. **I will not accept the following: George Washington, Ben Franklin, Aberham Lincoln, or Rev Dr Martin Luther King.**
- b) With your counselor's approval, choose an organization that has promoted some type of positive change in American society. Find out why the organization believed this change was necessary and how it helped to accomplish the change. Discuss how this organization is related to events or situations from America's past.
- c) With your counselor's approval, interview two veterans of the U.S. military. Find out what their experiences were like. Ask the veterans what they believe they accomplished.
- d) With your counselor's approval, interview three people in your community of different ages and occupations. Ask these people what America means to them, what they think is special about this country, and what American traditions they feel are important to preserve.

3. Do the following:

- a) Select a topic related to the United States that is currently in the news. Describe to your counselor what is happening. Explain how today's events are related to or affected by the events and values of America's past.
- b) For the following, describe its adoption, tell about any changes since its adoption, and explain how each one continues to influence Americans today: the flag, the Pledge of Allegiance, the Great Seal of the United States, the motto, the national anthem.
- c) Research your family's history. Find out how various events and situations in American history affected your family. If your family immigrated to America, tell the reasons why. Share what you find with your counselor.

5. Do ONE of the following:

- a) Watch two motion pictures (with the approval and permission of your counselor and parent or guardian) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed.
- b) Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage.
- c) Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.



### **MB-105. American Labor**

2. With your counselor's and parent or guardian's approval and permission, visit the office or attend a meeting of a local union, a central labor council, or an employee organization, or contact one of these organizations via the internet. Then do the following:
- Find out what the organization does.
  - Share the list of issues and concerns you made for requirement 1. Ask the people you communicate with which issues are of greatest interest or concern to them and why.
  - Draw a diagram showing how the organization is structured, from the local to the national level, if applicable.
5. Do ONE of the following:
- Develop a time line of significant events in the history of the American labor movement from the 1770s to the present.
  - Prepare an exhibit, a scrapbook, or a computer presentation, such as a slide show, illustrating three major achievements of the American labor movement and how those achievements affect American workers.
  - With your counselor's and parent or guardian's approval and permission, watch a movie that addresses organized labor in the United States. Afterward, discuss the movie with your counselor and explain what you learned.
  - (d) Read a biography (with your counselor's approval) of someone who has made a contribution to the American labor movement. Explain what contribution this person has made to the American labor movement.

### **MB-239. Animation**

1. General Knowledge. Do the following:
- In your own words, describe to your counselor what animation is.
  - Discuss with your counselor a brief history of animation.
5. Careers. Learn about three career opportunities in animation. Pick one and find out about the education, training, and experience required for this profession. Discuss your findings with your counselor. Explain why this profession might interest you.

### **MB-113. Automotive Maintenance**

1. Safety and Registration. Do the following:
- Explain the importance of registering a vehicle and find out the annual registration fee for renewing your family car's registration.
11. Do TWO of the following:
- 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 this pamphlet. Use this information to determine the operating cost per mile for each vehicle, and discuss what you learn with your counselor.

### **MB-240. Citizenship in Society**

1. Before beginning work on other requirements for this merit badge, research the following terms and explain to your counselor how you feel they relate to the Scout Oath and Scout Law: identities, diversity, equality, equity, inclusion, discrimination, ethical leadership, upstander.
2. Document and discuss with your counselor what leadership means to you. Share what it means to make ethical decisions.
  - a) Research and share with your counselor an individual you feel has demonstrated positive leadership while having to make an ethical decision. (It could be someone in history, a family member, a teacher, a coach, a counselor, a clergy member, a Scoutmaster, etc.)
  - b) Explain what decision and/or options that leader had, why you believe they chose their final course of action, and the outcome of that action
6. With your parent's or guardian's approval, connect with another Scout or youth your own age who has an identity that's different from yours. (This means a trait, belief, or characteristic different from you.)
  - a) Share with each other what makes the different aspect of your identity meaningful/special to you
  - b) Share with each other ONE of the following Options:
    - i. Option 1: A time you felt excluded from a group.
      - What was the situation?
      - How did it make you feel?
      - What did you do?
      - Did anyone stand up for you?
      - What did you learn?
      - Would you do anything differently today?
    - ii. Option 2: This imaginary situation: You're attending a new school and don't know anyone there yet. You notice they dress very differently than you do. At lunchtime, you decide you'll try to sit with a group to get to know other students. People at two tables tell you there is someone sitting at the currently empty seat at their table, so you end up eating by yourself.
      - How would that make you feel?
      - What could the students have done?
      - If that happened at your school, what would you do?
  - c) Discuss with your counselor what you learned from the discussion with the other Scout or youth.
8. With the help of your parent or guardian, study an event that had a positive outcome on how society viewed a group of people and made them feel more welcome. Describe to your counselor the event and what you learned.



### **MB-123. Citizenship in the Nation**

*Recommended for 1<sup>st</sup> Class & above.*

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?

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:

- a) Who the author was
- b) What the historical context was
- c) What difficulties the nation faced that the author wished to discuss
- d) What the author said
- e) Why the speech is important to the nation's history.
- f) 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: **(prefer c & d, but others will be accepted)**

- a) 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.
- b) Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.
- c) Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.
- d) Choose a national monument that interests you. Using books, brochures, the Internet (with your parent or guardian's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.

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

### **MB-124. Citizenship in the World**

*Recommended for Tenderfoot & above*



3. Do the following:

- b) 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.

### MB-132. Crime Prevention

None

### MB-236. Digital Technology

5. Do the following:

- 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 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.
- 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.

- 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.
- b) Using a word processor, write a draft letter to the parents of your troop's Scouts, inviting them to a troop event.
- c) Using a graphics program, design and draw a campsite plan for your troop OR create a flier for an upcoming troop event, incorporating text and some type of visual such as a photograph or an illustration.
- 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.
- 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.
- f) Make a digital recording of your voice, transfer the file to a different device, and have your counselor play back the recording.
- 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.
- 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.



**MB-135. Disability Awareness**

None

**MB-142. Engineering**

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.

9. Find out about three career opportunities in engineering. Pick one and research the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

**MB-144. Environmental Science**

2. Ecology. Do the following and discuss with your counselor:

- a) Choose an area approved by your counselor and observe (sight, sound, and smell) its ecosystem over a two-day period.
- b) Make notes about the living, nonliving (e.g. rocks) and formerly living components. Include information about interactions among the components, including the food chain, predators, native species, and invasive species) and identify how human activities have affected the ecosystem.

6. Rare, Threatened, or Endangered Species. Do ONE of the following and discuss with your counselor:

- a) Do research on one endangered species found in your state. Learn about its natural habitat, why it is endangered, what is being done to preserve it, and how many individual species are left in the wild. Prepare a 100-word report about the species and include a drawing or photo. Present your report to your patrol or troop.
- b) Do research on one species that was endangered or threatened but that has now recovered. Learn about how the species recovered, and what its new status is. Prepare a 100-word report on the species and include a drawing or photo. Present your report to your patrol or troop.
- c) With your parent or guardian and counselor's approval, work with a natural resource professional to identify a completed project that has been designed to improve the habitat for a threatened or endangered species in your area. Visit the site and report on what you saw to your patrol or troop.

11. Identify three career opportunities that would use skills and knowledge in the environmental science field. 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.



### **MB-145. Family Life**

3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family.
4. With the approval of your parent or guardian and your counselor, decide on and carry out an individual project that you would do around the home that would benefit your family. After completion, discuss the objective or goal and the results of the project with your family and then your counselor.
6. Do the following (discussion of each of these subjects may carry over to more than one family meeting):
  - a) Discuss with your counselor how to plan and carry out a family meeting.
  - b) Prepare a meeting agenda that includes the following topics, review it with your parents or guardians, and then carry out one or more family meetings:
    - 1) How living the principles of the Scout Oath and Scout Law contributes to your family life
    - 2) The greatest dangers and addictions facing youth in today's society (examples include mental health challenges, use of tobacco products, alcohol, or drugs and other items such as debts, social media, etc.)
    - 3) The growing-up process and how the body changes, and making responsible decisions dealing with sex. This conversation may take place with only one parent or guardian.
    - 4) Personal and family finances
    - 5) A crisis situation within your family and who you can turn to for support during these situations.
    - 6) The effect of technology on your family
  - c) Good etiquette and manners

### **MB-147. Fingerprinting**

1. Give a short history of fingerprinting. Tell the difference between civil and criminal identification.
2. Do the following:
  - a) 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.
  - b) Discuss how our society uses identification systems based on tokens, passwords, and biometrics.
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.

### **MB-121. Moviemaking**

2. Do the following:

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

3. Do ONE of the following:

- b) Explain to your counselor the elements of the zoom lens and three important parts.

4. Find out about three career opportunities in moviemaking. Pick one and find out about the education, training, and experience required for this profession. Discuss this career with your counselor. Explain why this profession might interest you.

### **MB-179. Oceanography**

8. Do ONE of the following:

- a) Write a 500-word report on a book about oceanography approved by your counselor.
- b) Visit one of the following and write a 500-word report about your visit.
  - 1) Oceanographic research ship
  - 2) Oceanographic institute, marine laboratory, or marine aquarium.
- c) Explain to your troop in a five-minute prepared speech "Why Oceanography Is Important" or describe "Career Opportunities in Oceanography." (Before making your speech, show your speech outline to your counselor for approval.)

### **MB-189. Public Health**

None

### **MB-189. Public Speaking**

4. Select a topic of interest to your audience. Collect and organize information about the topic and prepare an outline. Write an eight- to 10-minute speech, practice it, then deliver it in a conversational way.

### **MB-192. Radio**

8. Find out about three career opportunities in radio. 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.



### **MB-229. Robotics**

1. Safety. Do each of the following:

- a) Explain to your counselor the most likely hazards you may encounter while working with robots and what you should do to anticipate, mitigate and prevent, and respond to these hazards. Describe the appropriate safety gear and clothing that should be used when working with robotics.
- b) Discuss first aid and prevention for the types of injuries that could occur while participating in robotics activities and competitions, including cuts, eye injuries, and burns (chemical or heat).

6. Competitions. Do ONE of the following.

- a) Attend a robotics competition and report to your counselor what you saw and learned about the competition and how teams are organized and managed.
- b) Learn about three youth robotics competitions. Tell your counselor about these, including the type of competition, time commitment, age of the participants, and how many teams are involved.

7. Careers. Name three career opportunities in robotics. 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.

### **MB-230. Scouting Heritage**

4. Do ONE of the following:

- a) Attend either a Scouting America National Jamboree, OR World Scout Jamboree, OR a national Scouting America high-adventure base. While there, keep a journal documenting your day-to-day experiences. Upon your return, report to your counselor what you did, saw, and learned. You may include photos, brochures, and other documents in your report.
- b) Write or visit the National Scouting Museum. Obtain information about this facility. Give a short report on what you think the role of this museum is in the Scouting program.
- c) Visit an exhibit of Scouting memorabilia or a local museum with a Scouting history gallery, or (with your parent or guardian's permission and counselor's approval) visit with someone in your council who is recognized as a dedicated Scouting historian or memorabilia collector. Learn what you can about the history of Boy Scouting. Give a short report to your counselor on what you saw and learned.

5. Learn about the history of your unit or Scouting in your area. Interview at least two people (one from the past and one from the present) associated with your troop. These individuals could be adult unit leaders, Scouts, troop committee members, or representatives of your troop's chartered organization. Find out when your unit was originally chartered. Create a report of your findings on the history of your troop, and present it to your patrol or troop or at a court of honor, and then add it to the troop's library. This presentation could be in the form of an oral/written report, an exhibit, a scrapbook, or a computer presentation such as a slide show.



6. Make a collection of some of your personal patches and other Scouting memorabilia. With their permission, you may include items borrowed from family members or friends who have been in Scouting in the past, or you may include photographs of these items. Show this collection to your counselor, and share what you have learned about items in the collection. (There is no requirement regarding how large or small this collection must be.)

7. Reproduce the equipment for an old-time Scouting game such as those played at Brownsea Island. You may find one on your own (with your counselor's approval), or pick one from the Scouting Heritage merit badge pamphlet. Teach and play the game with other Scouts.

8. Interview at least three people (different from those you interviewed for requirement 5) over the age of 40 who were Scouts. Find out about their Scouting experiences. Ask about the impact that Scouting has had on their lives. Share what you learned with your counselor.

**MB-235. Sustainability**

None

**MB-214. Traffic Safety**

None