

Edelweiss District
MERIT BADGE University
PRE-REQUISITES GUIDE

Edelweiss  *District*

6 March – 8 March 2026
CAMP FREEDOM, ANSBACH
Aka 'Frankenkaserne'
Version 3 released 19 Feb 2026



Art Kirsten Wilkinson kirstenswilkinson@gmail.com

- Requirement 4 - Render a subject of your choice in FOUR of these ways.. (Please prepare at least 3 of these. We will complete one at camp. Equipment available at camp will include pencils and watercolour. (If you prefer to use another mediums, please feel free to bring them to camp))
- Requirement 6. With your parent or guardian's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.
- Requirement 7 - Find out about three career opportunities in art. 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.

Automotive Maintenance Merit Badge

Jim Sharp sharpbike2005@yahoo.com

Prerequisites:

2h (Find out the requirements for your state's emissions and safety inspections (as applicable), including how often a vehicle needs to be inspected.)

2i (Explain the importance of registering a vehicle and find out the annual registration fee for renewing your family car's registration) They could do the explaining when one of us check their research.

4e (Explain how to dispose of old tires in accordance with local laws and regulations.) Research at home and provide answer.

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.)

If the Scout does all off this, they will complete the Merit Badge at Camp!

Citizenship in the Nation

Charles Fleischer fleischerc@hotmail.de

Before you come to class, download the Merit Badge Pamphlet and.PDF Worksheet. Reade to Pamphlet and begin filling out the worksheet with your explanations for the issues below. It is important for you to be reared and ready to discuss these issues. If you prepare well with as much detil as possible, you quickly complete this Merit Badge.

1. Be prepared to explain:

- a. What citizenship in the nation means.
- b. What it takes to be a good citizen:

6) Be prepared to discuss what an ambassador and consul do, what the Bureau of Global Public Affairs and the US and Foreign Commercial Service do.

6) Be prepared to discuss the purpose of a passport and visa for international travel.

7) Look through international news sources and find a right realized in the US that is not recognized in another country.

Scouts should read through all of the requirements and just be ready to talk about all of them.

Collections John Morton mortonj75@gmail.com

1. Bring a short written report or outline describing your collection

2. Bring at least one item from your collection

3. Be prepared to discuss Requirements 2 through 7.

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

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

2. Explain the growth and development of your collection.

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

(a) Explain the precautions you need to take to preserve your collection, including handling, cleaning, and storage.

(b) Explain how best to display your collection, keeping in mind preserving as discussed above.

(c) Explain to your counselor the events available for a hobbyist of this collection, including shows, seminars, conventions, contests, and museum programs and exhibits.

(d) 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:

(a) How investing and speculation would apply to your collection

(b) What you would look for in purchasing other collections similar to yours

(c) What you would expect in return value if you decided to sell all or part of the collection

5. Do the following:

(a) Discuss with your counselor at least 10 terms commonly used to describe your collection and be prepared to discuss the definition of each.

(b) 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.)

(c) Explain the monetary value of your collection and where you learned about those values.

(d) Explain how your collection is graded for value, physical defects, size, and age. Show the various classifications or ratings used in your collection.

(e) List the national, state, or local association(s) related to or associated with your collection.

(f) 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.

Cybersecurity

Theodore Wiggins wigginstb@gmail.com

Pre-req 1 — Digital Safety video + notes (Req. 1(a))

- Watch the Personal Safety Awareness “Digital Safety” video (parent/guardian permission).
- Bring 3 bullet notes:
 - 1) One new thing you learned
 - 2) One thing that surprised you
 - 3) One thing you will change about how you use the internet/devices

Pre-req 2 — Digital footprint & privacy (Req. 1(b))

Write a short response (half page is fine):

- List 3 places your personal info could appear (examples: social media, gaming profile, school account, email, photos app, cloud backup).

- For each one, write one privacy action you could take (examples: make account private, turn off location in photos, limit who can message you, don’t share school name, review app permissions).

No passwords, no sharing your actual handles publicly.

Pre-req 3 — Current event summary (Req. 4(e)(1))

Find one article/news report about a recent cybersecurity incident (breach, ransomware, etc.). Write 5–8 sentences answering:

- Who/what organization was affected?
- What happened (in plain language)?
- Best guess: how did it happen? (phishing, weak password, unpatched software, etc.)
- What were the consequences? (stolen data, downtime, money loss, reputation harm)

Bring the link or printed copy.

Pre-req 4 — Malware mini-report (Req. 4(b))

Pick one malware type: virus, worm, trojan, spyware, ransomware, etc. Write:

- What it is (1–2 sentences)
- How it spreads (email link, fake download, USB, etc.)
- What harm it causes
- Two ways to reduce the risk (updates, antivirus, don’t click unknown links, backups, least privilege)

Pre-req 5 — Attack surface inventory (Req. 4(f))

Make a list titled “My Attack Surface”. Include:

- Devices you use (phone, tablet, laptop, console, smart TV, etc.)
- Accounts/services (email, school, gaming, streaming, social media)
- Home network items (Wi-Fi router, smart speakers, smart lights, cameras, etc.)

For each item, mark:

- [MFA?] yes/no/unknown
- [Updates?] auto/manual/unknown

Again: no passwords.

Pre-req 6 — Connected devices / IoT (Req. 7)

Choose 4 internet-connected devices you encounter (at home/school/around town). For each, write:

- Why it's useful
- One risk if it's not secured
- One protection (update it, strong password, change default password, guest network, turn off remote access, etc.)

Pre-req 7 — Careers starter notes (Req. 9(a))

- List 3 cybersecurity careers (examples: security analyst, digital forensics, penetration tester/ethical hacker, SOC analyst, incident responder).
- Pick 1 and write starter notes:
 - What they do (2–3 sentences)
 - Training/education you think might be needed (high school classes, college, certs—best guess is OK)
 - One question you have about the career (we'll discuss in class)

Optional

- Bring one example of a phishing message you've seen (screenshot or described; remove personal info) for Req. 4(d) discussion.

<https://www.scouting.org/merit-badges/cybersecurity/>

Dentistry Neyazima Karim neyaziakarim@proton.me

none reported as pre-requisite requirements

Emergency Preparedness Adam Lopez dlope12@yahoo.com

none reported as pre-requisite requirements

Engineering John Morton mortonj75@gmail.com

1. Bring a manufactured item from home
2. Watch the video links ahead of MBU
3. Be prepared to discuss Requirements 1 through 4 and 6 through 8.

Note: I am an engineer by trade and will serve as the MBC and engineer for Requirement 4.

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.

Resource: [How to Fix Small Appliances \(video\)](#)

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.

Resource: [Engineering the Brooklyn Bridge in 1883 \(video\)](#)

3. Explain the work of six types of engineers. Pick two of the six types and explain how their work is related to engineering.

Resources: [Solve Problems: Be an Engineer \(video\)](#)

[What is Engineering? \(video\)](#)

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

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

6. Do TWO of the following:

(c) 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.

Resource: [How Does Your Mobile Phone Work? \(video\)](#)

(f) 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.

Resources: [Moving People Can Be Complicated \(video\)](#)

[Engineering Traffic \(video\)](#)

Fingerprinting

Kirsten Wilkinson kirstenswilkinson@gmail.com

- Requirement 6. Identify three career opportunities that would use skills and knowledge in the areas of biometrics and/or fingerprinting. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you

might be interested in this career.
Resources: Fingerprint Technician (video)
Latent Fingerprinting Examiner (video)

First Aid Kerry Christensen chrikerr@gmail.com

prerequisite for first aid is requirement 2b1: Scouts need to assemble a basic first aid kit and bring it with them to the MBU

Inventing Steve Willson steve.willson@gmail.com

- Requirement 2 - either before or after the MBU
- Requirement 7 - I can bring cardboard to create a model of the proposed invention (Req 6), but I think that the scout will need to build the prototype of the invention AFTER the MBU.
- Requirement 8 - either before or after the MBU

2. Do ONE of the following:

- (a) With your parent or guardian's permission and counselor's approval, interview an adult who has invented a useful item or process. Report what you learned to your counselor.
- (b) Read about three inventors. Select the one you find most interesting and tell your counselor what you learned.

7. Build a working prototype of the item you invented for requirement 6. Test and evaluate the invention. Among the aspects to consider in your evaluation are cost, usefulness, marketability, appearance, and function. Describe how your original vision and expectations for your invention are similar or dissimilar to the prototype you built. Have your counselor evaluate and critique your prototype.

8. Do ONE of the following:

- (a) Participate with a club or team (robotics team, science club, or engineering club) that builds a useful item. Share your experience with your counselor.
- (b) Visit a museum or exhibit dedicated to an inventor or invention, and create a presentation of your visit to share with a group such as your troop or patrol.

Orienteering

None reported as pre-requisite requirements

Signs Signals and Codes

None reported as pre-requisite requirements

Sustainability

None reported as pre-requisite requirements