Citizenship in the World

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.
You still must satisfy your counselor that you can demonstrate each skill and have learned the information.
You should use the work space provided for each requirement to keep track of which requirements have been completed,
and to make notes for discussing the item with your counselor, not for providing full and complete answers.
If a requirement says that you must take an action using words such as "discuss", "show",
"tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).
The requirements were last issued or revised in 2016 • This workbook was updated in February 2016.

Scout's Name:_____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

http://www.USScouts.Org • http://www.MeritBadge.Org

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

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

2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship.

How:

Rights:

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Duties:

Obligations:

Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.

Country

Rights:

Duties:

Obligations:

Country

Rights:

Duties:

Obligations:

3. Do the following:

   a. 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.

Security:

Economy:

Values:

Health:

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.

Geography:

Natural resources:

Climate:

4. Do TWO of the following:

☐ a. 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.

☐ b. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade.

International trade:	
Foreign exchange:	
Balance of payments:	
Tariffs:	
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.

- ☐ 1 The United Nations and UNICEF
- ☐ 2 The World Court
- ☐ 3 Interpol
- ☐ 4 World Organization of the Scout Movement
- ☐ 5 The World Health Organization
- ☐ 6. Amnesty International
- ☐ 7. The International Committee of the Red Cross
- ☐ 8 CARE (Cooperative for American Relief Everywhere)
- ☐ 9. European Union

Organization:

Role in the international system:

Organization:

Role in the international system:

5. Do the following:

   a. Discuss the differences between constitutional and nonconstitutional governments.

   b. Name at least five different types of governments currently in power in the world.

   1.
   2.
   3.
   4.
   5.

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

6. Do the following:

   a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.

   Representation abroad:

   Accreditation to international organizations.

b. Describe the roles of the following in the conduct of foreign relations.

1. Ambassador

2. Consul

3. Bureau of International Information Programs

4. Agency for International Development

5. United States and Foreign Commercial Service

c. Explain the purpose of a passport and visa for international travel.

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

☐ a. Visit the Web site of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.

☐ b. Visit the Web site 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.

News Story:

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

Values:	
Holidays:	
Ethnic foods:	
Traditions:	

☐ d. Attend a world Scout jamboree.

☐ e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Citizenship in the World#Requirement resources

Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)

[1.0.0.0] — Introduction
The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, "Advancement for Members With Special Needs".

[Page 2] — The "Guide to Safe Scouting" Applies
Policies and procedures outlined in the ***Guide to Safe Scouting***, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

[7.0.3.1] — The Buddy System and Certifying Completion
A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (http://www.scouting.org/Marketing/Resources/SocialMedia). For example, always copy one or more authorized adults on email messages between counselors and Scouts.
When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See "Fulfilling More Than One Requirement With a Single Activity," 4.2.3.6.

[7.0.3.2] — Group Instruction
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways, fairs, clinics, or similar events. Interactive group discussions can support learning. The method can also be attractive to "guest experts" assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.
There must be attention to each individual's projects and his fulfillment of *all* requirements. We must know that every Scout —actually and *personally*— completed them. If, for example, a requirement uses words like "show," "demonstrate," or "discuss," then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.
It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree to sign off only requirements that Scouts have actually and personally completed.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See "Reporting Merit Badge Counseling Concerns," 11.1.0.0.
- There must be attention to each individual's projects and his fulfillment of all requirements. We must know that every Scout—actually and personally—completed them.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

[7.0.3.3] — Partial Completions
A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a "partial." In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the Scout's 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids
Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing "worksheets" may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.