



# Scouting Heritage

## 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 October, 2013 • This workbook was updated in October 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](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Discuss with your counselor the life and times of Lord Baden-Powell of Gilwell.


Explain why he felt a program like Scouting would be good for the young men of his day.


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2. Do the following:

- a. Give a short biographical summary of any TWO of the following, and tell of their role in how Scouting developed and grew in the United States prior to 1940.

1. Daniel Carter Beard


2. William D. Boyce


3. Waite Phillips


4. Ernest Thompson Seton


5. James E. West


b. Discuss the significance to Scouting of any TWO of the following:

1. Brownsea Island


2. The First World Scout Jamboree


3. *Boy Scout Handbook*


4. *Boys' Life* magazine


3. Discuss with your counselor how Scouting's programs have developed over time and been adapted to fit different age groups and interests (Cub Scouting, Boy Scouting, Exploring, Venturing)


4. Do ONE of the following:

- a. Attend either a BSA national jamboree, OR world Scout jamboree, OR a national BSA high-adventure base.

Event Attended

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 in Irving, Texas.\* Obtain information about this facility. Give a short report on what you think the role of this museum is in the Scouting program.


\* If you visited the BSA's national traveling tour, Adventure Base 100, in 2010, you may use that experience to fulfill requirement 4b.

- c. Visit an exhibit of Scouting memorabilia or a local museum with a Scouting history gallery, or (with your parent'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.

Exhibit or Individual visited




- 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.

1.	

2.	

3.	

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Scouting\\_Heritage#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Scouting_Heritage#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. Partial completions 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.