



Citizenship in the World

Merit Badge Workbook

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

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2006 • This workbook was updated in March 2012.

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 improving this workbook to: Workbooks@USScouts.org

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: _____

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
- 2 The World Court
- 3 World Organization of the Scout Movement
- 4 The World Health Organization
- 5 Amnesty International
- 6 The International Committee of the Red Cross
- 7 CARE

- 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.

Issue: _____

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’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — 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 disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — 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. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. 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. 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 certification. 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.
- **[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 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. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. 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, he or she does not retain the counselor’s 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 Scoutmaster 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 18th birthday.