



EAGLE BADGE SYLLABUS

Yawgoog Scout Reservation

Revised
1.19.24

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Emergency Preparedness

Prerequisites: 1, 8b

- Req 1: Earn the First Aid merit badge.
- Req 8b: Prepare a personal emergency service pack for a mobilization call. Prepare a family emergency kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.

Homework: 2c, 9b

- Req 2c: Meet with and teach your family how to get or build a kit, plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.
- Req 9b: Review or develop a plan of escape for your family in case of fire in your home.

Classwork: 2a, 2b 3, 4, 5, 6, 7, 8a, 9

Day 1:

- Take attendance and introduce yourself as their instructor.
- Assign and explain homework.
- Req 2a: Discuss with your counselor the aspects of emergency preparedness:
 - Prevention
 - Protection
 - Mitigation
 - Response
 - Recovery
 - Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.
- Req 2b: Using a chart, graph, spreadsheet, or another method approved by your counselor, demonstrate your understanding of each aspect of emergency preparedness listed in requirement 2a (prevention, protection, mitigation, response, and recovery) for 10 emergency situations from the list below. You must use the first five

situations listed below in boldface, plus any other five of your choice. Discuss your findings with your counselor.

- Home kitchen fire
- Home basement/storage room/garage fire
- Explosion in the home
- Automobile crash
- Food-borne disease (food poisoning)
- Fire or explosion in a public place
- Vehicle stalled in the desert.
- Vehicle trapped in a blizzard.
- Earthquake or tsunami
- Mountain/backcountry accident
- Boating or water accident
- Gas leak in a home or a building
- Tornado or hurricane
- Major flooding or a flash flood
- Toxic chemical spills and releases
- Nuclear power plant emergency
- Avalanche (snowslide or rockslide)
- Violence in a public place

Day 2:

- Take attendance and remind Scouts of the homework.
- Req 3: Show how you could safely save a person from the following:
 - Break into small groups and have them make a skit before assigning which group will do which of the following:
 - Touching a live household electric wire.
 - A structure filled with carbon monoxide.
 - Clothes on fire.
 - Drowning, using non-swimming rescues (including accidents on ice).
- Req 4: Requirement 4
 - Show three ways of attracting and communicating with rescue planes/aircraft.
 - Do this in a big field and use this time to extend the class.

- Req 5: With another person, show a good way to transport an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.
 - This is a good time to go into a field and do relay races doing the fireman carry, chair carry, stretcher carry and anything else the Scouts can come up with.
- Inform Scouts that tomorrow there will be a presentation from the Rhode Island Emergency Management agency.
 - Set the expectations and behavior.

Day 3:

- Take attendance and remind Scouts of the homework.
- Take the class to the TPDH and introduce the RIEMA staff that will be assisting with the class.
- Req 6c: Find out who is your community's emergency management director and learn what this person does to prevent, protect, mitigate, respond to, and recover from emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.
 - Remind the RIEMA staff to discuss this at some point during the class so that it is covered.
 - They can discuss career opportunities and what the job is like for them day to day.
- Mention that this is the last day before the class ends and to bring the homework tomorrow.

Day 4:

- Take attendance.
- Check homework for completeness.
 - They can stay after class to show their kits or show any of the family plans that they have made throughout the week.
 - Don't forget proof of First Aid Merit Badge.
- Review what was covered by the RIEMA staff the day prior, what they learned from the experts and if any of the Scouts would be interested in a career in Emergency Management.

- Req 6:
 - Describe the National Incident Management System (NIMS) and the Incident Command System (ICS).
 - Identify the local government or community agencies that normally handle and prepare for emergency services like those of the NIMS or ICS. Explain to your counselor ONE of the following:
 - How the NIMS/ICS can assist a Scout troop when responding in a disaster
 - How a group of Scouts could volunteer to help in the event of these types of emergencies
- Req 8: Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:
 - Crowd and traffic control
 - Messenger service and communication.
 - Collection and distribution services.
 - Group feeding, shelter, and sanitation.

First Aid

Prerequisites: 1, 5

- Req 1: Demonstrate to your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class, and First Class ranks.
- Req 5: Do the following:
 - (a) Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.
 - (b) With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader.

Homework: 16

- Req 16: Teach another Scout a first-aid skill selected by your counselor.

Classwork: 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Day 1:

- Take attendance and introduce yourself as their instructor.
- Assign and explain homework.
- Req 2: Explain how you would obtain emergency medical assistance from:
 - Your home
 - A remote location on a wilderness camping trip.
- Req 3: Define the term triage. Explain the steps necessary to assess and handle a medical emergency until help arrives.
 - Red – immediate help (0 minutes)
 - Orange – Urgent (15 minutes)
 - Yellow – Less urgent (60 minutes)
 - Green – Not urgent (180 minutes)
- Req 4: Explain the precautions you must take to reduce the risk of transmitting an infection between you and the victim while administering first aid.

Day 2:

- Take attendance and remind Scouts of the homework.
- Req 6: Describe the early signs and symptoms of each of the following and explain what actions you should take:
 - Shock
 - Pale, cold, clammy skin
 - Shallow, rapid breathing
 - Difficulty breathing
 - Anxiety
 - Rapid heartbeat
 - Heart attack
 - Chest pain that may feel like pressure, tightness, pain, squeezing or aching.
 - Pain or discomfort that spreads to the shoulder, arm, back, neck, jaw, teeth or sometimes the upper belly.
 - Cold sweat.
 - Fatigue.
 - Heartburn or indigestion.
 - Lightheadedness or sudden dizziness.
 - Nausea.
 - Stroke
 - BEFAST
 - Balance – loss of balance, headache, dizziness
 - Eyes – blurred vision
 - Face – one side of the face is drooping.
 - Arms – arm or leg weakening.
 - Speech – speaking difficulty.
 - Time – time to call for help immediately.
- Req 7: Do the following:
 - Describe the conditions that must exist before performing CPR on a person.
 - Not breathing or having difficulty breathing (gaspings)
 - No pulse
 - Unconsciousness
 - Being unresponsive

- In children and infants, CPR should be performed if they are not breathing normally, and their blood is not circulating.
- Demonstrate proper CPR technique using a training device approved by your counselor.
 - Cardiopulmonary resuscitation (CPR)
 - Make sure that Scouts know that this is not a CPR class, they can take one, but they are not certified – this is just an overview.
 - Use the dummies and baby dummies, just a few Scouts at a time.
 - You can play staying alive on a speaker for the rhythm and timing.
 - Adult CPR:
 - Instruct someone to call 911, and someone else to retrieve an AED.
 - Place the heel of your hand on the lower half of the breastbone, in the center of the person's chest.
 - Place your other hand on top of the first hand and interlock your fingers.
 - Position your body directly over your hands.
 - Push hard with the heel of your hand using your body weight.
 - Compress at a rate of 100 to 120 beats per minute, about 2 inches (5 centimeters), but not more than 2.4 inches (6 centimeters) deep.
 - Allow the chest to recoil fully to its normal position, but don't let your hands leave the skin of the chest.
 - After every 30 chest compressions, give 2 rescue breaths.
 - Tilt the person's head gently and lift the chin up with 2 fingers.
 - Pinch the person's nose.
 - Seal your mouth over their mouth and blow steadily and firmly into their mouth for about 1 second.
 - Continue this process until help arrives.

- For an infant:
 - Use two fingers to press down hard and fast in the middle of the infant's chest. The pressure should be about 4 centimeters, which is about one-third of the chest diameter.
 - Release the pressure, then repeat at a rate of about 100-120 compressions per minute.
 - After 30 compressions, tilt the infant's head, lift their chin, and give two rescue breaths.
 - Repeat this sequence until the infant recovers or help arrives.
- Explain the use of an automated external defibrillator (AED).
 - Pull out the test AEDs and use them on the dummies.
 - How to use an AED
 - Check unresponsiveness.
 - Call 9-1-1
 - Open the airway and check for breathing.
 - Check for a pulse.
 - Retrieve the AED
 - Open the case.
 - Expose the person's chest.
 - Open the AED pads.
 - Apply the pads.
 - Ensure the wires are attached to the AED box.
 - Move away from the person.
 - Let AED analyze the rhythm.
 - Clear the victim.
 - Press the "shock" button, if advised
- Demonstrate or simulate the proper use of an automated external defibrillator (AED), using an AED training device if available.
 - After the demo from above, have groups of Scouts try.
- Identify the location of the AED at your school, place of worship, and troop meeting place, if one is present.
 - Walk to the TPDH and dismiss the class from there.

Day 3:

- Take attendance and remind Scouts of the homework.
- Req 8: Do the following:
 - Show the steps that need to be taken for someone who has a large open wound or cut that is not bleeding severely.
 - Show the steps that need to be taken for someone who has a large open wound or cut that is severely bleeding.
 - Explain when it is appropriate and not appropriate to use a tourniquet. List some of the benefits and dangers of the use of a tourniquet.
 - Demonstrate the application of a tourniquet without tightening it.
- Req 9: Explain when an insect or bee sting could be life threatening and what action should be taken for prevention and for first aid.
- Req 14: Do the following:
 - Describe the conditions under which an injured person should be moved.
 - If a sick or an injured person must be moved, tell how you would determine the best method. Demonstrate this method.
 - With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.
 - You can do relay races of the different carries, fireman, chair and stretcher with poles and blankets.
- Explain that the next topic is sensitive, and anyone can step out of the room as needed and wait on the porch and you'll chat with them after class.
 - Any joking, comments, or anything inappropriate will not be tolerated at all – tell TP CD if anything happens.
- Req 15: Describe the following:
 - The indications that someone might be a danger to themselves or others.
 - What action you should take if you suspect that someone might be a danger to themselves or others.
 - How and where they can find help in Scouts and at Camp.
- Mention that this is the last day before the class ends and to bring the homework tomorrow.

Day 4:

- Take attendance.
- Check homework and prerequisites for completeness.
- Req 10: Describe the signs, symptoms, and potential complications of a fracture and dislocation.
 - Fractures:
 - Sudden pain
 - Swelling
 - Bruising, redness, or warmth
 - Obvious deformity
 - Trouble moving or using the injured area or nearby joints.
 - Unable to bear weight.
 - Numbness and tingling
 - Broken skin with bone protrusion
 - Loss of motion
 - Dislocations:
 - A visibly out-of-place or misshapen limb
 - Swelling, bruising, or bleeding
 - Intense pain
 - Numbness and tingling
 - Broken skin with bone protrusion
 - Loss of motion
 - Limited ability to move.
 - Swollen or discolored.
- Req 11: Demonstrate the proper procedures for handling and immobilizing suspected closed or open fractures or dislocations of the:
 - Finger
 - Forearm
 - Wrist
 - Upper leg
 - Lower leg
 - Ankle
 - Have Scouts practice splints in groups and walk around and check on what they are doing.

- Req 12: Describe the signs, symptoms, and possible complications and demonstrate care for someone with a suspected injury to the neck or back.
 - Symptoms of a neck or spinal injury include:
 - Extreme pain or pressure in the neck, head, or back
 - Weakness, incoordination, or paralysis in any part of the body
 - Numbness, tingling, or loss of feeling in the hands, fingers, feet, or toes.
 - Loss of bladder or bowel control
 - Trouble with balance and walking
 - Trouble breathing after injury.
 - Altered consciousness.
 - Blood or fluid comes from the mouth, nose, or ear.
 - Loss of vision
 - Inability to move any part of the body.
 - New feelings of numbness occur in the legs, arms, shoulders, or any other part of the body.
 - Confusion
 - Convulsions
 - Loss of consciousness
 - Complications:
 - Becoming paralyzed
 - Life changing injury
 - Demonstrate how to use the backboard with straps and Scouts.
- Req 13: Describe the symptoms, proper first-aid procedures, and possible prevention measures for the following conditions:
 - Concussion
 - Anaphylaxis/allergic reactions
 - Asthmatic attack
 - Bruises
 - Sprains or strains
 - Hypothermia
 - Frostbite
 - Burns—first, second, and third degree
 - Convulsions/seizures

- Dehydration
- Muscle cramps
- Heat exhaustion
- Heat stroke
- Abdominal pain
- Broken, chipped, or loosened tooth.

Citizenship in the Community

Prerequisites: 3a, 3b, 4a, 4b, 7a, 7b, 7c, 8

- Req 3a: Attend a meeting of your city, town, or county council or school board; OR attend a municipal, county, or state court session.
- Req 3b: Choose one of the issues discussed at the meeting where a difference of opinions was expressed and explain to your counselor why you agree with one opinion more than you do another one.
- Req 4: Choose an issue that is important to the citizens of your community; then do the following:
 - (a) Find out which branch of local government is responsible for this issue.
 - (b) With your counselor's and a parent or guardian's approval, interview one person from the branch of government you identified in requirement 4a. Ask what is being done about this issue and how young people can help.
- Req 7a: Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.
- Req 7b: Pick ONE of the organizations you chose for requirement 7a. Using a variety of resources (including newspapers, fliers and other literature, the Internet, volunteers, and employees of the organization), find out more about this organization.
- Req 7c: With your counselor's and your parent or guardian's approval, contact the organization you chose for requirement 7b, and find out what young people can do to help. While working on this merit badge, volunteer at least eight hours of your time for the organization. After your volunteer experience is over, discuss what you have learned with your counselor.
- Req 8: Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.

Homework: N/A

Classwork: 1, 2, 4c, 5, 6,

Day 1:

- Take attendance and introduce yourself as their instructor.
- Check the prerequisites for completeness.
- Req 1: Discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.
- Req 6: List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.

Day 2:

- Take attendance.
- Req 2: Do the following:
 - On a map of your community, locate and point out the following:
 - Use the map of Hopkinton RI as an example and show everything below and then have the Scouts draw their own community map.
 - Chief government buildings such as your city hall, county courthouse, and public works/services facilities
 - Fire station, police station, and hospital nearest your home
 - Parks, playgrounds, recreation areas, and trails
 - Historical or other interesting points of interest
 - Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.
 - This can be drawn on the back of their map.
 - Walk around Yawgoog and point out the vital parts of our community.
 - Bucklin – City Hall
 - Ranger shop – Public Works

- Fire Truck – Fire Station
- Pump House – Water Treatment
- Dining Hall – Food
- Shower House – Sanitation
- Chaples – Religion
- Waterfronts, Courts – Recreation
- 407 – Store
- Tomorrow is movie day if Scouts want to bring drinks or snacks.

Day 3:

- Take attendance.
- Req 5: With the approval of your counselor and a parent, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.
 - Watch an appropriate movie, there will be time to finish tomorrow.
- Mention that this is the last day before the class ends and to bring prerequisites tomorrow.

Day 4:

- Take attendance.
- Check prerequisites for completeness.
- Finish the movie.
 - Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.
- Req 4c: From prerequisite 4a and 4b have scouts ‘Share what you have learned with your counselor’ by presenting in front of the class.
 - Scouts should ask 1 question per presentation.

Citizenship in the Nation

Prerequisites: 7

- Req 7: Do TWO of the following:
 - 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.
 - Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capital, its function, and the history.
 - 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.
 - 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.

Homework: 8

- Req 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.

Classwork: 1, 2, 3, 4, 5, 6

Day 1:

- Take attendance and introduce yourself as their instructor.
- Assign and explain homework.
- Req 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.
 - Explain that you'll be watching the news for the next four days in class.

- Discuss the national issues that you learned about with your counselor.
- Choose one issue and explain how it affects you, your family, and community.
- Req 1: What is the Constitution of the United States? What does the Constitution do? What principles does it reflect? Why is it important to have a constitution?
 - Show the framed copy of the Constution.
- If there is time left in the class, they can start to write the letter to their congressman.

Day 2:

- Take attendance and remind Scouts of the homework.
- Req 5: Watch the national evening news for five days in a row.
 - Explain that you'll be watching the news for the next four days in class.
 - Discuss the national issues that you learned about with your counselor.
- Req 6: With your counselor's approval, choose a speech of national historical importance. Explain:
 - Who the author was.
 - What the historical context was
 - What difficulties the nation faced that the author wished to discuss
 - What the author said
 - Why the speech is important to the nation's history.
 - Choose a sentence or two from the speech that has significant meaning to you and tell your counselor why.
 - Optional speeches include:
 - Martin Luther King Jr.'s "I Have a Dream."
 - This 1963 speech is considered one of the most iconic and well-known speeches in history. It called for an end to racism and discrimination in the United States.
 - Abraham Lincoln's Gettysburg Address
 - Delivered on November 19, 1863

- In the speech, Lincoln reminded his audience that the United States was founded on liberty and equality. He stated that the Civil War was being fought to uphold and safeguard these ideals. Lincoln also spoke of “a new birth of freedom” for the nation.
 - The speech includes the famous quote, "All men are created equal".
 - It also includes a reference to the Continental Congress adopting the language of the Declaration of Independence on July 4, 1776. In the speech, Lincoln says, "Four score and seven years ago". One “score” is 20, so “four score and seven” means 87 years.
 - Ronald Reagan's "Tear down this wall!"
 - The speech is commonly known by a key line from the middle part: "Mr. Gorbachev, tear down this wall!" Reagan called for the General Secretary of the Communist Party of the Soviet Union, Mikhail Gorbachev, to open the Berlin Wall, which had encircled West Berlin since 1961.
 - John F. Kennedy's 1961 inaugural address
 - In his speech President Kennedy urges American citizens to participate in public service and "ask not what your country can do for you--ask what you can do for your country."
 - Delivered on January 20, 1961
- Req 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?
 - Form a more perfect union.
 - Establish justice.
 - Ensure domestic tranquility.
 - Provide for the common defense.
 - Promote general welfare.
 - Secure the blessings of liberty.

Day 3:

- Take attendance and remind Scouts of the homework.
- Req 5: Watch the national evening news for five days in a row.
 - Explain that you'll be watching the news for the next four days in class.
 - Discuss the national issues that you learned about with your counselor.
- Req 4: Discuss the importance of:
 - The Declaration of Independence
 - The Declaration of Independence is a key document in American history. It was adopted by the Continental Congress on July 4, 1776, and marked the American colonies' official move toward independence from British rule.
 - It established a new nation based on the principles of the rule of law, unalienable rights, limited government, equality, and the right to alter or abolish oppressive government.
 - It declared to the world that the United States was now an independent country.
 - It listed the colonists' grievances with King George III and explained why they needed to declare independence.
 - The Bill of Rights (the first 10 Amendments to the Constitution) and the 14th Amendment
 - Amendment 1 Freedoms, Petitions, Assembly
 - Amendment 2 Right to bear arms.
 - Amendment 3 Quartering of soldiers
 - Amendment 4 Search and arrest
 - Amendment 5 Rights in criminal cases
 - Amendment 6 Right to a fair trial
 - Amendment 7 Rights in civil cases
 - Amendment 8 Bail, fines, punishment
 - Amendment 9 Rights retained by the People.
 - Amendment 10 States' rights
 - Amendment 14 Civil rights

- The traditional United States motto "E Pluribus Unum."
 - E pluribus unum is a Latin phrase that translates to "out of many, one". It was first featured on the 1776 design of the Great Seal of the United States and formally adopted as the country's motto in 1782.
 - The phrase is a reminder that a single nation emerged from the original 13 colonies. It's also used to describe the belief that the United States is a nation that should work together as one.
- Req 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 your letter and any response you might receive to your counselor.
 - They should have already started their letter by now.
 - There are 435 members of congress and 100 US Senators
 - Each state has 2 US Senators
 - Congressmen are assigned and districts are drawn based on population.
 - Review how to write a letter, and have each scout identify their two US Senators and their member of Congress from their district on a separate sheet of paper. Also, brainstorm national issues.
 - The letter can be mailed with a stamp and envelope from the Bucklin Office.

Day 4:

- Take attendance.
- Check homework and prerequisites for completeness.
- Req 5: Watch the national evening news for five days in a row.
 - Explain that you'll be watching the news for the next four days in class.
 - Discuss the national issues that you learned about with your counselor.
- Req 3: List the three branches of the United States government. Explain:

- The function of each branch of government
 - Legislative
 - Makes laws. The legislative branch is made up of the House of Representatives and the Senate.
 - Legislative
 - Makes laws. The legislative branch is made up of the House of Representatives and the Senate.
 - Judicial
 - Evaluates laws. The judicial branch includes the Supreme Court and other courts.
- Why it is important to divide powers among different branches.
- How each branch "checks" and "balances" the others
 - Legislative branch
 - The legislative branch, made up of the House and Senate, makes laws. The legislative branch can also override a presidential veto, impeach the president, or impeach judges.
 - Executive branch
 - The executive branch, made up of the president, vice president, Cabinet, and most federal agencies, carries out laws. The executive branch can also appoint judges.
 - Judicial branch
 - The judicial branch, made up of the Supreme Court and other courts, evaluates laws. The judicial branch can also declare laws unconstitutional.
- How citizens can be involved in each branch of government.
 - Voting
 - Contacting elected officials
- Req 7: Have Scouts share what they did for this prerequisite and check them off as they go.
 - Each Scout should ask one question per presentation.

Citizenship in the World

Prerequisites: 7

- Req 7: Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:
 - Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.
 - Visit the website 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.
 - Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
 - Attend a world Scout jamboree.
 - Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Homework: N/A

Classwork: 1, 2, 3, 4, 5, 6

Day 1:

- Take attendance introduce and yourself as their instructor.
- Req 1: Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
- Req 2:
 - Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship.
 - Ways to become a citizen:
 - Birthright citizenship
 - Naturalization
 - Marriage
 - Military Service
 - Rights, duties, and obligations of a US citizen

- Ask the Scouts to brainstorm.
- Obeying the law
- Paying taxes
- Jury duty
- Registering for the draft at age 18
- Supporting and defending the Constitution
- Staying informed
- Participating in the democratic process
- Obeying laws
- Respecting others' rights
- Paying taxes
- Serving on a jury
- Defending the country if necessary
- Registering for selective service
- Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
 - United States vs. United Kingdom
 - The government of the United Kingdom (UK) shares many of the same values and principles as our government here in the US.
 - Both US and UK citizens are expected to vote and are given the right to free expression. However, some differences in citizen obligations between the US and UK include healthcare costs and state welfare.
 - In the UK, healthcare is free and provided by the government.
 - United States vs. North Korea
 - The US and North Korea are vastly different. In North Korea, citizens have very few rights and cannot freely express opinions that differ from those of the regime.
 - One of the few similarities though is that many citizens in both the US and North Korea believe that peace can be achieved through strength and are

willing to dutifully serve in the military to achieve those ends.

- Req 6: Do the following:
 - Explain how a government is represented abroad and how the United States government is accredited to international organizations.
 - Describe the roles of the following in the conduct of foreign relations.
 - Ambassador
 - An ambassador is a high-ranking official representative of a sovereign state, who also typically has accreditation to either another sovereign state or an international organization.
 - Ambassadors represent the interests of a country's head of state (president). There can only be one ambassador from one country to another. The purpose of an ambassador is to support the relations between the two countries, foster trade, and promote peace.
 - Consul
 - A consul is an official representative of a country who is sent to live in the territory of another. There can be multiple consuls sent from one country to another, with their job being to help their own country's citizens, as well as others looking to travel abroad to the consul's country.
 - Bureau of International Information Programs
 - The Bureau of International Information Programs (IIP) is overseen by the US department of state and works to manage America's reputation abroad.
 - By creating videos, publications, strategic communications, and virtual programs, specifically for targeted international audiences, the IIP manages the international image of the US. It is also responsible for ensuring the infrastructure for

our diplomatic websites is up-to-date and functioning correctly.

- Agency for International Development
 - The US Agency for International Development (USAID) is responsible for distributing civilian foreign aid and helping develop new infrastructure in 3rd world countries.
 - The goal of this organization is to help people overseas create a better life and adopt democratic values. USAID is one of the largest aid organizations in the world, with a budget exceeding \$27 billion that they contribute to international causes each year.
- United States and Foreign Commercial Service
 - The Foreign Commercial Service (CS) is a section of the US Department of Commerce and supports US businesses around the globe.
 - By helping US business owners to sell their goods internationally and avoid trade barriers, the CS helps to increase the total profits of US companies by billions of dollars each year.

Day 2:

- Take attendance.
- Req 3: Do the following:
 - Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest, history, and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
 - 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.
- Req 6c:
 - Explain the purpose of a passport and visa for international travel.

- A passport is a method of identification and is used to signify one's citizenship to their home country. It is always necessary to carry a passport when traveling internationally.
- A visa is used to specify the reasons why someone might be traveling to another country, as well as the length of time they're allowed to stay. Some countries have an agreement with the United States and do not require a visa for entry.
- Both passports and visas exist to keep track of visitors entering a country and to prevent illegal immigration. When traveling internationally, it is usually required that you bring a passport and visa to be granted entrance into another country. Your visa and passport will be checked and verified by customs (border protection) upon arrival.

Day 3:

- Take attendance.
- Req 4: Do TWO of the following:
 - 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.
 - Select TWO of the following organizations and describe their role in the world.
 - The United Nations and UNICEF
 - an international organization that was established in 1945 to promote international cooperation and peace.
 - UNICEF is the United Nations Children's Fund. It's a United Nations agency that provides humanitarian and developmental aid to children around the world. UNICEF's mission is part of the United Nations' larger mission.
 - The World Court
 - also known as the International Court of Justice (ICJ), is the world's highest court. It's the only

international court that settles disputes between nations and gives advisory opinions on international legal issues.

- Interpol
 - The International Criminal Police Organization is the world's largest international police organization. It is made up of nearly 200 countries and helps police in all of them work together to fight international crime.
- The World Health Organization
 - a United Nations agency that coordinates international health issues. The WHO was founded in 1948 to improve international cooperation and public health.
- The International Committee of the Red Cross
 - an independent, neutral organization that provides humanitarian assistance and protection for victims of armed conflict and other violence.
- Req 5: Do the following:
 - Discuss the differences between constitutional and nonconstitutional governments.
 - A constitutional government exists when a country is governed by a written set of principles and laws that are superior to the powers of any elected official.
 - A non-constitutional government does not limit its leader's power and will typically take the form of a monarchy or dictatorship.
 - A constitutional government has limited power (leader's power is checked), adheres to a higher law (no party is above the law), and has constitutional stability (can't easily change laws).
 - Name at least five different types of governments currently in power in the world.
 - Federal Republic and a Constitutional Representative Democracy (The United States of America)
 - Totalitarian Dictatorship (North Korea)
 - Socialist Republic run by a single party (China)

- Constitutional Monarchy (The United Kingdom)
- Federal semi-presidential Republic (Russia)
- Show on a world map the country that uses each of these five different forms of government.

Day 4:

- Take attendance.
- Req 7: This is the prerequisite. Have each Scout share the two requirements they selected to satisfy this requirement.
 - Each Scout should ask questions about the presenter's experiences.

Communications

Prerequisites: 5, 7, 8

- Req 5: Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Prepare an objective report that includes all points of view that were expressed and share this with your counselor.
- Req 7: Do ONE of the following:
 - Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email, or regular mail.
 - Create a webpage or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration, and one link to some other webpage or blog that would be helpful to someone who visits the webpage or blog you have created. It is not necessary to post your webpage or blog to the internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.
 - Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your troop or crew, class at school, or another group. Include at least one article and one photograph or illustration.
- Req 8: Plan a troop or crew court of honor, campfire program, or interfaith worship service. Have the patrol leaders' council approve it, then write the script, and prepare the program. Serve as master of ceremonies.

Homework: 4, 6

- Req 4: Interview someone you know well, like, or respect because of his or her position, talent, career, or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker and include reasons why the

audience would want to hear this person speak. Show how you would call to invite this person to speak.

- Req 6: With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.

Classwork: 1, 2, 3, 9

Day 1:

- Take attendance introduce and yourself as their instructor.
- Assign and explain homework.
- Req 1c:
 - Break into groups, have them share names, where they are from and get to know one another.
 - Scouts then will share personal stories about significant events in their lives that affected them in some way.
 - Take note of how each other participates in the group discussion and how effectively each Scout communicates their story.
 - Report what you have learned to your counselor about the differences you observed in effective communication.
 - What worked well when speaking?
 - What worked well when listening?
- Req 1d:
 - List as many ways as you can think of to communicate with others.
 - Face-to-face
 - by telephone
 - letter
 - email
 - text messages
 - social media
 - For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.

- Req 2b:
 - Choose a concept, product, or service in which you have great confidence.
 - Build a sales plan based on its good points.
 - Tomorrow you will share with the class, use the remaining time in the class to brainstorm and begin to write your pitch that you'll say in front of the class.
 - They will need to work on this outside of class if they do not finish in the time allotted.
 - Try to persuade the counselor to agree with, use, or buy your concept, product, or service.

Day 2:

- Take attendance and remind Scouts of the homework.
- Req 2b:
 - Time for Scouts to give their pitch in front of the class.
 - After your sales talk, discuss with your counselor how persuasive you were.
 - Allow the Scout to vote after each pitch as to whether they were convinced or not.
 - What worked well, what didn't?
- Once all the Scouts have presented their pitch, use the remaining time to brainstorm and write the five-minute speech.
 - They will deliver their speech in class tomorrow.
 - They will need to work on this outside of class if they do not finish in the time allotted.
- Req 3: Write a five-minute speech. Give it at a meeting of a group.

Day 3:

- Take attendance and remind Scouts of the homework.
- Req 3: Write a five-minute speech. Give it at a meeting of a group.
 - Give feedback after each student.
 - Be sure to use a dining hall so that you have a stage and podium.
- Mention that this is the last day before the class ends and to bring the homework tomorrow.

Day 4:

- Take attendance.
- Check the prerequisites for completeness.
- Req 9:
 - Discuss three career opportunities in communication.
 - Discuss the:
 - Education
 - Training
 - Experience
- Have Scouts share their prerequisites with the class.
 - Req 5: Public meeting
 - Req 7: Choice of different communication methods
 - Req 8: Hosting a troop event.
 - What did they learn?
 - What was cool?
 - What would you do differently?