

Historic Huntley | Huntley Meadows Park

Citizenship in the World

- This program lasts 5 hours.
- In class covers requirements 1,2, 4a & c, 5, 6.
- **Prework covers requirements 3 & 7.**
- Please bring your **authorized blue card**, snack, drink, and merit badge workbook.

Important information about how to prepare for a merit badge program at Huntley Meadows Park.

Parents, please review the content of a merit badge prior to registering your scout: some badges may be challenging for younger scouts. Also, the class discussions are more interesting if scouts review *all* the requirements for the badge before the program. The chances of your scout completing all the work for the badge increases dramatically when he is properly motivated and the badge content is age-appropriate.

Merit badges are not designed to be completed in a day and require independent work on the part of the scout outside of the workshop. We call this PREWORK. We suggest this is done prior to the badge program date, but we realize this is not always practical or possible, in these cases we will sign partial cards and accept the assignments after the program.

Merit badge programs can be from 3 to 5 hours long, so be sure to pack a snack and water for your scout and that he is dressed appropriately for being outdoors for some or all of the program.

Though not required, Scout workbooks are very useful and we prefer that scouts use the workbook during the program. Workbooks can be found at: http://meritbadge.org/wiki/index.php/Merit_Badge_Worksheets .

About blue cards: WE DO NOT HAVE BLUE CARDS. Please bring an *authorized* blue card with you to the program. Your troop scout master should be consulted prior to attending any merit badge program and he or she will sign the front of the card.

The following is what we will be doing during the Citizenship in the World badge, if it is in **RED it is prework!**

Requirements

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. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.
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, history, and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.**

This is a challenging question, especially for the younger scouts. Here are some tips to help:

 - 1) CLEARLY STATE YOUR CURRENT WORLD EVENT (A WORLD EVENT INVOLVES COUNTRIES OTHER THAN THE UNITED STATES)
 - 2) CLEARLY STATE YOUR COUNTRY
 - 3) THINK ABOUT HOW THE TOPIC RELATES TO THE COUNTRY'S NATIONAL INTEREST, HISTORY, AND ITS RELATIONSHIP WITH OTHER COUNTRIES (this can include trade). See below for a definition of these terms!
 - 4) The requirement says "such as" security, economy, values and health. These are examples of areas. If your topic doesn't really have any impact on health, for example, it's okay not to discuss that. If your topic relates to the education system, family structure, space exploration, or some other areas, you can choose to discuss the areas most relevant to the world event you selected.

- 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.** See below for some helpful definitions of these terms.
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.**
 - 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. 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.
 - Select TWO of the following organizations and describe their role in the world.**
 - The United Nations**
 - The World Court
 - World Organization of the Scout Movement**
 - The World Health Organization
 - Amnesty International
 - The International Committee of the Red Cross
 - CARE
5. Do the following:
- Discuss the differences between constitutional and non-constitutional governments.
 - Name at least five different types of governments currently in power in the world.
 - Show on a world map countries that use each of these five different forms of government.
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
 - Consul
 - Bureau of International Information Programs
 - Agency for International Development
 - United States and Foreign Commercial Service
 - 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:
- 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**.
Tips to answer: This is a list of Human Rights recognized by the UN: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>. Some of the rights that are protected in the United States are listed in the Bill of Rights and in Amendments to the Constitution, such as the right not to be enslaved, or the right of women to vote: <https://www.archives.gov/founding-docs/bill-of-rights/what-does-it-say>. Court decisions will also protect and define rights in the United States.
 - 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.

FURTHER HELP ON 3A and 3B:

Some helpful definitions from the Scout pamphlet for 3A:

National (foreign) interests refer to those issues that affect relations beyond a country's borders. These goals—such as military actions, expansion of international trade, and humanitarian efforts—are shaped through foreign policy.

The concept of national interest is based on the idea that the government will protect its citizens, property, and boundaries against infringement, or trespass, by any other nation. The key areas of national interest are national security, economic welfare, and national values.

National values are based on a nation's traditional beliefs, culture, religion, and historical experiences. Every nation has an interest in protecting and promoting its way of life. America spreads its national values—a blend of diverse immigrant values and democratic principles—through foreign aid and humanitarian aid.

Economic welfare is based on the health of its economy, which varies according to the nation's resources and how they are produced, distributed, and consumed. The interests of one nation are affected by events and conditions in other nations or regions.

National security is considered an area of vital interest. Defense of the homeland, preservation of territorial borders, and the health and safety of the citizens are so critical that other areas of national interest are subordinate to these objectives. A nation's level of concern about its own security depends on how it regards other nations' motives. South Korea maintains a large, well-equipped military force because it believes its neighbor, North Korea, might attack it.

Some helpful definitions from the Scout pamphlet for 3B:

If you asked several real estate agents to name the top three factors to consider when buying a house, they probably would all say, "Location. Location. Location."

That's true for countries, too. *Where* a country is located makes a huge difference in whether it will prosper or struggle. **Geography** can significantly affect a nation's economy and how it relates to other countries. For example, an essential part of understanding the history of Poland is realizing that it is located between Russia and Germany (and has been invaded by both). Geography can pose other problems or opportunities. Yemen, for example, has large deposits of natural gas, which it wants to sell worldwide. However, the costs of getting the gas to market are high because the gas is locked in an inland desert, with two mountain ranges separating it from the Red Sea coast.

Climate is an aspect of geography. Farmers in temperate climates (moderate temperatures and rainfall), for example, have a better chance of producing abundant crops than farmers in other climate regions. This can make the difference between having enough food, or depending on trade with other nations for food.

No nation's **economy** can produce all the goods and services that its citizens demand, so it must exchange resources and products with other countries. This exchange among nations is called by various terms: international trade, global trade, foreign trade, and international commerce. Trade is shaped by geography, climate and, most importantly, by a nation's available natural resources. **Natural resources** are categorized as:

- **Inexhaustible** sources of energy—sun, tides, wind. These are continuously generated. Their production cannot be reduced or exhausted by mismanagement.
- **Renewable** resources—crops, fisheries, forests, water and soils. These resources are renewed, or regenerated, by either environmental processes or biological reproduction. Climate and terrain (the physical features of the land) affect their abundance or scarcity. Although these resources can be replaced, they also can be **depleted**—used up—or destroyed by mismanagement.
- **Nonrenewable** resources—fossil fuels (coal, petroleum, natural gas), minerals, land. These cannot be replenished, though some may be recycled or reused.

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