

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|-------------|---|--|
| Archaeology | 9. Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.   | 9. Identify three career opportunities in archaeology. Pick one and explain how to prepare for such a career. Discuss with your counselor what education and training are required, and explain why this profession might interest you.  |
| Athletics   | 2. Do the following with your counselor:<br>(a) Discuss the importance of having a physical examination each year. Discuss why overall health, immunizations, medications, allergies, and medical history are covered during an examination. Tell your counselor when you last underwent a physical examination.<br>(b) Explain how you maintain good health habits, especially during training, and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your health and your performance in athletic activities.<br>(c) Describe the elements of a nutritious, balanced diet, and explain what you do to maintain a healthy diet.   | 2. Do the following:<br>(a) <del>a. Before completing requirements 3 and 5, have your health care practitioner give you a physical examination, using the Scout Annual Health and Medical Record form.</del><br>(b) <del>Explain the importance of a physical exam.</del><br>(c) <del>Explain the importance of maintaining good health habits, especially during training and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your health and your performance in athletic activities.</del>   |
| Athletics   | 3. Select an athletic activity that interests you, then do the following:<br>(a) With guidance from your counselor, establish a personal training program suited to the activity you have chosen. Follow this training program for three months.<br>(b) Use a chart or other tracking method to monitor your progress during this time.<br>(c) Explain to your counselor the equipment necessary to participate in this activity and the appropriate clothing for the activity and time of year.<br>(d) At the end of three months, review your records from requirement 3(b), and discuss with your counselor what progress you have made during training. Tell how your development has affected you mentally and physically. | 3. Select an athletic activity that interests you, then do the following:<br>(a) With guidance from your counselor, establish a personal training program suited to the activity you have chosen. Follow this training program for three months.<br>(b) <del>Create</del> a chart to monitor your progress during this time.<br>(c) Explain to your counselor the equipment necessary to participate in this activity and the appropriate clothing for the time of year.<br>(d) At the end of three months, review the <del>chart you created</del> for requirement 3b, and discuss with your counselor what progress you have made during training. Tell how your development has affected you mentally and physically. |
| Athletics   | 4. Do the following:<br>(a) Explain the rules for two athletic activities, one of which is the activity you chose for requirement 3.<br>(b) Discuss the importance of warming up and cooling down before and after each training session or event.<br>(c) Explain to your counselor what an amateur athlete is and the differences between an amateur and a professional athlete.<br>(d) Discuss the traits and importance of good sportsmanship. Tell what role sportsmanship plays in both individual and group athletic activities.  | 4. Do the following:<br>(a) <del>Give</del> the rules for two athletic activities, one of which is the activity you chose for requirement 3.<br>(b) Discuss the importance of warming up and cooling down.<br>(c) Explain to your counselor what an amateur athlete is and the differences between an amateur and a professional athlete.<br>(d) Discuss the traits and importance of good sportsmanship. Tell what role sportsmanship plays in both individual and group athletic activities.   |
| Athletics   | 5. Option G—Basketball Shooting. Do ALL of the following:<br>(1) Basketball shot for accuracy, 10 free-throw shots<br>(2) Basketball throw for skill and agility, the following shots:<br>(a) Left-side layup<br>(b) Right-side layup<br>(c) Left side of hoop, along the key line<br>(d) Right side of hoop, along the key line<br>(e) Where key line and free-throw line meet, left side<br>(f) Where key line and free-throw line meet, right side<br>(g) Top of the key<br>(h) Another spot along the three-point line.   | 5. <del>Option 7:</del> Basketball Shooting<br>(a) Basketball shot for accuracy, 10 free-throw shots<br>(b) Basketball throw for skill and agility, the following shots as shown on the diagram:<br><del>1-</del> Left-side layup<br><del>2-</del> Right-side layup<br><del>3-</del> Left side of hoop, along the key line<br><del>4-</del> Right side of hoop, along the key line<br><del>5-</del> Where key line and free-throw line meet, left side<br><del>6-</del> Where key line and free-throw line meet, right side<br><del>7-</del> Top of the key<br><del>8-</del> Anywhere along the three-point line   |

Scouts BSA Major Requirement Changes as of 1/1/2026

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|------------------------|---|--|
| Athletics              | 7. Do ONE of the following:<br>(a) Explore three careers related to athletics. Research one career area by interviewing an expert in the field, visiting a site, or using other resources. Learn about training, education, expenses, job outlook, salary, and advancement. Discuss your findings and career interest with your counselor.<br>(b) Explore how an area of athletics could contribute to a hobby or healthy lifestyle. Research education, costs, and organizations related to this activity. Discuss your findings and goals with your counselor.  | New requirement.   |
| Automotive Maintenance | 1(c) Explain the different ways motor vehicles are powered.   | 1(c) Explain the different types of motors you may encounter.  |
| Automotive Maintenance | 2. General Maintenance. Do the following:<br>(a) Demonstrate how to check the following:<br>(1) Brake fluid<br>(2) Engine oil<br>(3) Coolant<br>(4) Power steering fluid<br>(5) Windshield washer fluid<br>(6) Transmission fluid<br>(7) Battery fluid (if possible) and condition of the battery terminals.<br>(b) Locate the fuse boxes; determine the type and size of fuses. Demonstrate the proper replacement of burned-out fuses.<br>(c) Demonstrate how to check the condition and tension of belts and hoses.<br>(d) Check the vehicle for proper operation of its lights, including the interior overhead lights, instrument lights, warning lights, and exterior bulbs.<br>(e) Locate and check the air filter(s).               | 2. General Maintenance. Do the following:<br>(a) Demonstrate how to check the following:<br>(1) Brake fluid<br>(2) Engine oil<br>(3) Coolant<br>(4) Power steering fluid<br>(5) Windshield washer fluid<br>(6) Transmission fluid<br>(7) Battery fluid (if possible) and condition of the battery terminals<br>(b) Locate the fuse boxes; determine the type and size of fuses. Demonstrate the proper replacement of burned-out fuses.<br>(c) Demonstrate how to check the condition and tension of belts and hoses.<br>(d) Check the vehicle for proper operation of its lights, including the interior overhead lights, instrument lights, warning lights, and exterior bulbs.<br>(e) Locate and check the air filter(s). |
| Automotive Maintenance | 10. (b) Explain the differences between disc and drum brake systems.  | 10. (b) Explain the differences between disc and drum systems.   |
| Bird Study             | 4. Demonstrate that you know how to use a bird field guide. Show your counselor that you are able to understand a range map by locating in the book and pointing out the wintering range, the breeding range, and/or the year-round range of one species of each of the following types of birds:<br>(a) Seabird<br>(b) Plover<br>(c) Falcon or hawk<br>(d) Warbler or vireo<br>(e) Heron or egret<br>(f) Sparrow   | 4. Demonstrate that you know how to use a bird field guide. Show your counselor that you are able to understand a range map by locating in the book and pointing out:<br>(a) Seabird<br>(b) Plover<br>(c) Falcon or hawk<br>(d) Warbler or vireo<br>(e) Heron or egret<br>(f) Sparrow  |
| Bird Study             | 9. Do ONE of the following. For the item you choose, describe what birds you hope to attract, and why. Describe the necessary maintenance required with the item that you choose.<br>(a) Build a bird feeder and put it in an appropriate place in your yard or another location.<br>(b) Build a birdbath and put it in an appropriate place.<br>(c) Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.<br>(d) Build a nest box for a species of your choice using plans approved by your counselor.<br>(e) Describe the elements of a backyard bird habitat for a given area and draw a plan for one, including lists of birds you hope to attract, appropriate plantings for food, cover, and nesting. | 9. Do ONE of the following. For the option you choose, describe what birds you hope to attract, and why.<br>(a) Build a bird feeder and put it in an appropriate place in your yard or another location.<br>(b) Build a birdbath and put it in an appropriate place.<br>(c) Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.<br>(d) Build a nest box for a species of your choice using plans approved by your counselor.   |
| Bird Study             | 10. Do the following:<br>(a) Explain the differences between extinct, endangered, and threatened.<br>(b) Identify a bird species that is on the endangered or threatened list. Explain what caused their decline. Discuss with your counselor what can be done to reverse this trend and what can be done to help remove the species from the endangered or threatened list.<br>(c) Explain how we can address birds that are in decline before they get to an endangered or threatened list. List how we can protect habitat. Identify threats that migratory birds face and how to protect food supply for birds.   | 10. Do the following:<br>(a) Explain the differences between extinct, endangered, and threatened.<br>(b) Identify a bird species that is on the endangered or threatened list. Explain what caused their decline. Discuss with your counselor what can be done to reverse this trend and what can be done to help remove the species from the endangered or threatened list.   |
| Bird Study             | 12. Discuss the importance of the Leave No Trace Seven Principles and the Outdoor Code as they relate to bird study. Explain how you have followed the Leave No Trace Seven Principles and the Outdoor Code while in natural areas during field observation, specimen collection, and identification.   | New Requirement (Moved and Updated Career Requirement to 13)   |

Scouts BSA Major Requirement Changes as of 1/1/2026

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|-------------|---|---|
| Bird Study  | <p>13. Do ONE of the following:</p> <p>(a) Identify three career opportunities that would use skills and knowledge in Nature. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.</p> <p>(b) Identify how you might use the skills and knowledge in Nature to pursue a personal hobby. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.</p> | <p>11. Identify three career opportunities connected to the study of birds. Pick one and find out the education, training, and experience required for this profession. Discuss with your counselor if this profession might interest you.</p>  |
| Canoeing    | <p>2. Before doing the following requirements, successfully complete the Scouting America swimmer test, <b>found in the <i>Swimming</i> merit badge pamphlet.</b></p>   | <p>2. Before doing the following requirements, successfully complete the Scouting America swimmer test: <del>Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.</del></p> |
| Chess       | <p>1. Do the following:</p> <p>(a) Discuss with your counselor the history of the game of chess.</p> <p>(b) <b>Research a famous chess player and what accomplishments made him or her famous. Discuss with your counselor.</b></p>   | <p>1. Discuss with your counselor the history of the game of chess. <del>Explain why it is considered a game of planning and strategy.</del></p>  |
| Chess       | <p>2. Discuss with your counselor the following:</p> <p>(a) <b>Why chess is considered a game of planning and strategy.</b></p> <p>(b) The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life.</p> <p>(c) Sportsmanship and chess etiquette.</p>   | <p>2. Discuss with your counselor the following:</p> <p>(a) The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life</p> <p>(b) Sportsmanship and chess etiquette</p>  |
| Chess       | <p>3. Demonstrate to your counselor that you know each of the following. Then, using <b>Scouting</b> EDGE to teach someone who does not know how to play chess:</p> <p>(a) The name of each chess piece</p> <p>(b) How to set up a chessboard</p> <p>(c) How each chess piece moves <b>and captures</b>, including: <b>four rules of</b> castling, en passant captures, <b>pawn promotion, check, ways to get out of check, and checkmate.</b></p> <p>(d) The five ways a game can end in a draw.</p>   | <p>3. Demonstrate to your counselor that you know each of the following. Then, using the EDGE method to teach someone (<del>preferably another Scout</del>) who does not know how to play chess:</p> <p>(a) The name of each chess piece</p> <p>(b) How to set up a chessboard</p> <p>(c) How each chess piece moves, including <del>castling and en passant captures.</del></p>  |
| Chess       | <p>4. Do the following:</p> <p>(a) Demonstrate scorekeeping using the algebraic system of chess notation.</p> <p>(b) Discuss the differences between the opening, the middle game, and the endgame.</p> <p>(c) Explain four opening principles. <b>Demonstrate for your counselor the first five moves of the following openings: Ruy Lopez, French Defense, Queen's Gambit Declined, Sicilian Defense.</b></p> <p>(d) <b>On a chessboard, demonstrate Scholar's Mate, Fool's Mate, Légal Mate, Fried Liver Attack, and Noah's Ark Trap.</b></p>  | <p>4. Do the following:</p> <p>(a) Demonstrate scorekeeping using the algebraic system of chess notation.</p> <p>(b) Discuss the differences between the opening, the middle game, and the endgame.</p> <p>(c) Explain four opening principles.</p> <p>(d) <del>Explain the four rules for castling.</del></p> <p>(e) On a chessboard, demonstrate a "scholar's mate" and a "fool's mate."</p> <p>(f) <del>Demonstrate on a chessboard four ways a chess game can end in a draw.</del></p>                              |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE                  | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|------------------------------|--|--|
| Chess                        | <p>5. Do the following:</p> <p>(a) Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, <b>clock management</b>.</p> <p>(b) Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, <b>double check</b>, double attack, fork, interposing, overloading, overprotecting, pin, <b>skewer</b>, remove the defender, zwischenzug, <b>and zugzwang</b>.</p> <p>(c) Set up a chessboard <b>as follows and with White to move first, demonstrate how to force checkmate on the Black king:</b></p> <p>(1) White on <b>e1</b>, the White rooks on <b>a1</b> and <b>h1</b>, and the Black king on <b>e5</b>.</p> <p>(2) White king on <b>e1</b>, White queen on <b>d1</b>, Black king on <b>e5</b>.</p> <p>(3) White king on <b>e1</b>, White rook on <b>a1</b>, Black king on <b>e5</b>.</p> <p>(d) With White king on <b>d4</b>, White pawn on <b>e3</b>, and Black king on <b>e6</b>:</p> <p>(1) With White to move, demonstrate how White can force Black to allow his pawn to reach the last rank and be promoted to a queen.</p> <p>(2) With Black to move, demonstrate how Black can force a draw.</p> <p>(e) Set up and solve five direct-mate problems provided by your counselor.</p> | <p>5. Do the following:</p> <p>(a) Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, <del>time</del>.</p> <p>(b) Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double attack, fork, interposing, overloading, overprotecting, pin, remove the defender, <del>skewer</del>, zwischenzug.</p> <p>(c) Set up a chessboard <del>with the white king on e1, the white rooks on a1 and h1, and the black king on e5. With White to move first, demonstrate how to force checkmate on the black king.</del></p> <p>(d) Set up and solve five direct-mate problems provided by your counselor.</p>            |
| Chess                        | 6. Explain to your counselor how chess tournaments are run, including the Swiss system tournament format, the round robin tournament format, pairings for each round, time controls, touch move, scoring, and chess ratings.   | New requirement.   |
| Chess                        | <p>7. Do ONE of the following:</p> <p>(a) Play at least three games of chess with other Scouts and/or your counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.</p> <p>(b) Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your counselor. Discuss with your counselor how you might have played each game differently.</p> <p>(c) Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games.</p>   | <p>6. Do ONE of the following:</p> <p>(a) Play at least three games of chess with other Scouts and/or your counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.</p> <p>(b) Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your counselor. Discuss with your counselor how you might have played each game differently.</p> <p>(c) Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games.</p>   |
| Citizenship in the Community | <p>2. Do the following:</p> <p>(a) Using an electronic mapping tool or paper map, locate and pinpoint the following services and landmarks in your community. Determine and record the distances from your home including driving time AND either walking or biking time:</p> <p>(1) Chief government buildings such as your city hall, county courthouse, and public works/services facilities</p> <p>(2) Fire station, police station, and hospital nearest your home</p> <p>(3) Parks, playgrounds, recreation areas, and trails</p> <p>(4) Historical or other interesting points of interest.</p> <p>(b) Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.</p>   | <p>2. Do the following:</p> <p>(a) Using an electronic mapping tool or paper map, locate and pinpoint the following services and landmarks in your community. Determine and record the distances from your home including driving time AND either walking or biking time.</p> <p>Chief government buildings such as your city hall, county courthouse, and public works/services facilities</p> <p>Fire station, police station, and hospital nearest your home</p> <p>Parks, playgrounds, recreation areas, and trails</p> <p>Historical or other interesting points of interest.</p> <p>(b) Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.</p> |
| Citizenship in the Nation    | 8. Name your representatives in the United States Congress. <b>Write</b> to your representative in Congress explaining your views on a national issue. Show your <b>correspondence</b> , along with any response you receive, to your counselor.   | 8. Name your representatives in the United States Congress. Write <b>a letter</b> to your representative in Congress explaining your views on a national issue. Show your <b>letter</b> , along with any response you receive, to your counselor.  |
| Citizenship in the World     | <p>6. Do the following:</p> <p>(a) Explain how a government is represented abroad and how the United States government is accredited to international organizations.</p> <p>(b) Describe the roles of the following in the conduct of foreign relations: ambassador, consul, <b>Bureau of Global Public Affairs</b>, United States and Foreign Commercial Service.</p> <p>(c) Explain the purpose of a passport and visa for international travel.</p>   | <p>6. Do the following:</p> <p>(a) Explain how a government is represented abroad and how the United States government is accredited to international organizations.</p> <p>(b) Describe the roles of the following in the conduct of foreign relations: ambassador, consul, <del>Bureau of International Information Programs (IIP), Agency for International Development</del>, United States and Foreign Commercial Service</p> <p>(c) Explain the purpose of a passport and visa for international travel.</p>   |

Scouts BSA Major Requirement Changes as of 1/1/2026

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|--------------------------|--|--|
| Citizenship in the World | 7(d) Attend or participate in a <b>World Organization of the Scouting Movement (WOSM) event such as the World Scout Jamboree, World Scout Moot, World Scout Congress, Jamboree Over The Air, or Jamboree Over The Internet. Attendance at a national or regional Jamboree sponsored by a WOSM-National Scout Organization is also allowed.</b>   | 7(d) Attend a <del>world</del> Scout jamboree  |
| Coin Collecting          | 4. Do the following and explain to your counselor the design features, designer name, designer initials, and where to find them for each item:<br>(a) Collect a one-cent coin from the year group: 1959-2008 (that is, dated between 1959 and 2008) and a one-cent coin from the year group 2010-present. Explain how and why the one-cent coins issued in 2009 were different from either of the other two yeargroups.<br>(b) Collect two five-cent coins, one from each of these year groups: 1959-2003 and 2006-present. Explain how and why the five-cent coins issued in 2004-2005 were different from either of the other two year groups.<br>(c) Collect a ten-cent coin from 1965-present.<br>(d) Collect a twenty-five-cent coin from 1965-1998, two examples from the 50-State Quarter® /territories Program 1999-2009, two designs from the America the Beautiful® program <b>2010-2021</b> and two designs from the American Woman Quarter® program (2022-2024). Explain the purpose of each of those programs.<br>(e) Collect a half dollar coin from 1965-present.<br>(f) Collect a dollar coin from the following design groups: Susan B. Anthony 1979- <b>1981, 1999</b> , Sacagawea 2000-2008, U.S. Presidents <b>2007-2016, 2020</b> . | 4. Do the following and explain to your counselor the design features, designer name, designer initials, and where to find them for each item:<br>(a) Collect a one-cent coin from the year group: 1959-2008 (that is, dated between 1959 and 2008) and a one-cent coin from the year group 2010-present. Explain how and why the one-cent coins issued in 2009 were different from either of the other two yeargroups.<br>(b) Collect two five-cent coins, one from each of these year groups: 1959-2003 and 2006-present. Explain how and why the five-cent coins issued in 2004-2005 were different from either of the other two year groups.<br>(c) Collect a ten-cent coin from 1965-present.<br>(d) Collect a twenty-five-cent coin from 1965-1998, two examples from the 50-State Quarter® /territories Program 1999-2009, two designs from the America the Beautiful® program <del>2012-2021</del> and two designs from the American Woman Quarter® program (2022-2024). Explain the purpose of each of those programs.<br>(e) Collect a half dollar coin from 1965-present.<br>(f) Collect a dollar coin from the following design groups: Susan B. Anthony 1979-81, Sacagawea- <del>1990-2005</del> , U.S. Presidents <del>2000-2014</del> . |
| Composite Materials      | 6. Do <b>ONE</b> of the following:<br>(a) <b>Explore careers related to the <i>Composite Materials</i> merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</b><br>(b) <b>Explore how you could use knowledge and skills from the <i>Composite Materials</i> merit badge to pursue a hobby or interest. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</b>  | <del>6. Find out about three career opportunities in composite materials. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</del>  |
| Cycling                  | deleted requirement  | 1(e) Explain the importance of wearing the right clothing and gear while cycling, including a properly sized and fitted helmet. Know the Scouting America Bike Safety Guidelines.  |
| Cycling                  | 3. Explain the importance of wearing <b>the right clothing and gear while cycling, including</b> a properly sized and fitted helmet. Know the Scouting America Bike Safety Guidelines.   | 3. Explain the importance of wearing a properly sized and fitted helmet while cycling and of wearing the right clothing <del>for the weather</del> . Know the Scouting America Bike Safety Guidelines.   |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE            | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
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| Cycling                | <p><b>6. Option B—Trail or Mixed Surface Biking.</b> Do <b>ALL</b> of the following:</p> <p>Note: These requirements may be completed using a mountain bike or other properly equipped, manually-powered cycle such as a gravel bike, tandem bike, hand-powered bike, recumbent bike, adult tricycle, or adaptive cycle. If a tandem bike is used, the Scout must actively power the cycle in concert with the other rider.</p> <p>(1) Demonstrate the following mountain bike handling skills to your counselor:</p> <p>(a) Neutral position, ready position, bike body separation (side to side, and forward and back), and body positioning for cornering</p> <p>(b) Show shifting skills as applicable to climbs and obstacles.</p> <p>(c) Show proper technique for riding up <b>and down hills, including when you would ride seated, crouched, or standing.</b></p> <p>(2) Take a trail safety test with your counselor and demonstrate the following:</p> <p>(a) Show proper trail etiquette to hikers and other cyclists, including when to yield the right-of-way.</p> <p>(b) Demonstrate how to correctly cross an obstacle by either going over the obstacle on your bike or dismounting your bike and crossing over or around the obstacle</p> <p>(c) Cross rocks, gravel, and roots properly</p> <p>(3) Describe the rules of trail riding, including how to know when a trail is unsuitable for riding.</p> <p>(4) On mountain biking or multi-use trails approved by your counselor, take two rides of 2 miles each, two rides of 5 miles each, and two rides of 8 miles each. You must make a report of the rides taken. List dates for the routes traveled, and interesting things seen.</p> <p>(5) After fulfilling the previous requirement, lay out on a trail map a 22-mile trip. You may include multiple trail systems, if needed. Stay away from main highways. Using your map, complete this ride in one day.</p> | <p><b>6-B Option B — Trail or Mixed Surface Biking.</b> Do the following:</p> <p>Note: These requirements may be completed using a mountain bike or other properly equipped, manually-powered cycle such as a gravel bike, tandem bike, hand-powered bike, recumbent bike, adult tricycle, or adaptive cycle. If a tandem bike is used, the Scout must actively power the cycle in concert with the other rider.</p> <p>(a) Demonstrate the following mountain bike handling skills to your counselor:</p> <p>(1) Neutral position, ready position, bike body separation (side to side, and forward and back), and body positioning for cornering</p> <p>(2) Show shifting skills as applicable to climbs and obstacles.</p> <p>(3) Show proper technique for riding up <del>(seated, crouched, and standing)</del> and downhills.</p> <p>(b) Take a trail safety test with your counselor and demonstrate the following:</p> <p>(1) Show proper trail etiquette to hikers and other cyclists, including when to yield the right-of-way.</p> <p>(2) Demonstrate how to correctly cross an obstacle by either going over the obstacle on your bike or dismounting your bike and crossing over or around the obstacle</p> <p>(3) Cross rocks, gravel, and roots properly</p> <p>(c) Describe the rules of trail riding, including how to know when a trail is unsuitable for riding.</p> <p>(d) On mountain biking or multi-use trails approved by your counselor, take two rides of 2 miles each, two rides of 5 miles each, and two rides of 8 miles each. You must make a report of the rides taken. List dates for the routes traveled, and interesting things seen.</p> <p>(e) After fulfilling the previous requirement, lay out on a trail map a 22-mile trip. You may include multiple trail systems, if needed. Stay away from main highways. Using your map, complete this ride in one day.</p> |
| Digital Technology     | 4(d) Explain what a barcode, a QR code, and an RFID tag are along with the data they contain and two or more examples where each are used.  | New requirement.  |
| Digital Technology     | <p>9 Do ONE of the following:</p> <p>(a) Explore careers related to the Digital Technology merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from the Digital Technology merit badge to pursue a hobby or interest. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</p>  | <p>9 Do ONE of the following:</p> <p>(a) <del>Identify three career opportunities that involve digital technology. Pick one and investigate the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</del></p> <p>(b) <del>Visit a business or an industrial facility that uses digital technology. Describe four ways digital technology is being used there. Share what you learned with your counselor.</del></p>   |
| Emergency Preparedness | 9. <b>First Aid Merit Badge.</b> Earn the First Aid merit badge.  | 1. <b>First Aid Merit Badge.</b> Earn the First Aid merit badge.  |
| Engineering            | .   | <del>9. Find out about three career opportunities in engineering. Pick one and research the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</del>   |
| Exploration            | <p>8 Go on an Expedition. Complete the following:</p> <p>(a) With your parent or guardian's permission and under the supervision of your counselor or a counselor-approved qualified person, use the planning steps you learned in requirement 6 and the preparations you completed in requirement 7 to personally undertake an actual expedition to an area you have not previously explored.</p> <p>(b) Discuss with your counselor <b>about the vital role of outdoor ethics in exploration, explaining how they promote responsible and mindful adventuring. Explain how you applied the outdoor code, Leave No Trace and Tread Lightly! principles during your expedition.</b></p> <p>(c) After you return, compile a report on the results of your expedition and how you accomplished your objective(s). Include a statement of the objectives, note your findings and observations, include photos, note any discoveries, report any problems or adverse events, and have a conclusion (whether you reached your objective or not). The post-expedition report must be at least one page and no more than three; one page can be photos, graphs, or figures.</p>  | <p>8. <b>Go on an Expedition.</b> Complete the following:</p> <p>(a) With your parent or guardian's permission and under the supervision of your counselor or a counselor-approved qualified person, use the planning steps you learned in requirement 6 and the preparations you completed in requirement 7 to personally undertake an actual expedition to an area you have not previously explored.</p> <p>(b) Discuss with your counselor <del>what is outdoor ethics and its role in exploration and enjoying the outdoors responsibly.</del></p> <p>(c) After you return, compile a report on the results of your expedition and how you accomplished your objective(s). Include a statement of the objectives, note your findings and observations, include photos, note any discoveries, report any problems or adverse events, and have a conclusion (whether you reached your objective or not). The post-expedition report must be at least one page and no more than three; one page can be photos, graphs, or figures.</p>   |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|-------------|---|--|
| Exploration | <p><b>9. Career Opportunities:</b> Do ONE of the following:</p> <p>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include with your parent or guardian's permission an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</p>  | <p><del>9. Career Opportunities. Identify three career opportunities in exploration. Pick one and explain to your counselor how to prepare for such a career. Discuss what education and training are required, and why this profession might interest you.</del></p>  |
| Fishing     | <p>10. If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired.</p> <p><b>Note:</b> It is not required that you eat the fish.</p>   | <p>10 If regulations and health concerns permit, clean and cook a fish you have caught. If you are unable to catch a fish for eating, acquire a fish, clean the fish you acquired, and cook the fish you acquired. (It is not required that you eat the fish.)</p>   |
| Fly Fishing | <p>9. <b>Explain</b> what good <b>outdoor</b> sportsmanlike behavior is and how it relates to anglers. Tell how the Leave No Trace Seven Principles and the Outdoor Code relate to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.</p>   | <p>9 Discuss what good sportsmanlike behavior is and how it relates to anglers. Tell how the Leave No Trace Seven Principles and the Outdoor Code relate to a fishing enthusiast, including the aspects of littering, trespassing, courteous behavior, <del>"catch and release,"</del> and obeying fishing regulations.</p>  |
| Fly Fishing | <p>10. Catch one fish <b>on a fly</b> and identify it.</p>  | <p>10. Catch one fish and identify it.</p>   |
| Forestry    | <p>5. With your parent or guardian's and counselor's approval, do ONE of the following:</p> <p>(a) Visit a managed public or private forest area with the manager or a forester who is familiar with it. Write a brief report describing the type of forest, the management objectives, and the forestry techniques used to achieve the objectives.</p> <p>(b) With a knowledgeable individual, visit a <b>current or past</b> logging operation or wood-using manufacturing plant. Write a brief report describing the following:</p> <ol style="list-style-type: none"> <li>(1) The species and size of trees harvested or used.</li> <li>(2) The origin of the forest or stands of trees utilized (e.g., planted or natural)</li> <li>(3) The forest's successional stage. What is its future? <b>If it is a past logging operation, note the regeneration that is occurring either planted or natural.</b></li> <li>(4) Where the trees are coming from (land ownership) or where they are going (type of mill or processing plant).</li> <li>(5) The products that are made from the trees.</li> <li>(6) How the products are made and used.</li> <li>(7) How waste materials from the logging operation or manufacturing plant are <b>or were</b> disposed of or utilized.</li> </ol> <p>(c) Take part in a forest-fire prevention campaign in cooperation with your local fire warden, state wildfire agency, forester, or counselor. Write a brief report describing the campaign, how it will help prevent wildfires, and your part in it.</p> | <p>5. With your parent's and counselor's approval, do ONE of the following:</p> <p>(a) Visit a managed public or private forest area with the manager or a forester who is familiar with it. Write a brief report describing the type of forest, the management objectives, and the forestry techniques used to achieve the objectives.</p> <p>(b) With a knowledgeable individual, visit a logging operation or wood-using manufacturing plant. Write a brief report describing the following:</p> <ol style="list-style-type: none"> <li>(1) The species and size of trees being harvested or used and the location of the harvest area or manufacturer</li> <li>(2) The origin of the forest or stands of trees being utilized (e.g., planted or natural)</li> <li>(3) The forest's successional stage. What is its future?</li> <li>(4) Where the trees are coming from (land ownership) or where they are going (type of mill or processing plant)</li> <li>(5) The products that are made from the trees</li> <li>(6) How the products are made and used</li> <li>(7) How waste materials from the logging operation or manufacturing plant are disposed of or utilized</li> </ol> <p>(c) Take part in a forest-fire prevention campaign in cooperation with your local fire warden, state wildfire agency, forester, or counselor. Write a brief report describing the campaign, how it will help prevent wildfires, and your part in it.</p> |
| Forestry    | <p>6. In your camp, local recreation area (park or equivalent), or neighborhood, <b>do ONE of the following:</b></p> <p>(a) Inventory the trees <b>within a specific area above (campsite, road, trail, street, etc.)</b> that may be a hazard to structures or people. Note the species and hazardous condition, and suggest a remedy (removal or trimming). Make your list available to the proper authority or agency.</p> <p>(b) <b>Review a hazardous tree report done by a professional for this area and visit those trees and the results of the prescription to prune or remove them.</b></p>  | <p>6. In your camp, local recreation area (park or equivalent), or neighborhood, inventory the trees that may be a hazard to structures or people. Make a list by area (campsite, road, trail, street, etc.). Note the species and hazardous condition, and suggest a remedy (removal or trimming). Make your list available to the proper authority or agency.</p>  |
| Geology     | <p>3. Review a geologic map of your area or an area <b>approved</b> by your counselor, and discuss the different rock types and estimated ages of rocks represented. Determine whether <b>the rocks are sedimentary, metamorphic, or igneous. Explain if the geologic map shows horizontal, folded, faulted, or intrusive rocks, and explain how you arrived at your conclusion.</b></p>  | <p>3. Review a geologic map of your area or an area selected by your counselor, and discuss the different rock types and estimated ages of rocks represented. Determine whether the rocks are horizontal, folded, or faulted, and explain how you arrived at your conclusion.</p>  |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE  | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT  |
|--------------|--|---|
| Geology      | <p>5. Do the following:</p> <p>(a) Discuss with your counselor the importance of the Leave No Trace Seven Principles and the Outdoor Code as they relate to the study of geology.</p> <p>(b) Explain how you practiced the Leave No Trace Seven Principles and the Outdoor Code while traveling in natural areas and while collecting rock and fossil specimens for this merit badge.</p>  | New requirement. Original 5 is now 4.   |
| Geology      | <p>6. Do ONE of the following:</p> <p>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</p> | <p>4. Do ONE of the following:</p> <p><del>— (a) With your parent or guardian's and counselor's approval, visit with a geologist, land use planner, or civil engineer. Discuss this professional's work and the tools required in this line of work. Learn about a project that this person is now working on, and ask to see reports and maps created for this project. Discuss with your counselor what you have learned.</del></p> <p><del>— (b) Find out about three career opportunities available in geology. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</del></p>   |
| Graphic Arts | 3. Design a printed piece (flyer, T-shirt, program, form, etc.). Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design. Explain which printing process is best suited for printing your design. If desktop publishing is available, identify what hardware and software would be appropriate for outputting your design.  | 3. Design a printed piece (flyer, T-shirt, program, form, etc.) <del>and produce it.</del> Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design. Explain which printing process is best suited for printing your design. If desktop publishing is available, identify what hardware and software would be appropriate for outputting your design.   |
| Graphic Arts | <p>5. <b>Postpress Operations.</b> Do the following:</p> <p>(a) Discuss the finishing operations of padding, drilling, cutting, and trimming <b>with your counselor.</b></p> <p>(b) Collect, describe, or identify examples of the following types of binding: perfect, spiral, plastic comb, saddle stitch, and case.</p>   | <p>5. <del>Review the following postpress operations with your counselor:</del></p> <p>(a) Discuss the finishing operations of padding, drilling, cutting, and trimming.</p> <p>(b) Collect, describe, or identify examples of the following types of binding: perfect, spiral, plastic comb, saddle stitch, case.</p>  |
| Graphic Arts | <p>6. Do ONE of the following, and then describe the highlights of your visit with your counselor.</p> <p>(a) Visit a newspaper printing plant. Follow a story from the editor to the press.</p> <p>(b) Visit a retail, commercial, or in-plant printing facility. Follow a project from beginning to end.)</p> <p>(c) Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.</p> <p>(d) <b>With</b> your parent or guardian's permission, <b>visit three websites</b> that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers). <b>Print</b> out or download product or service information from two of the sites.</p>   | <p>6. Do ONE of the following, and then describe the highlights of your visit:</p> <p>(a) Visit a newspaper printing plant: Follow a story from the editor to the press.</p> <p>(b) Visit a retail, commercial, or in-plant printing facility. Follow a project from beginning to end.)</p> <p>(c) Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.</p> <p>(d) Visit three websites <del>(with your parent or guardian's permission)</del> that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers). <del>With permission from your parent, guardian or counselor,</del> print out or download product or service information from two of the sites.</p> |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE  | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|--------------|---|---|
| Home Repairs | 2. Under the supervision of your parent, guardian, or counselor, do <b>THREE</b> of the following:<br>(a) Maintain or recondition a yard tool and show that you know how to clean up and properly store this equipment.<br>(b) Weather strip a window or door.<br>(c) Caulk cracks or joints open to the weather.<br>(d) Repair a break in a concrete or asphalt surface.<br>(e) Repair or replace the screen in a window or door.<br>(f) Replace a pane of glass.  | 2. Under the supervision of your parent, guardian, or counselor, do <b>FOUR</b> of the following:<br>(a) Maintain or recondition a yard tool and show that you know how to clean up and properly store this equipment.<br>(b) Weather strip a window or door.<br>(c) Caulk cracks or joints open to the weather.<br><del>(d) Waterproof a basement.</del><br>(e) Repair a break in a concrete or asphalt surface.<br>(f) Repair the screen in a window or door.<br>(g) Replace a pane of glass.<br>(h) <del>Solder a broken wire or metal object.</del> |
| Home Repairs | 5. Under the supervision of your parent, guardian, or counselor, <b>locate and know how to turn off the main water source, including well pumps, and</b> do TWO of the following:<br>(a) Clear a clogged drain or trap.<br>(b) Repair a leaky water faucet.<br>(c) Repair a flush toilet.<br>(d) Repair a leaky hose or connector.<br>(e) Clean or replace a sprinkler head.  | 5. Under the supervision of your parent, guardian, or counselor, do TWO of the following<br>(a) Clear a clogged drain or trap.<br>(b) Repair a leaky water faucet.<br>(c) Repair a flush toilet.<br>(d) Repair a leaky hose or connector.<br>(e) Clean or replace a sprinkler head.   |
| Home Repairs | 6. Under the supervision of your parent, guardian, or counselor, do THREE of the following:<br>(a) Paint a wall or ceiling.<br>(b) Repair or replace damaged tile, linoleum, or vinyl flooring.<br>(c) Install drapery or curtain rods and then hang drapes or curtains.<br><b>(d) Repair a hole in drywall.</b><br><b>(e) Secure a picture, plant hanger or other object approved by your parent or guardian to drywall using anchors.</b><br>(f) Reinforce a picture frame.<br>(g) Mend an object made of china, glass, or pottery.<br><b>(h) Fix a drawer slide or fix/replace cabinet pulls.</b>  | 6. Under the supervision of your parent, guardian, or counselor, do THREE of the following:<br>(a) Paint a wall or ceiling.<br>(b) Repair or replace damaged tile, linoleum, or vinyl flooring.<br>(c) Install drapery or curtain rods and then hang drapes or curtains.<br><del>(d) Replace window blind cords.</del><br><del>(e) Repair or replace a window sash cord.</del><br>(f) Reinforce a picture frame.<br><del>(g) Mend an object made of china, glass, or pottery.</del>   |
| Home Repairs | 7. Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include- with your parent or guardian's permission- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this. | New requirement.  |
| Horsemanship | 12. Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.  | New requirement.  |

# Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|-------------|---|---|
| Inventing   | <p>2. Do ONE of the following:</p> <p>(a) <del>With your parent or guardian's permission and counselor's approval, interview an adult who has invented a useful item or process.</del> Report what you learned to your counselor.</p> <p>(b) Read about three inventors. Select the one you find most interesting and tell your counselor what you learned.</p>   | <p>2. Do ONE of the following:</p> <p>(a) <del>Identify and interview with a buddy (and with your parent's permission and merit badge counselor's approval) an individual in your community who has invented a useful item.</del> Report what you learned to your counselor.</p> <p>(b) Read about three inventors. Select the one you find most interesting and tell your counselor what you learned.</p>  |
| Journalism  | <p>2. Do ONE of the following <b>options</b>:</p> <p><b>Option A—Newspaper, Magazine, and Online Journalism.</b> (<i>Ask your parent or guardian's permission for online option.</i>) <b>Do ALL of the following:</b></p> <p>(1) On the same day, read a local news source or newspaper, a national news source or newspaper, a news magazine (online or printed) and a social media news feed. From each source, clip, read, and compare a story about the same event. Tell your counselor how long each story is and how fair and accurate the stories are in presenting different points of view. Tell how each source handled the story.</p> <p>(2) Visit the office of a newspaper, magazine, or internet news site. Ask for a tour of the various divisions (editorial, business, and printing). During your tour, talk to an executive from the business side about management's relations with reporters, editors, and photographers and what makes a "good" newspaper, magazine, or internet news site.</p> <p><b>Note:</b> If there are no opportunities for in-person visits in your community, a virtual visit is acceptable with the news site of your choice, provided your counselor approves this option in advance. (You can go to <a href="https://scoutlife.org/journalism">scoutlife.org/journalism</a> visit to request a virtual visit with Scout Life magazine.)</p> <p><b>Option B—Radio and Television Journalism.</b> <b>Do ALL of the following:</b></p> <p>(1) All on the same day, watch a local and national network newscast, listen to a radio newscast, and (with your parent or guardian's permission) view a national broadcast news source online. List the different news items and features presented, the different elements used, and the time in minutes and seconds and the online space devoted to each story. Compare the story lists and discuss whether the stories are fair and accurate. Explain why different news outlets treated the stories differently and/or presented a different point of view.</p> <p>(2) Visit a radio or television station. Ask for a tour of the various departments, concentrating on those related to news broadcasts. During your tour, talk to the station manager or other station management executive about station operations, particularly how management and the news staff work together, and what makes a "good" station. If possible, go with a reporter to cover a news event.</p> | <p>2. Do ONE of the following:</p> <p><del>(a)</del> Newspaper, magazine, and online journalism (with your parent or guardian's permission).</p> <p>(1) On the same day, read a local news source or newspaper, a national news source or newspaper, a news magazine (online or printed) and a social media news feed. From each source, clip, read, and compare a story about the same event. Tell your counselor how long each story is and how fair and accurate the stories are in presenting different points of view. Tell how each source handled the story.</p> <p>(2) Visit the office of a newspaper, magazine, or internet news site. Ask for a tour of the various divisions (editorial, business, and printing). During your tour, talk to an executive from the business side about management's relations with reporters, editors, and photographers and what makes a "good" newspaper, magazine, or internet news site.</p> <p><del>(b)</del> Radio and television journalism</p> <p>(1) All on the same day, watch a local and national network newscast, listen to a radio newscast, and (with your parent or guardian's permission) view a national broadcast news source online. List the different news items and features presented, the different elements used, and the time in minutes and seconds and the online space devoted to each story. Compare the story lists and discuss whether the stories are fair and accurate. Explain why different news outlets treated the stories differently and/or presented a different point of view.</p> <p>(2) Visit a radio or television station. Ask for a tour of the various departments, concentrating on those related to news broadcasts. During your tour, talk to the station manager or other station management executive about station operations, particularly how management and the news staff work together, and what makes a "good" station. If possible, go with a reporter to cover a news event.</p> |
| Journalism  | <p>3. Discuss the differences between a hard news story and a feature story. Explain what is the "five W's and H." Then do ONE of the following:</p> <p>(a) Choose a current or an unusual event of interest to you, and write either a hard news article OR a feature article about the event. Gear the article for print <b>OR online</b> OR audio OR video journalism. Share your article with your counselor.</p> <p>(b) With your parent or guardian's permission and counselor's approval, interview someone in your community who is influential because of his or her leadership, talent, career, or life experiences. Then present to your counselor either a written or oral report telling what you learned about this person.</p> <p>(c) With your parent or guardian's permission and counselor's approval, read an autobiography written by a journalist you want to learn more about. Write an article that tells what you learned about this person and the contributions this person has made to the field of journalism.</p> <p>(d) Attend a Scouting event and write a 200-word article (feature or hard news) about the event. Use either the inverted pyramid style or the chronological style. Review the article with your counselor, then submit it to your community newspaper or BSA local council or district newsletter for consideration.</p>  | <p>3. Discuss the differences between a hard news story and a feature story. Explain what is the "five W's and H." Then do ONE of the following:</p> <p>(a) Choose a current or an unusual event of interest to you, and write either a hard news article OR a feature article about the event. Gear the article for print OR audio OR video journalism. Share your article with your counselor.</p> <p>(b) With your parent or guardian's permission and counselor's approval, interview someone in your community who is influential because of his or her leadership, talent, career, or life experiences. Then present to your counselor either a written or oral report telling what you learned about this person.</p> <p>(c) With your parent or guardian's permission and counselor's approval, read an autobiography written by a journalist you want to learn more about. Write an article that tells what you learned about this person and the contributions this person has made to the field of journalism.</p> <p>(d) Attend a Scouting event and write a 200-word article (feature or hard news) about the event. Use either the inverted pyramid style or the chronological style. Review the article with your counselor, then submit it to your community newspaper or BSA local council or district newsletter for consideration.</p>   |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE  | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT  |
|--------------|--|---|
| Journalism   | 5. Identify three career opportunities that would use skills and knowledge in journalism. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.   | 5. Find out about three career opportunities in journalism. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.   |
| Kayaking     | 2. Before doing requirements 3 through 8, successfully complete the Scouting America swimmer test.<br><br>Note: See the Swimming merit badge pamphlet for details about the Scouting America swimmer test.   | 2. Before doing requirements 3 through 8, successfully complete the Scouting America swimmer test: <del>Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.</del>  |
| Law          | 4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them. Report your findings to your counselor.  | 4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them. <del>Go to a law enforcement officer in your neighborhood and ask about his or her responsibilities and duties.</del> Report your findings to your counselor.   |
| Law          | 6. Do ONE of the following:<br>(a) Attend a session of a civil or criminal court. Write 250 words or more on what you saw.<br>(b) Plan and conduct a mock trial with your troop, school class, <b>or other group</b> . After the trial is over, discuss it with the group.   | 6. Do ONE of the following:<br>(a) Attend a session of a civil or criminal court. Write 250 words or more on what you saw.<br>(b) Plan and conduct a mock trial with your troop <del>or</del> school class. After the trial is over, discuss it with the group.   |
| Lifesaving   | 3. Explain the following:<br>(a) Common drowning situations and <b>how to avoid them, such as unfenced residential pools, drop offs, river currents, rip currents, and medical emergencies.</b><br>(b) How to identify persons in the water who need assistance.<br>(c) The order of methods in water rescue.<br>(d) How rescue techniques vary depending on the setting and the condition of the person needing assistance.<br>(e) Situations for which in-water rescues should not be undertaken.  | 3. Explain the following:<br>(a) Common drowning situations and how to prevent them.<br>(b) How to identify persons in the water who need assistance.<br>(c) The order of methods in water rescue.<br>(d) How rescue techniques vary depending on the setting and the condition of the person needing assistance.<br>(e) Situations for which in-water rescues should not be undertaken.  |
| Mammal Study | 3. Do ONE of the following:<br>(a) Spend three hours in two different kinds of natural habitats or at different elevations for a total of 6 hours. List the different mammal species and how many of each you identified by sight or sign. Tell why all mammals do not live in the same kind of habitat.<br>(b) Spend three hours on five different days in at least a <b>4-acre</b> area (about the size of <b>3</b> football fields) for a total of 15 hours. List the mammal species you identified by sight or sign.<br>(c) From study and reading, write a simple life history of one nongame mammal that lives in your area. Tell how this mammal lived before its habitat was affected in any way by humans. Tell how it reproduces, what it eats, and its natural habitat. Describe its dependency upon plants and other animals (including humans), and how they depend upon it. Describe how humans have benefited from the mammal you have chosen and whether the mammal has benefited from association with humankind. | 3. Do ONE of the following:<br>(a) Spend three hours in two different kinds of natural habitats or at different elevations for a total of 6 hours. List the different mammal species and how many of each you identified by sight or sign. Tell why all mammals do not live in the same kind of habitat.<br>(b) Spend three hours on five different days in at least a <del>25</del> <b>4</b> -acre area (about the size of <del>3-12</del> <b>3</b> football fields) for a total of 15 hours. List the mammal species you identified by sight or sign.<br>(c) From study and reading, write a simple life history of one nongame mammal that lives in your area. Tell how this mammal lived before its habitat was affected in any way by humans. Tell how it reproduces, what it eats, and its natural habitat. Describe its dependency upon plants and other animals (including humans), and how they depend upon it. Describe how humans have benefited from the mammal you have chosen and whether the mammal has benefited from association with humankind. |
| Mammal Study | 6. Discuss the importance of the Leave No Trace Seven Principles and the Outdoor Code as they relate to Mammal Study. Explain how you have followed the Leave No Trace Seven Principles and the Outdoor Code while in natural areas during field observation, specimen collection, and identification.   | New requirement.  |
| Mammal Study | 7. Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.  | New requirement.  |

| MERIT BADGE               | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|---------------------------|---|--|
| Mining in Society         | 8. Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.   | 8. Do ONE of the following:<br>— (a) With your parent or guardian's and counselor's approval, interview a worker in the mining industry. Discuss the work, equipment, and technology used in this individual's position, and learn about a current project. Ask to see reports, drawings, and/or maps made for the project. Find out about the educational and professional requirements for this individual's position. Ask how the individual's mining career began. Discuss with your counselor what you have learned.<br>— (b) Find out about three career opportunities in the mining industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.<br>— (c) With your parent or guardian's permission and counselor's approval, visit a college, university, or trade school to learn about educational and training requirements for a position in the mining industry that interests you. Find out why this position is critical to the mining industry, and discuss what you learned with your counselor. |
| Model Design and Building | <b>1. Safety.</b><br>Discuss all safety procedures with your counselor before beginning your modelmaking project, and explain why each is important—both in traditional and computer-assisted design and construction:<br>(a) Explain the requirements for personal safety when using modelmaking hand tools, and when to use proper protective equipment.<br>(b) Explain digital safety best practices when using computer design software, and digital fabrication tools.<br>(c) Explain what precautions to take when using flammable or hazardous materials.                                  | 1. Study and understand the requirements for personal safety when using such modelmaker hand tools as knives, hand saws, vises, files, hammers, screwdrivers, hand drills and drill bits, pliers, and portable power tools, and when to use proper protective equipment such as goggles when grinding or drilling. Know what precautions to take when using flammable or hazardous products such as glue, epoxy, paint, and thinners. Discuss these with your counselor before you begin your modelmaking project and tell why they are important.   |
| Model Design and Building | <b>2. Types of Models and Materials.</b><br>Do the following:<br>(a) Explain the uses for each of the following types of models: architectural, structural, process, mechanical, and industrial.<br>(b) Explain to your counselor how either traditional and/or computer design tools can be used to create plans, simulate function, visualize models, and assist in constructing or fabricating parts.<br>(c) Describe to your counselor traditional and modern materials and fabrication methods that can be used for making these models. Include physical and digital materials and methods. | 2. Explain the uses for each of the following types of models: architectural, structural, process, mechanical, and industrial. Do research into the different types of materials that could be used in making these models.  |
| Model Design and Building | <b>3. Planning Your Project.</b><br>With your counselor's advice, select a subject from requirement 4 for your model project. (You must not use a pre-made kit; your project must be your original design.)<br>Do the following:<br>(a) Prepare the necessary plans to the proper scale.<br>(b) Make a list of materials.<br>(c) Create a list of the required tools.<br>(d) This model should be your own original work. Tell why you selected this subject.<br>(e) Discuss with your counselor if you plan to integrate computer design tools to complete your project.                         | 3. With your counselor's advice, select a subject from requirement 4 for your model project (no kits). Prepare the necessary plans to the proper scale. Make a list of materials and a list of the required tools. This model should be your own original work. Tell why you selected this subject.  |

| MERIT BADGE               | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|---------------------------|---|--|
| Model Design and Building | <p><b>4. Build Your Model.</b> Do ONE of the following using physical and/or computer design methods. Before beginning any model, discuss your approach with your counselor, including the possible use of computer design software such as CAD or 3D modeling tools. Present your plans and completed model to your counselor.</p> <p><b>Option A—Architectural Model.</b><br/>Design and build a model of a house to a scale of <math>1/4" = 1'0"</math> (1:48 scale). Begin by creating floor plans and elevations. Include windows, doors, and structural elements. Discuss with your counselor the materials you intend to use, the amount of detail required, outside treatment (finish, shrubbery, walks, etc.), and color selections. You may choose to 3D print elements or use laser-cut parts based on using computer design. Present both your design and final model to your counselor for evaluation.</p> <p><b>Option B—Structural Model.</b><br/>Construct a scale model showing corner construction of a wood-frame building to a scale of <math>1\frac{1}{2}" = 1'0"</math> (1:8 scale). Begin with a structural layout showing the parts of the floor and wall frames, such as intermediate girder, joist, bridging, subfloor, sill, sole plate, stud, and rafter. Use your plans to assist in building a physical model with cardboard, foam board, or wood. Review with your counselor the parts of the structure and discuss challenges in both your design and build process, gathering the materials and supporting the structure.</p> <p><b>Option C—Process Model.</b><br/>Design and build a model showing the plumbing system of your house to a scale of <math>3/4" = 1'0"</math> (1:16 scale) or an agreed upon scale. Show hot and cold-water supply, all waste returns, and venting. After creating your plan, talk to your counselor about how to begin this model, and present the scale and the materials you will use. Build the model using appropriate materials such as tubing, straws, or printed parts. After completion, present your model to your counselor, and be prepared to discuss any problems you had building this model.</p> <p><b>Option D—Mechanical Model.</b><br/>Build a model of a mechanical device that incorporates at least two of the six simple machines. You can use digital tools to design and simulate the device before constructing it. Once your design is approved by your counselor, build a working physical model using materials such as wood, plastic, or 3D printed parts. Present your models to your counselor and be prepared to discuss materials used, the machine's function, and challenges you encountered during the construction process.</p> <p><b>Option E—Industrial Model.</b><br/>Build a model of an actual passenger-carrying vehicle to a scale of <math>1" = 1'0"</math> or <math>\frac{1}{2}" = 1'0"</math> (1:12 or 1:24 scale). Begin by measuring a real vehicle and modeling it from multiple views (top, front, rear, sides). You can draw it or use computer design software. From your plans, build a physical model or use digital rendering or 3D printing to produce the final version. Discuss with your counselor which parts were most challenging.</p> | <p>4. Do ONE of the following:</p> <p>(a) Make an architectural model. Build a model of a house to a scale of <math>1/4" = 1'0"</math> (1:48 scale). Discuss with your counselor the materials you intend to use, the amount of detail required, outside treatment (finish, shrubbery, walks, etc.), and color selections. After completing the model, present it to your counselor for approval.</p> <p>(b) Build a structural model. Construct a model showing corner construction of a wood-frame building to a scale of <math>1\frac{1}{2}" = 1'0"</math> (1:8 scale). All structures shown must be to scale. Cardboard or flat sheet wood stock may be used for sheeting or flooring on the model. Review with your counselor the problems you encountered in gathering the materials and supporting the structure. Be able to name the parts of the floor and wall frames, such as intermediate girder, joist, bridging, subfloor, sill, sole plate, stud, and rafter.</p> <p>(c) Make a process model. Build a model showing the plumbing system in your house. Show hot and cold water supply, all waste returns, and venting to a scale of <math>3/4" = 1'0"</math> (1:16 scale). Talk to your counselor about how to begin this model, and present the scale and the materials you will use. After completion, present the model to your counselor, and be prepared to discuss any problems you had building this model.</p> <p>(d) Complete a mechanical model. Build a model of a mechanical device that uses at least two of the six simple machines. After completing the model, present it to your counselor. Be prepared to discuss materials used, the machine's function, and any particular difficulty you might have encountered.</p> <p>(e) Make an industrial model. Build a model of an actual passenger-carrying vehicle to a scale of <math>1" = 1'0"</math> or <math>1/2" = 1'0"</math> (1:12 or 1:24 scale). Take the dimensions of the vehicle and record the important dimensions. Draw the top, front, rear, and sides of the vehicle to scale. From your plans, build a model of the vehicle and finish it in a craftsman-like manner. Discuss with your counselor the most difficult part of completing the model.</p> |
| Model Design and Building | <p><b>5. Special-Effects Fantasy Model.</b> Design and build a fantasy spacecraft model suitable for a science-fiction film, using traditional modeling and/or computer design techniques. Determine an appropriate scale for your design—one that makes practical sense.</p> <p>(a) Research real-world aircraft, submarines, and naval ships for design inspiration.</p> <p>(b) Design individual components (such as the cockpit, living areas, engines, and storage).</p> <p>(c) Produce a final sketch or a rendered image of the complete model from multiple angles.</p> <p>(d) Discuss your design process and scale choices with your counselor. Describe the materials (physical and/or digital) you used, how you engineered your model and discuss any difficulties you encountered and what you learned.</p>   | <p>5. Build a special effects model of a fantasy spacecraft that might appear in a Hollywood science-fiction movie. Determine an appropriate scale for your design—one that makes practical sense. Include a cockpit or control area, living space, storage unit, engineering spaces, and propulsion systems. As you plan and build your model, do the following:</p> <p>(a) Study aircraft, submarines, and naval ships for design ideas.</p> <p>(b) Arrange and assemble the parts.</p> <p>(c) Sketch your completed model.</p> <p>(d) Write a short essay in which you discuss your design, scale, and materials choices. Describe how you engineered your model and discuss any difficulties you encountered and what you learned.</p>   |
| Model Design and Building | <p><b>6. Careers.</b> Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p>  | <p>6. List at least six occupations in which modelmaking is used and discuss with your counselor some career opportunities in this field.</p>  |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE  | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|--------------|--|--|
| Motorboating | <p>1. Do the following:</p> <p>(a) Discuss with your counselor the following hazards you might encounter while motorboating: flammable fuel; carbon monoxide; propellers; collisions; falls overboard; capsizes; running aground. Explain what you should do to anticipate, prevent, mitigate and respond to these hazards.</p> <p>(b) Explain first aid for injuries or illnesses that could occur while motorboating, including hypothermia, heat reactions, dehydration, motion sickness, bug bites, blisters.</p> <p>(c) <b>Discuss the Scouting America Safety Afloat policy. Tell how it applies to motorboating activities.</b></p>   | <p>1. Do the following:</p> <p>(a) Discuss with your counselor the following hazards you might encounter while motorboating: flammable fuel; carbon monoxide; propellers; collisions; falls overboard; capsizes; running aground. Explain what you should do to anticipate, prevent, mitigate and respond to these hazards.</p> <p>(b) Explain first aid for injuries or illnesses that could occur while motorboating, including hypothermia, heat reactions, dehydration, motion sickness, bug bites, blisters.</p> <p>(c) <del>Identify the conditions that must exist before performing CPR on a person, and explain how such conditions are recognized. Demonstrate proper technique for performing CPR using a training device approved by your counselor.</del></p>   |
| Motorboating | <p>2. (a) Before doing requirement 5, successfully complete the Scouting America swimmer test. <del>See the Swimming merit badge requirements for details about the Scouting America swimmer test.</del></p> <p><b>Note: See the <i>Swimming</i> merit badge pamphlet for details about the Scouting America swimmer test.</b></p>   | <p>2. (a) Before doing requirement 5, successfully complete the Scouting America swimmer test. See the <del>Swimming merit badge requirements</del> for details about the Scouting America swimmer test.</p>   |
| Moviemaking  | <p>2. Do the following:</p> <p>(a) In a three- or four-paragraph treatment, tell the story you plan to produce, making sure that the treatment conveys a visual picture.</p> <p>(b) Prepare a storyboard for your motion picture.</p> <p><b>Note:</b> This can be done with rough sketches and stick figures.</p> <p>(c) Demonstrate the following motion picture shooting techniques:</p> <ol style="list-style-type: none"> <li>(1) Using a tripod</li> <li>(2) Panning a camera</li> <li>(3) Framing a shot</li> <li>(4) Selecting an angle</li> <li>(5) Selecting proper lighting</li> <li>(6) Handheld shooting.</li> </ol> <p>(d) Using motion picture shooting techniques, plan ONE of the following programs. Start with a treatment and complete the requirement by presenting this program to a pack or your troop, patrol, or class.</p> <ol style="list-style-type: none"> <li>(1) Film a court of honor and show it to an audience.</li> <li>(2) Create a short feature of your own design, using the techniques you learned.</li> <li>(3) Shoot a vignette that could be used to train a new Scout in a Scouting skill.</li> </ol> | <p>2. Do the following:</p> <p>(a) In a three- or four-paragraph treatment, tell the story you plan to produce, making sure that the treatment conveys a visual picture.</p> <p>(b) Prepare a storyboard for your motion picture.</p> <p><b>Note:</b> This can be done with rough sketches and stick figures.</p> <p>(c) Demonstrate the following motion picture shooting techniques:</p> <ol style="list-style-type: none"> <li>(1) Using a tripod</li> <li>(2) Panning a camera</li> <li>(3) Framing a shot</li> <li>(4) Selecting an angle</li> <li>(5) Selecting proper lighting</li> <li>(6) Handheld shooting.</li> </ol> <p>(d) Using motion picture shooting techniques, plan ONE of the following programs. Start with a treatment and complete the requirement by presenting this program to a pack or your troop, patrol, or class.</p> <ol style="list-style-type: none"> <li>(1) Film <del>or videotape</del> a court of honor and show it to an audience.</li> <li>(2) Create a short feature of your own design, using the techniques you learned.</li> <li>(3) Shoot a vignette that could be used to train a new Scout in a Scouting skill.</li> </ol> |
| Moviemaking  | <p>4. Do ONE of the following:</p> <p>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include with your parent or guardian's permission an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</p>   | <p>4. <del>Find out about three career opportunities in moviemaking. Pick one and find out about the education, training, and experience required for this profession. Discuss this career with your counselor. Explain why this profession might interest you.</del></p>  |
| Multisport   | <p>2(a) Discuss the importance of having a physical examination each year. Discuss why overall health, immunizations, medications, allergies, and medical history are covered during an examination. Tell your counselor when you last underwent a physical examination.</p>   | <p>2(a) <del>Explain the importance of a physical exam and have your health care practitioner give you a physical examination using the Scouting America Annual Health and Medical Record.</del></p>   |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|-------------|---|---|
| Multisport  | <p>4. Complete ALL of the <b>following</b> for the multisport format <b>option</b> you selected in requirement 3(d):</p> <p><b>Option A—Triathlon.</b></p> <p><b>(1) Swimming</b></p> <p>(a) Before doing requirements 5 through 8, earn the Swimming merit badge.</p> <p>(b) Explain the components of the Scouting America Safe Swim Defense program and how you will ensure they are in place when you swim.</p> <p>(c) Explain to your counselor the difference between a pool swim and an open water swim, including at what water temperature it is safe to swim, and when it is appropriate to wear a wet suit.</p> <p><b>(2) Biking</b></p> <p>(a) Explain to your counselor how to ride predictably, be conspicuous, think ahead, and ride ready.</p> <p>(b) Discuss what should be checked regularly to make sure the bicycle is safe to ride.</p> <p>(c) Explain the importance of wearing a properly sized and fitted helmet while cycling and of wearing the right clothing for the weather.</p> <p><b>(3) Running</b></p> <p>(a) Demonstrate a proper run warmup and cool-down. Explain to your counselor the importance of maintaining healthy habits, including hydration, nutrition, injury prevention, and rest.</p> <p>(b) Learn and state the basic rules of the road for runners.</p> <p>(c) Demonstrate important running drills, including high knees, butt kicks, lunges, inchworms, and soldier kicks.</p> <p><b>Option B—Duathlon.</b></p> <p><b>(1) Biking</b></p> <p>(a) Explain to your counselor how to ride predictably, be conspicuous, think ahead, and ride ready.</p> <p>(b) Discuss what should be checked regularly to make sure the bicycle is safe to ride.</p> <p>(c) Explain the importance of wearing a properly sized and fitted helmet while cycling and of wearing the right clothing for the weather.</p> <p><b>(2) Running</b></p> <p>(a) Demonstrate a proper run warmup and cool-down. Explain to your counselor the importance of maintaining healthy habits, including hydration, nutrition, injury prevention, and rest.</p> <p>(b) Learn and state the basic rules of the road for runners.</p> <p>(c) Demonstrate important running drills, including high knees, butt kicks, lunges, inchworms, and soldier kicks.</p> <p><b>Option C—Aquathlon.</b></p> <p><b>(1) Swimming</b></p> <p>(a) Before doing requirements 5 through 8, earn the Swimming merit badge.</p> <p>(b) Explain the components of the Scouting America Safe Swim Defense program and how you will ensure they are in place when you swim.</p> <p>(c) Explain to your counselor the difference between a pool swim and an open water swim, including at what water temperature it is safe to swim, and when it is appropriate to wear a wet suit.</p> <p><b>(2) Running</b></p> <p>(a) Demonstrate a proper run warmup and cool-down. Explain to your counselor the importance of maintaining healthy habits, including hydration, nutrition, injury prevention, and rest.</p> <p>(b) Learn and state the basic rules of the road for runners.</p> <p>(c) Demonstrate important running drills, including high knees, butt kicks, lunges, inchworms, and soldier kicks.</p> <p><b>Option D—Aquabike.</b></p> <p><b>(1) Swimming</b></p> <p>(a) Before doing requirements 5 through 8, earn the Swimming merit badge.</p> <p>(b) Explain the components of the Scouting America Safe Swim Defense program and how you will ensure they are in place when you swim.</p> <p>(c) Explain to your counselor the difference between a pool swim and an open water swim, including at what water temperature it is safe to swim, and when it is appropriate to wear a wet suit.</p> <p><b>(2) Biking</b></p> <p>(a) Explain to your counselor how to ride predictably, be conspicuous, think ahead, and ride ready.</p> <p>(b) Discuss what should be checked regularly to make sure the bicycle is safe to ride.</p> <p>(c) Explain the importance of wearing a properly sized and fitted helmet while cycling and of wearing the right clothing for the weather.</p> | <p>4 Complete ALL of the <del>activities that apply to</del> the multisport format you selected in requirement 3(d)-<br/>(<del>Triathlon, Duathlon, Aquathlon, or Aquabike</del>):</p> <p>(a) Swimming</p> <p>(1) Before doing requirements 5 through 8, earn the Swimming merit badge.</p> <p>(2) Explain the components of the Scouting America Safe Swim Defense program and how you will ensure they are in place when you swim.</p> <p>(3) Explain to your counselor the difference between a pool swim and an open water swim, including at what water temperature it is appropriate to wear a wet suit.</p> <p>(b) Biking</p> <p>(1) Explain to your counselor how to ride predictably, be conspicuous, think ahead, and ride ready.</p> <p>(2) Discuss what should be checked regularly to make sure the bicycle is safe to ride.</p> <p>(3) Explain the importance of wearing a properly sized and fitted helmet while cycling and of wearing the right clothing for the weather.</p> <p>(c) Running</p> <p>(1) Demonstrate a proper run warmup and cool-down. Explain to your counselor the importance of maintaining healthy habits, including hydration, nutrition, injury prevention, and rest.</p> <p>(2) Learn and state the basic rules of the road for runners.</p> <p>(3) Demonstrate important running drills, including high knees, butt kicks, lunges, inchworms, and soldier kicks.</p> |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE     | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|-----------------|--|--|
| Multisport      | 7. After completing requirements 1-6, do ONE of the following (complete all of the activities on the same day and consecutively) for the multisport focus area you selected in requirement 3(d), including demonstrating a smooth and safe transition between each:<br>(a) Triathlon (swim 100 m, bike 3 km, and run 1 km)<br>(b) Duathlon (run 1.5 km, bike 3 km, and run 0.75 km)<br>(c) Aquathlon (swim 100 m and run 1 km)<br>(d) Aquabike (swim 100 m and bike 3 km).   | 7. After completing requirements 1-6, complete all of the activities (on the same day and consecutively) for the multisport focus area <del>that</del> you selected in requirement 3(d), including demonstrating a smooth and safe transition between each:<br><del>Triathlon: swim (100 m), bike (3 km), and run (1 km)</del><br><del>Duathlon: run (1.5 km), bike (3 km), and run (.75 km)</del><br><del>Aquathlon: swim (100 m) and run (1 km)</del><br><del>Aquabike: swim (100 m) and bike (3 km)</del>   |
| Music           | 6. Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include with your parent or guardian's permission- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.  | No career requirement.   |
| Nuclear Science | 1. <b>Radiation.</b> Do the following:<br>(a) Explain radiation and the difference between ionizing and nonionizing radiation.<br>(b) Explain the ALARA principle. Explain what process you would go through to ensure your dose is kept ALARA when performing the requirements in this merit badge.<br>(c) Describe the radiation hazard symbol and explain where it should be used.<br>(d) Explain how we are exposed to ionizing radiation from outside the earth as well as on earth every day. List four examples of Naturally Occurring Radioactive Materials, NORM, that are in your house or grocery store and explain why they are radioactive.<br>(e) Explain the difference between radiation exposure and contamination. Describe the hazards of radiation to humans, the environment, and wildlife. Calculate your approximate annual radiation dose and compare it to a typical expected dose of someone who works in a nuclear power plant.   | 1. Do the following:<br>(a) Explain radiation and the difference between ionizing and nonionizing radiation.<br>(b) Explain the ALARA principle and the measures required by law to minimize these risks. Describe what safety requirements you will need to consider while performing the requirements in this merit badge.<br>(c) Describe the radiation hazard symbol and explain where it should be used.<br>(d) Explain how we are exposed to ionizing radiation from outside the earth as well as on earth every day. List four examples of Naturally Occurring Radioactive Materials, NORM, that are in your house or grocery store and explain why they are radioactive.<br>(e) Explain the difference between radiation exposure and contamination. Describe the hazards of radiation to humans, the environment, and wildlife. Calculate your approximate annual radiation dose and compare to that of someone who works in a nuclear power plant.   |
| Nuclear Science | 3. <b>Modern Particle Physics.</b><br>(a) Explain how a particle accelerator works.<br>(b) Do ONE of the following:<br>(1) Visit an accelerator, research lab, or university and discuss with a scientist how they study the properties of the nucleus or nucleons.<br>(2) List three particle accelerators and describe several experiments conducted and their associated basic science and practical applications.  | 3. Do ONE of the following;<br><del>then discuss modern particle physics with your counselor:</del><br>(a) Visit an accelerator, research lab, or university where scientists study the properties of the nucleus or nucleons.<br>(b) List three particle accelerators and describe several experiments <del>that each accelerator performs,</del> including basic science and practical applications.   |
| Nuclear Science | 4. <b>Classic Experiments.</b> Do TWO of the following:<br>(a) Build an electroscope. Show how it works. Place a radiation source near the electroscope ball and explain the effect it causes.<br>(b) Make a cloud chamber. Show how it can be used to see the tracks caused by radiation. Explain what is happening.<br>(c) Perform an experiment demonstrating half-life. Discuss decay chains.  | 4. Do TWO of the following; <del>then discuss with your counselor:</del><br>(a) Build an electroscope. Show how it works. Place a radiation source inside and explain the effect it causes.<br>(b) Make a cloud chamber. Show how it can be used to see the tracks caused by radiation. Explain what is happening.<br>(c) Perform an experiment demonstrating half-life. Discuss decay chains.   |
| Nuclear Science | 5. <b>Radiation Safety.</b> Do ONE of the following:<br>(a) Using a radiation survey meter and a radioactive source, show how the counts per minute change as the source gets closer to or farther from the radiation detector. Place three different materials between the source and the detector, then explain any differences in the measurements per minute. Explain how time, distance, and shielding can reduce an individual's radiation dose.<br>(b) Describe how radon is detected in homes. Discuss the steps taken for the long-term and short-term test methods, tell how to interpret the results, and explain when each type of test should be used. Explain the health concern related to radon gas and tell what steps can be taken to reduce radon in buildings.<br>(c) Visit a place where X-rays are used. Draw a floor plan of this room. Show where the unit, the unit operator, and the patient would be when the X-ray unit is operated. Explain the precautions taken and the importance of those precautions for the safety of the operator. | 5. Do ONE of the following; <del>then discuss with your counselor the principles of radiation safety:</del><br>(a) Using a radiation survey meter and a radioactive source, show how the counts per minute change as the source gets closer to or farther from the radiation detector. Place three different materials between the source and the detector, then explain any differences in the measurements per minute. Explain how time, distance, and shielding can reduce an individual's radiation dose.<br>(b) Describe how radon is detected in homes. Discuss the steps taken for the long-term and short-term test methods, tell how to interpret the results, and explain when each type of test should be used. Explain the health concern related to radon gas and tell what steps can be taken to reduce radon in buildings.<br>(c) Visit a place where X-rays are used. Draw a floor plan of this room. Show where the unit, the unit operator, and the patient would be when the X-ray unit is operated. Explain the precautions taken and the importance of those precautions. |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE      | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|------------------|---|---|
| Nuclear Science  | 6. <b>Nuclear Energy.</b> Do ONE of the following:<br>(a) Make a drawing showing how nuclear fission happens. Observe a mousetrap reactor (setup by an adult) and use it to explain how a chain reaction could be started. Explain how a chain reaction could be stopped or controlled in a nuclear reactor. Explain what is meant by a "critical mass."<br>(b) Visit a local nuclear power plant or nuclear reactor either in person or online (with your parent or guardian's permission). Learn how a reactor works and how the plant generates electricity. Find out what percentage of electricity in the United States <b>and in your state</b> is generated by nuclear power plants, <b>and by other methods. Make a graph of the information you find.</b>  | 6. Do ONE of the following; then discuss with your counselor how nuclear energy is used to produce electricity:<br>(a) Make a drawing showing how nuclear fission happens. Observe a mousetrap reactor (setup by an adult) and use it to explain how a chain reaction could be started. Explain how a chain reaction could be stopped or controlled in a nuclear reactor. Explain what is meant by a "critical mass."<br>(b) Visit a local nuclear power plant or nuclear reactor either in person or online (with your parent or guardian's permission). Learn how a reactor works and how the plant generates electricity. Find out what percentage of electricity in the United States is generated by nuclear power plants, by coal, <del>and by gas.</del> |
| Nuclear Science  | 7. <b>Beneficial Applications of Nuclear Science.</b> Give an example of each of the following <b>and explain how nuclear science is used in this application:</b> nuclear medicine, environmental applications, industrial applications, space exploration, and radiation therapy.   | 7. Give an example of each of the following <del>in relation to how energy from an atom can be used:</del> nuclear medicine, environmental applications, industrial applications, space exploration, and radiation therapy. <del>For each example, explain the application and its significance to nuclear science.</del>   |
| Nuclear Science  | 8. <b>Careers.</b> Explore careers related to nuclear science. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.  | <del>8. Find out about three career opportunities in nuclear science that interest you. Pick one and find out the education, training, and experience required for this profession and discuss this with your counselor. Tell why this profession interests you.</del>  |
| Oceanography     | 3. Describe the characteristics of ocean waves <b>and do the following:</b><br>(a) Point out the differences among the storm surge, tsunami, tidal wave, and tidal bore.<br>(b) Explain the difference between sea, swell, and surf.<br>(c) Explain how breakers are formed.<br>(d) Explain what a rip current is, how to avoid them, and what to do if you are caught in one.  | 3. Describe the characteristics of ocean waves. Point out the differences among the storm surge, tsunami, tidal wave, and tidal bore. Explain the difference between sea, swell, and surf. Explain how breakers are formed.   |
| Painting         | 8. Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this. | <del>8. Find out about career opportunities in the painting craft. Discuss the training and experience required, and explain why this profession might interest you.</del>  |
| Personal Fitness | 1. <b>Defining Personal Fitness.</b> Explain to your counselor what personal fitness means to you, including:<br>(a) Describe a person who is physically fit.<br>(b) Describe a person who is mentally, emotionally and socially fit.<br>(c) Describe a person who is spiritually fit.<br>(d) Explain why it is important to be fit in all of these ways.<br>(e) Discuss how each aspect of personal fitness relates to the Scout Oath and Scout Law.   | 2. Explain to your counselor <del>verbally or in writing</del> what personal fitness means to you, including<br>(a) <del>Reasons for being mentally, physically, socially, and spiritually fit</del><br>(b) <del>Reasons for being fit in all components</del><br>(c) <del>What it means to be physically healthy</del><br>(d) <del>What it means to be socially healthy.</del>   |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE      | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|------------------|--|--|
| Personal Fitness | <p><b>2. Monitoring Your Health.</b> Do the following:</p> <p>(a) Discuss with your counselor the importance of having a physical examination each year. Discuss why overall health, immunizations, medications, allergies, and medical history are covered during an examination. Tell your counselor when you last underwent a physical examination.</p> <p>(b) Explain why it is important to have a routine dental examination. Explain what preventive or corrective treatments your dentist can provide, and why daily oral care is an important part of staying well. Tell your counselor when you last underwent a dental examination.</p>   | <p>1- Do the following:</p> <p><del>(a) Before completing requirements 2 through 9, have your health care practitioner give you a physical examination, using the Scout Health and Medical Record form. Explain the following:-</del></p> <p><del>(1) Why physical exams are important</del></p> <p><del>(2) Why preventive habits (such as exercising regularly) are important in maintaining good health, and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your personal fitness</del></p> <p><del>(3) Diseases that can be prevented and how</del></p> <p><del>(4) The seven warning signs of cancer</del></p> <p><del>(5) The youth risk factors that affect cardiovascular health in adulthood.</del></p> <p><del>(b) Have a dental examination. Get a statement saying that your teeth have been checked and cared for. Tell how to care for your teeth.</del></p>   |
| Personal Fitness | <p><b>3. Your Fitness Knowledge and Habits.</b> Do the following with your counselor:</p> <p>(a) Explain the physical exercise you regularly do, whether your routine includes all four components of physical fitness (cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition), and how your current practices increase or decrease your likelihood of developing cardiovascular disease or other conditions in adulthood.</p> <p>(b) Discuss what harmful substances you consciously avoid, and how these actions affect your risk factors now and in the future.</p> <p>(c) Explain what common diseases can be prevented or mitigated by vaccinations, and whether you are immunized according to the advice of your healthcare provider and the direction of your parent or guardian.</p> <p>(d) Discuss how good nutrition is related to the other components of personal fitness, and if you follow a nutritious, balanced diet.</p> <p>(e) Discuss what a healthy weight is for you, and what you do to maintain a healthy weight.</p> <p>(f) Explain why getting adequate sleep is important, and whether you get enough hours of sleep each night.</p> <p>(g) Discuss whether you spend quality time with your family and friends in social and recreational activities, and how you contribute to creating and maintaining a good home life.</p> | <p>3. With your counselor, answer and discuss the following questions:</p> <p><del>(a) Are you living in such a way that your risk of preventable diseases is minimized?</del></p> <p><del>(b) Are you immunized and vaccinated according to the advice of your healthcare provider and the direction of your parent(s)/guardian(s)?</del></p> <p><del>(c) Are you free from habits relating to poor nutrition and the use of alcohol, tobacco, drugs, and other practices that could be harmful to your health?</del></p> <p><del>(d) What are the advantages to getting a full night's sleep?</del></p> <p><del>(e) Define a nutritious, balanced diet and why it is important.</del></p> <p><del>(f) Do you participate in a regular exercise program or recreational activities?</del></p> <p><del>(g) What are you doing to demonstrate your duty to God?</del></p> <p><del>(h) Do you spend quality time with your family and friends in social and recreational activities?</del></p> <p><del>(i) Do you support family activities and efforts to maintain a good home life?</del></p> <p><del>4- Explain the following about physical fitness:</del></p> <p><del>(a) The areas of physical fitness</del></p> <p><del>(b) Your weakest and strongest area of physical fitness</del></p> <p><del>(c) The need to have a balance in the four areas of physical fitness</del></p> <p><del>(d) How a program like the President's Council on Sports, Fitness &amp; Nutrition can lead to lifelong, healthful habits</del></p> <p><del>(e) How the areas of personal fitness relate to the Scout Law and Scout Oath.-</del></p> <p><del>5- Explain the following about nutrition:</del></p> <p><del>(a) The importance of good nutrition</del></p> <p><del>(b) What good nutrition means to you</del></p> <p><del>(c) How good nutrition is related to the other components of personal fitness</del></p> <p><del>(d) How to maintain a healthy weight</del></p> |
| Personal Fitness | <p><b>4. Measures of Physical Fitness.</b> Determine with your counselor the assessments of physical fitness and nutrition you will do before, during, and after completing the 12-week program in requirement 7.</p> <p>(a) Include a measure of cardiorespiratory (aerobic) fitness: Record the time required to complete a mile walk or run as fast as you can. If you are unable to walk or run as a result of a disability that is permanent or is expected to last for longer than two years, work with your counselor to define a test with a similar degree of aerobic challenge.</p> <p>(b) Include two measures of muscular strength and endurance: Record either the number of sit-ups done in 60 seconds OR how long a plank was held; AND, record the number of either push-ups OR pull-ups done in 60 seconds. If you are unable to complete one these exercises safely and correctly, work with your counselor to replace it with a different exercise that measures strength and endurance.</p> <p>(c) Include at least one measure of flexibility, such as a back-saver sit-and-reach test or a back scratch test.</p>  |  |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE      | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|------------------|--|--|
| Personal Fitness | <b>5. Pre-Assessment of Physical Fitness.</b> Before beginning the 12-week program in requirement 7, do the following:<br>(a) Complete each of the assessments you defined in requirement 4, and record your results.<br>(b) Identify your weakest and strongest area of physical fitness, and choose an area to target for improvement.<br>(c) Keep a log of what you eat and drink for a period of three days.<br>(d) Based on your diet log, identify at least two improvement goals related to diet and nutrition.   | <del>6. Before doing requirements 7 and 8:<br/>(a) Complete the aerobic fitness, flexibility and muscular strength tests as described in this merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.<br/>(b) Keep track of what you eat and drink for three days. Identify three healthy eating goals you want to work on.</del>   |
| Personal Fitness | <b>6. Plan the Program.</b> Outline with your counselor a comprehensive 12-week physical fitness and nutrition program that you will complete based on your improvement goals and ability. The program must incorporate the following:<br>(a) warm-up: low-intensity movement or gentle muscle stretching before each more rigorous workout<br>(b) cardiorespiratory (aerobic) element: an activity that raises your heart and respiratory rate for 15 to 30 minutes at least three times per week<br>(c) muscular strength and endurance element: repetitive exercises that target different muscles – upper body, core, and/or legs – based on your improvement goals and potential<br>(d) flexibility element: movements that arch/lower/stretch/relax your back, rotate your trunk, or stretch your hamstrings<br>(e) cool-down: low-intensity movement or gentle stretching to prevent muscle cramps and enhance the benefits of exercise<br>(f) a plan for achieving your two improvement goals related to diet and nutrition. | <del>7. Outline a comprehensive 12-week physical fitness program using the results of your fitness tests. Be sure your program incorporates the endurance, intensity, and warm-up guidelines discussed in this merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parent or guardian.</del>  |
| Personal Fitness | <b>7. Complete the Program.</b> Do the following:<br>(a) Complete and keep a log, over 12 consecutive weeks, of the physical fitness and nutrition program you have outlined. (If your program is interrupted by illness or unavoidable conflicts for less than two weeks, you may resume where you left off, adding the missed days or weeks at the end.)<br>(b) During week 4 and week 8 of your program, repeat the assessments you did in requirement 5a before you began. Repeat the same tests for a final assessment within two weeks after completing the 12-week program. Show improvement over your pre-assessment results.<br>(c) For three days during week 8, and again during week 12, keep a log of what you eat and drink. Show improvement toward the diet and nutrition goals you set in requirement 5d.<br>(d) Discuss your results, improvements, insights, and experiences with your counselor after completing the program and assessments.  | <del>8. Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam, or biked; how many exercise repetitions you completed; your exercise heart rate; etc.). Keep a log of your weekly healthy eating goals. Repeat the aerobic fitness, muscular strength, and flexibility tests every four weeks and record your results. After the 12th week, repeat all of the required activities in each of the three test categories, record your results, and show improvement in each one. Discuss how well you met your healthy eating goals over these 12 weeks. Discuss the meaning and benefit of your experience, and describe your long-term plans regarding your personal fitness.</del> |
| Personal Fitness | <b>8. Future Career or Lifestyle.</b> Do ONE of the following:<br>(a) Explore three careers related to personal fitness. Research one career area by interviewing an expert in the field, visiting a site, or using other resources. Learn about training, education, expenses, job outlook, salary, and advancement. Discuss your findings and career interest with your counselor.<br>(b) Explore how an area of personal fitness could contribute to a hobby or healthy lifestyle. Research education, costs, and organizations related to this activity. Discuss your findings and goals with your counselor.  | <del>9. Find out about three career opportunities in personal fitness. Pick one and find out the education, training, and experience required for this profession. Discuss what you learned with your counselor, and explain why this profession might interest you.</del>   |
| Pets             | 4. Do ONE of the following:<br>(a) Show your pet in a pet show.<br>(b) Train a pet in three or more tricks or special abilities.   | <del>4. Do ONE of the following:<br/>(a) Show your pet in a pet show.<br/>(b) Start a friend raising a pet like yours. Help your friend get a good start.<br/>(c) Train a pet in three or more tricks or special abilities.</del>  |

Scouts BSA Major Requirement Changes as of 1/1/2026

| MERIT BADGE   | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|---------------|--|--|
| Pets          | <p>5. Do ONE of the following:</p> <p>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</p> | New requirement.   |
| Plant Science | <p>7. Do ONE of the following:</p> <p>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.</p> | <del>7. Name and tell about careers in agronomy, horticulture, and botany. Write a paragraph about a career in one of these fields that interests you.</del> |

| MERIT BADGE   | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
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| Plant Science | <p><b>8. Option C—Field Botany. Do ALL of the following:</b></p> <p>(1) Visit a park, forest, Scout camp, or other natural area near your home. While you are there:</p> <p>(a) Determine which species of plants are the largest and which are the most abundant. Note whether they cast shade on other plants.</p> <p>(b) Using <b>information</b> from maps, textbooks, or the internet, describe the environmental factors that may influence the presence of plants on your site, including latitude, climate, air and soil temperature, soil type and pH, geology, hydrology, and topography.</p> <p>(c) Record any differences in the types of plants you see at the edge of a forest, near water, in burned areas, or near a road or railroad.</p> <p>(2) Select a study site that is at least 100 by 100 feet. Make a list of 10 woody plants (trees and shrubs) and 10 non-woody plants in the study site. Find out which of these are native plants and which are exotic (or nonnative).</p> <p>(3) Tell how an identification key works and use a simple key to identify 10 kinds of plants (in addition to those in general requirement 5 above). Tell the difference between common and scientific names and tell why scientific names are important.</p> <p>(4) After gaining permission, collect, identify, press, mount, and label 10 different plants that are common in your area. Tell why voucher specimens are important for documentation of a field botanist's discoveries.</p> <p>(5) Obtain a list of rare plants of your state. Tell what is being done to protect rare plants and natural areas in your state. Write a paragraph about one of the rare plants in your state.</p> <p>(6) Do <b>ALL of the requirements in</b> ONE of the following alternatives:</p> <p>(a) <b>Tree Inventory</b></p> <p>(1) Identify the trees of your neighborhood, a park, a section of your town, or a Scout camp.</p> <p>(2) Collect, press, and label leaves, flowers, or fruits to document your inventory.</p> <p>(3) List the types of trees by scientific name and give common names. Note the number and size (diameter at 4 1/2 feet above ground) of trees observed and determine the largest of each species in your study area.</p> <p>(4) Show two or more people how to use a leaf or twig key to identify at least five species of trees or shrubs.</p> <p>(b) <b>Transect Study</b></p> <p>(1) Visit two sites, at least one of which is different from the one you visited for Field Botany requirement 1.</p> <p>(2) Use the transect method to study the two different kinds of plant communities. The transects should be at least 500 feet long.</p> <p>(3) At each site, record observations about the soil and other influencing factors AND do the following. Then make a graph or chart to show the results of your studies.</p> <p>(a) Identify each tree within 10 feet of the transect line.</p> <p>(b) Measure the diameter of each tree at 4 1/2 feet above the ground, and map and list each tree.</p> <p>(c) <b>Nested Plot</b></p> <p>(1) Visit two sites, at least one of which is different from the one you visited for Field Botany requirement 1.</p> <p>(2) Mark off nested plots and inventory two different kinds of plant communities.</p> <p>(3) At each site, record observations about the soil and other influencing factors AND do the following. Then make a graph or chart to show the results of your studies.</p> <p>(a) Identify, measure, and map each tree in a 100-by-100-foot plot. (Measure the diameter of each tree larger than 3 inches in diameter at 4 1/2 feet above the ground.)</p> <p>(b) Identify and count all trees and shrubs in a 10-by-10-foot plot within each of the larger areas.</p> <p>(c) Identify and count all broad-leaved plants (trees, shrubs, vines, and herbaceous plants) all plants (wildflowers, ferns, grasses, mosses, etc.) of a 4-by-4-foot plot within the 10-by-10-foot plot.</p> <p>(d) <b>Herbarium Visit</b></p> <p>(1) Write ahead and arrange to visit an herbarium at a university, park, or botanical garden; OR, visit an herbarium website (with your parent or guardian's permission).</p> <p>(2) Tell how the specimens are arranged and how they are used by researchers. If possible, observe voucher specimens of a plant that is rare in your state.</p> <p>(3) Tell how a voucher specimen is mounted and prepared for permanent storage. Tell how specimens should be handled so that they will not be damaged.</p> <p>(4) Tell about the tools and references used by botanists in an herbarium.</p> | <p><b>8. Option 3 — Field Botany</b></p> <p><del>A-</del> Visit a park, forest, Scout camp, or other natural area near your home. While you are there:</p> <p>(1) Determine which species of plants are the largest and which are the most abundant. Note whether they cast shade on other plants.</p> <p>(2) Using information from maps, textbooks, or the internet, describe the environmental factors that may influence the presence of plants on your site, including latitude, climate, air and soil temperature, soil type and pH, geology, hydrology, and topography.</p> <p>(3) Record any differences in the types of plants you see at the edge of a forest, near water, in burned areas, or near a road or railroad.</p> <p><del>B-</del> Select a study site that is at least 100 by 100 feet. Make a list of 10 woody plants (trees and shrubs) and 10 non-woody plants in the study site. Find out which of these are native plants and which are exotic (or nonnative).</p> <p><del>C-</del> Tell how an identification key works and use a simple key to identify 10 kinds of plants (in addition to those in general requirement 5 above). Tell the difference between common and scientific names and tell why scientific names are important.</p> <p><del>D-</del> After gaining permission, collect, identify, press, mount, and label 10 different plants that are common in your area. Tell why voucher specimens are important for documentation of a field botanist's discoveries.</p> <p><del>E-</del> Obtain a list of rare plants of your state. Tell what is being done to protect rare plants and natural areas in your state. Write a paragraph about one of the rare plants in your state.</p> <p><del>F-</del> Do ONE of the following alternatives:</p> <p>(1) Tree Inventory</p> <p>(a) Identify the trees of your neighborhood, a park, a section of your town, or a Scout camp.</p> <p>(b) Collect, press, and label leaves, flowers, or fruits to document your inventory.</p> <p>(c) List the types of trees by scientific name and give common names. Note the number and size (diameter at 4 feet above ground) of trees observed and determine the largest of each species in your study area.</p> <p>(d) Show two or more people how to use a leaf or twig key to identify at least five species of trees or shrubs.</p> <p>(2) Transect Study</p> <p>(a) Visit two sites, at least one of which is different from the one you visited for Field Botany requirement 1.</p> <p>(b) Use the transect method to study the two different kinds of plant communities. The transects should be at least 500 feet long.</p> <p>(c) At each site, record observations about the soil and other influencing factors AND do the following. Then make a graph or chart to show the results of your studies.</p> <p>(1) Identify each tree within 10 feet of the transect line.</p> <p>(2) Measure the diameter of each tree at 4 feet above the ground, and map and list each tree.</p> <p>(3) Nested Plot</p> <p>(a) Visit two sites, at least one of which is different from the one you visited for Field Botany requirement 1.</p> <p>(b) Mark off nested plots and inventory two different kinds of plant communities.</p> <p>(c) At each site, record observations about the soil and other influencing factors AND do the following. Then make a graph or chart to show the results of your studies.</p> <p>(1) Identify, measure, and map each tree in a 100-by-100-foot plot. (Measure the diameter of each tree larger than 3 inches in diameter at 4 feet above the ground.)</p> <p>(2) Identify and count all trees and shrubs in a 10-by-10-foot plot within each of the larger areas.</p> <p>(3) Identify and count all broad-leaved plants (trees, shrubs, vines, and herbaceous plants) all plants (wildflowers, ferns, grasses, mosses, etc.) of a 4-by-4-foot plot within the 10-by-10-foot plot.</p> <p>(4) Herbarium Visit</p> <p>(a) Write ahead and arrange to visit an herbarium at a university, park, or botanical garden; OR, visit an herbarium website (with your parent or guardian's permission).</p> <p>(b) Tell how the specimens are arranged and how they are used by researchers. If possible, observe voucher specimens of a plant that is rare in your state.</p> <p>(c) Tell how a voucher specimen is mounted and prepared for permanent storage. Tell how specimens should be handled so that they will not be damaged.</p> <p>(d) Tell about the tools and references used by botanists in an herbarium.</p> <p>(5) Plant Conservation Organization Visit</p> <p>(a) Write ahead and arrange to visit a private conservation organization or government agency</p> |

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## Major Requirement Changes as of 1/1/2026

| MERIT BADGE   | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|---------------|--|--|
| Plant Science | 9. Discuss the importance of the Leave No Trace Seven Principles and the Outdoor Code as they relate to plant science. Explain how you have followed the Leave No Trace Seven Principles and the Outdoor Code while in natural areas during field observation, specimen collection, and identification.  |  |
| Programming   | 6. <b>Careers.</b> Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.  | 6. <b>Careers.</b> Find out about three career opportunities that require knowledge in programming. Pick one and find out the education, training, and experience required. Discuss this with your counselor and explain why this career might be of interest to you.  |
| Public Health | 1. Do the following:<br>(a) Explain what public health is.<br>(b) Explain how Escherichia coli (E. coli), tetanus, AIDS, encephalitis, salmonellosis, Lyme disease, and coronavirus (COVID-19) are contracted.<br>(c) Choose any four of the following diseases and explain how each one is contracted and possibly prevented: gonorrhea, West Nile virus, botulism, influenza, syphilis, hepatitis, emphysema, meningitis, herpes, or lead poisoning.<br>(d) For all 10 diseases from (c), explain the type or form of the disease (viral, bacterial, environmental, toxin), any possible vectors for transmission, ways to help prevent exposure or the spread of infection, and available treatments.   | 1. Explain what public health is. Explain how Escherichia coli (E. coli), tetanus, AIDS, encephalitis, salmonellosis, Lyme disease, and coronavirus (COVID-19) are contracted. Then, pick any four of the following diseases and explain how each one is contracted and possibly prevented: gonorrhea, West Nile virus, botulism, influenza, syphilis, hepatitis, emphysema, meningitis, herpes, lead poisoning. For all 10 diseases, explain the type or form of the disease (viral, bacterial, environmental, toxin), any possible vectors for transmission, ways to help prevent exposure or the spread of infection, and available treatments.   |
| Public Health | 7. With your parent or guardian's and counselor's approval, do ONE of the following (a) or (b):<br>(a) Visit your city, county, state, or a federal public health agency.<br>(b) Familiarize yourself with your city, county, state, or a federal health agency's website.<br>After completing either 7(a) or 7(b), do the following:<br>(i) Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.<br>(ii) Explain the role of your health agency as it relates to the outbreak of diseases.<br>(iii) Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after the disaster. | 7. With your parent or guardian's and counselor's approval, do ONE of the following:<br>(a) Visit your city, county, or state public health agency.<br>(b) Familiarize yourself with your city, county, state, or a federal health agency's website.<br>After completing either 7(a) or 7(b), do the following:<br>(i) Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.<br>(ii) Explain the role of your health agency as it relates to the outbreak of diseases.<br>(iii) Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after the disaster. |
| Radio         | 1. <b>Radio Safety.</b> Explain the safety precautions for working with radio gear, including:<br>(a) grounding for direct and alternating current circuits, power outlets, antennas, and lightning.<br>(b) preventing and treating electrical burns<br>(c) preventing lithium-ion battery fires in cellphones and other devices.  | 1. Explain what radio is. Then discuss the following:<br><del>(a) The differences between broadcast radio and hobby radio</del><br><del>(b) The differences between broadcasting and two-way communications</del><br><del>(c) Radio station call signs and how they are used in broadcast radio and amateur radio</del><br><del>(d) The phonetic alphabet and how it is used to communicate clearly.</del>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|-------------|---|--|
| Radio       | <p><b>2. Radio Fundamentals.</b> Do the following:</p> <p>(a) Do the following:</p> <p>(1) Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3,000 Megahertz (MHz).</p> <p>(2) Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.</p> <p>(3) Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), public service (police and fire), cellular, Wi-Fi, and Bluetooth.</p> <p>(b) Discuss the following topics with your counselor:</p> <p>(1) The definition of radio</p> <p>(2) The differences between broadcast radio and two-way radio</p> <p>(3) The differences between commercial broadcast radio and hobby radio.</p> | <p>2. Do the following:</p> <p>— (a) Sketch a diagram showing how radio waves travel locally and around the world.</p> <p>— (b) Explain how the radio stations WWV and WWVH can be used to help determine what you can expect to hear when you listen to a shortwave radio.</p> <p>— (c) Explain the difference between a distant (DX) and a local station.</p> <p>— (d) Discuss what the Federal Communications Commission (FCC) does and how it is different from the International Telecommunication Union.</p>   |
| Radio       | <p><b>3. How Radio Waves Travel.</b> Do the following:</p> <p>(a) Sketch a diagram showing how different radio wavelengths can travel locally or around the world.</p> <p>(b) Explain how the radio stations WWV and WWVH can be used to help determine what you can expect to hear when you listen to a shortwave radio.</p> <p>(c) Explain the difference between a distant (DX) and a local station.</p>   | <p>3. Do the following:</p> <p>— (a) Draw a chart of the electromagnetic spectrum covering 300 kilohertz (kHz) to 3,000 Megahertz (MHz).</p> <p>— (b) Label the MF, HF, VHF, UHF, and microwave portions of the spectrum on your diagram.</p> <p>— (c) Locate on your chart at least eight radio services, such as AM and FM commercial broadcast, citizens band (CB), television, amateur radio (at least four amateur radio bands), and public service (police and fire).</p>  |
| Radio       | <p><b>4. Information by Radio.</b> Discuss the following with your counselor:</p> <p>(a) How radio waves carry information using continuous wave (CW) Morse Code transmission, amplitude modulation (AM), frequency modulation (FM), single sideband (SSB) transmission, and frequency hopping.</p> <p>(b) How digitized radio standards including Bluetooth, Wi-Fi, and 5G can offer more reliable data transmission and reception than analog standards.</p> <p>(c) How the effective range varies for different methods of information encoding.</p> <p>(d) How the maximum data rate from a Wi-Fi radio system compares to a hard-wired or fiber-optic system.</p>  | <p>4. Explain how radio waves carry information. Include in your explanation: transceiver, transmitter, receiver, amplifier, and antenna.</p>  |
| Radio       | <p><b>5. Radio Hardware and Services.</b> Do the following:</p> <p>(a) Explain the differences between a block diagram and a schematic diagram.</p> <p>(b) Draw a block diagram for a radio station that shows a microphone, speaker, transceiver, transmitter, receiver, amplifier, feedline, and antenna and discuss the function of these components.</p> <p>(c) List consumer devices and services that use analog or digital radio communications.</p> <p>(d) Explain how NOAA Weather Radio (NWR) can alert you to danger.</p> <p>(e) Explain how RFID works and what are some of its uses in everyday life.</p>  | <p>5. Do the following:</p> <p>— (a) Explain the differences between a block diagram and a schematic diagram.</p> <p>— (b) Draw a block diagram for a radio station that includes a transceiver, amplifier, microphone, antenna, and feed line.</p> <p>— (c) Discuss how information is sent when using amplitude modulation (AM), frequency modulation (FM), continuous wave (CW) Morse Code transmission, single sideband (SSB) transmission, and digital transmission.</p> <p>— (d) Explain how NOAA Weather Radio (NWR) can alert you to danger.</p> <p>— (e) Explain how cellular telephones work. Identify their benefits and limitations in an emergency.</p> |
| Radio       | <p><b>6. Radio Regulation.</b> Discuss the following with your counselor:</p> <p>(a) What the Federal Communications Commission (FCC) does and how it is different from the International Telecommunication Union (ITU).</p> <p>(b) How radio station call signs are used in broadcast radio and amateur radio</p> <p>(c) How the phonetic alphabet is used to communicate clearly.</p>   | <p>6. Explain the safety precautions for working with radio gear, including the concept of grounding for direct current circuits, power outlets, and antenna systems.</p>  |
| Radio       | <p><b>7. Cell Phones.</b> Do the following:</p> <p>(a) Explain how cellular systems differ from broadcast and hobby radio.</p> <p>(b) Explain what Airplane Mode is and why it is important.</p> <p>(c) Explain how cell phones keep the correct time and show locations and elevations.</p> <p>(d) Explain the benefits and limitations of cell phones in emergencies.</p> <p>(e) Explain wireless charging for cell phones and other devices.</p>   | <p>7. Visit a radio installation (an amateur radio station, broadcast station, or public service communications center, for example) approved in advance by your counselor. Discuss what types of equipment you saw in use, how it was used, what types of licenses are required to operate and maintain the equipment, and the purpose of the station.</p>  |

# Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|-------------|---|--|
| Radio       | <p><b>8. Amateur and Professional Radio.</b> Do ONE of the following options:<br/> <b>Option A—Amateur Radio.</b> Do ALL of the following:</p> <ol style="list-style-type: none"> <li>(1) Tell why the FCC has an amateur radio service. Describe activities that amateur radio operators can do on the air, once they have earned an amateur radio license.</li> <li>(2) Explain differences between the Technician, General, and Extra Class license requirements and privileges. Explain who administers amateur radio exams.</li> <li>(3) Explain at least five Q signals or amateur radio terms.</li> <li>(4) Explain how you would make an emergency call on voice or Morse code.</li> <li>(5) Explain the differences between handheld, mobile, and base station transceivers and their uses. Explain the use of amateur radio repeaters.</li> <li>(6) Using proper call signs, Q signals, and abbreviations, carry on a 10-minute real or simulated amateur radio contact using voice, Morse code, or digital mode. <b>Properly log the real or simulated amateur radio contact, and record the signal report.</b></li> </ol> <p><b>Note:</b> Licensed amateur radio operators may substitute five QSL cards as evidence of contacts with five amateur radio operators.</p> | <p>9. Do ONE of the following options:<br/> <del>(a) Option A — Amateur Radio.</del> Do the following:</p> <ol style="list-style-type: none"> <li>(1) Tell why the FCC has an amateur radio service. Describe activities that amateur radio operators can do on the air, once they have earned an amateur radio license.</li> <li>(2) Explain differences between the Technician, General, and Extra Class license requirements and privileges. Explain who administers amateur radio exams.</li> <li>(3) Explain at least five Q signals or amateur radio terms.</li> <li>(4) Explain how you would make an emergency call on voice or Morse code.</li> <li>(5) Explain the differences between handheld, mobile, and base station transceivers and their uses. Explain the use of amateur radio repeaters.</li> <li>(6) Using proper call signs, Q signals, and abbreviations, carry on a 10-minute real or simulated amateur radio contact using voice, Morse code, or digital mode. (Licensed amateur radio operators may substitute five QSL cards as evidence of contacts with five amateur radio operators. Properly log the real or simulated ham radio contact, and record the signal report.)</li> </ol> |
| Radio       | <p><b>8. Option E—Family Radio Service (FRS) &amp; General Mobile Radio Service (GMRS) Walkie Talkies.</b> Do ALL of the following:</p> <ol style="list-style-type: none"> <li>(1) Explain what the Family Radio Service (FRS) and General Mobile Radio Service (GMRS) are and how they are different from each other, from other commercial two-way radios, and from Citizens Band (CB) &amp; Amateur Radio (HAM).</li> <li>(2) Explain each of the following for using a FRS radio or GMRS walkie talkie: <ol style="list-style-type: none"> <li>(a) Is any type of license needed to use these radios? If so: what kind?</li> <li>(b) what radio frequencies are used and how is information encoded?</li> <li>(c) how much power can be used when transmitting?</li> <li>(d) what type of antenna can be used?</li> <li>(e) what is the effective range and what limits it?</li> <li>(f) what are common everyday uses for these radios?</li> <li>(g) how can these radios be useful in an emergency?</li> </ol> </li> <li>(3) Use the FRS radios or GMRS walkie talkies with family, friends, or Scouts on a hike, at an event, or in a team game. Discuss what you learned with your counselor.</li> </ol>  |  |
| Radio       | <p><b>9. Careers.</b> Do ONE of the following.</p> <ol style="list-style-type: none"> <li>(a) Explore careers related to radio. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work or train. Discuss your findings and career interest with your counselor.</li> <li>(b) Explore how you could use radio knowledge and skills to develop a hobby or to serve as a volunteer. If possible, with permission of your parent or guardian, interview a radio hobbyist or volunteer. Research training and licensing needed, expenses, and organizations that promote or support your objectives. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.</li> </ol>   | <p><del>8. Find out about three career opportunities in radio. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</del></p>   |
| Reading     | 1(b) Learn how to search for material using a library's card catalog or computerized catalog by author, title, and subject.   | 1(b) Learn how to search a library's card catalog or computerized catalog by author, title, and subject.   |
| Reading     | 1(e) Explain what a library card is, why it is needed, and how to get one.  | 1(e) Explain what is a library card, why it is needed, and how to get one.   |
| Reading     | 3(a) Write a review of the book. Include what you liked and/or didn't like about the book. Include whether you would recommend this book, and if so, who might enjoy reading it.  | 3(a) Write a review of the book. Include what you liked, <del>didn't like</del> about the book. Include whether you would recommend this book, and if so, who might enjoy reading it.  |
| Reading     | 7. Identify three career opportunities that would use skills and knowledge in reading. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.   | new requirement  |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|-------------|---|--|
| Robotics    | <p>7. Do ONE of the following:</p> <p>(a) Identify three career opportunities that would use skills and knowledge in Robotics. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.</p> <p>(b) Identify how you might use the skills and knowledge in Robotics to pursue a personal hobby. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.</p>  | <p><del>7. <b>Careers.</b> Name three career opportunities in robotics. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</del></p>  |
| Rowing      | <p>2. Before completing requirements 4, 5, 6, and 7, successfully complete the Scouting America swimmer test.</p> <p><b>Note:</b> See the <i>Swimming</i> merit badge pamphlet for details about the Scouting America swimmer test.</p>   | <p>2. Before completing requirements 4, 5, 6, and 7, successfully complete the Scouting America swimmer test.</p>  |
| Safety      | <p>1. <b>Safety and Hazards.</b> Do the following:</p> <p>(a) Explain what safety is and what it means to be safe.</p> <p>(b) Explain what hazards are and how people manage hazards to reduce risks of harm and to improve safety.</p>   | <p><del>1. Explain what safety is and what it means to be safe. Then prepare a notebook to include:</del></p> <ul style="list-style-type: none"> <li><del>— (a) Newspaper, internet (with parent or guardian's permission), or other articles, facts, and statistics showing common types and causes of injuries in the home and in the workplace, and how these injuries could be prevented</del></li> <li><del>— (b) Newspaper, internet (with parent or guardian's permission), or other articles, facts, and statistics showing common types of crime and ways to avoid being a crime victim</del></li> <li><del>— (c) A paragraph or more, written by you, explaining how a serious fire, accident, crime, or a natural disaster could change your family life</del></li> <li><del>— (d) A list of safe practices and safety devices currently used by your family, such as safety practices used at home, while working, and while driving.</del></li> </ul> |
| Safety      | <p>2. <b>Family and Home Safety.</b> Do the following:</p> <p>(a) Explain common causes of and prevention of home injuries.</p> <p>(b) Discuss the dangers involved with the use of fireworks.</p> <p>(c) Explain common causes of and prevention of home fires.</p> <p>(d) Using the Home Safety Checklist in the Safety merit badge pamphlet or one approved by your counselor, inspect your home or a similar building for hazards with an adult. Review your checklist and findings with your counselor.</p> <p>(e) Develop a fire-escape plan for your home or for a similar building. Include in your drawings exit routes from each room and a meeting place outside. Conduct a fire-escape drill. Review your plan and your drill with your counselor.</p> <p>(f) Develop a family emergency action plan for evacuation because of weather or other natural disasters that occur in your area. Using a checklist in the Safety merit badge pamphlet or one approved by your counselor, assemble or inspect an emergency supplies kit. Explain to your counselor how a family would use the plan and the kit supplies in an emergency.</p> | <p><del>2. Do the following:</del></p> <ul style="list-style-type: none"> <li><del>— (a) Using a safety checklist approved by your counselor, make an inspection of your home. Identify any hazards found and explain how these can be corrected.</del></li> <li><del>— (b) Review and develop your family's fire prevention plan. Review your family's emergency action plan for fire in your home. As you develop these plans with family members, share with them facts about the common causes of fire in the home, such as smoking, cooking, electrical appliances, and candles.</del></li> <li><del>— (c) Develop a family emergency action plan for a natural disaster.</del></li> <li><del>— (d) Explain what risk assessment is and its purpose.</del></li> <li><del>— (e) Explain the Scouting America's Commitment to Safety.</del></li> </ul>  |
| Safety      | <p>3. <b>Safety from Crime.</b> Do the following:</p> <p>(a) Explain common types of crimes that can affect teens.</p> <p>(b) Using a Home Security Checklist in the Safety merit badge pamphlet or one approved by your counselor, inspect your home or a similar building for crime security measures with an adult. Review your checklist and findings with your counselor.</p>  | <p><del>3. Do the following:</del></p> <ul style="list-style-type: none"> <li><del>— (a) Discuss with your counselor how you contribute to the safety of yourself, your family, and your community.</del></li> <li><del>— (b) Show your family members how to protect themselves and your home from accidents, fire, burglary, robbery, and assault.</del></li> <li><del>— (c) Discuss with your counselor the tips for online safety. Explain the steps individuals can take to help prevent identity theft.</del></li> <li><del>— (d) Discuss with your counselor the three R's of Youth Protection and how to recognize child abuse.</del></li> </ul>   |
| Safety      | <p>4. <b>Safety in Public Places.</b> Explain each of the following to your counselor:</p> <p>(a) How a person would safely exit from public buildings, a hotel, and a stadium in an emergency.</p> <p>(b) How and why Scouts would take shelter at camp.</p> <p>(c) How should Scouts respond to an active shooter.</p> <p>(d) The meaning of this saying: "If You See Something, Say Something.®"</p>   | <p><del>4. Show your family the exits you would use from different public buildings (such as a theater, municipal building, library, supermarket, shopping center, or your place of worship) in the event of an emergency. Teach your family what to do in the event that they need to take shelter in or evacuate a public place.</del></p>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE       | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|-------------------|---|---|
| Safety            | <b>5. Safeguarding Youth.</b> Do the following:<br>(a) Discuss Scouting America's Safeguarding Youth guidelines that adults and Scouts must follow so that everyone is safe at Scouting activities.<br>(b) Discuss with your counselor what situations and behaviors would prompt you to Recognize, Resist, and Report a possible abuse situation.<br>(c) Discuss how you, other Scouts, leaders, and anyone can report situations suspicious for abuse through the Scouts First Helpline and other means.  | <del>5. Make an emergency action plan for five family activities outside the home (at your place of worship, at a theater, on a picnic, at the beach, and while traveling, for example). Each plan should include an analysis of possible hazards, proposed action to correct hazards, and reasons for the correction you propose in each plan.</del> |
| Safety            | <b>6. Safety from Assault.</b> Explain how to avoid or prevent:<br>(a) Assault on a street<br>(b) Assault at a restaurant event<br>(c) Sexual assault at a party or on a date.  | <del>6. Plan and complete a safety project approved by your counselor for your home, school, place of worship, place of employment, or community.</del>   |
| Safety            | <b>7. Online Safety.</b> Discuss the following with your counselor:<br>(a) How to avoid being the victim of online crimes.<br>(b) Common online financial scams.<br>(c) Effective online security.<br>(d) Identity theft and how to prevent it.<br>(e) How criminals use social media to target victims.<br>(f) How bullying, texting, and sharing photos can become crimes.  | <del>7. Explain what the National Terrorism Advisory System is and how you would respond to each type of alert.</del>   |
| Safety            | <b>8. Travel Safety.</b> Explain guidelines for traveling safely:<br>(a) as a pedestrian in a city<br>(b) in a friend's car or truck<br>(c) in a rideshare vehicle<br>(d) on a bus<br>(e) on a subway or train<br>(f) on a commercial airplane.   |   |
| Safety            | <b>9. Careers.</b> Do ONE of the following:<br>(a) Explore careers related to Safety merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills related to safety to pursue a hobby, lifestyle, or service as a volunteer. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursue this. | <del>8. Learn about three career opportunities in the field of safety. Pick one career and find out the education, training, and experience required for this profession. Discuss this choice with your counselor, and explain why this profession might interest you.</del>  |
| Scouting Heritage | <b>2.</b> Do the following:<br>(a) Give a short biographical summary of any TWO of the following, and tell of their roles in how Scouting developed and grew in the United States.<br>(1) Daniel Carter Beard<br>(2) William D. Boyce<br>(3) Waite Phillips<br>(4) Ernest Thompson Seton<br>(5) James E. West<br>(6) "Green Bar Bill" Hillcourt<br>(7) Frederick Russell Burnham<br>(8) Dr. Charles Eastman<br>(9) Edgar Robinson.  | 2. Do the following:<br>(a) Give a short biographical summary of any TWO of the following, and tell of their roles in how Scouting developed and grew in the United States.<br>(1) Daniel Carter Beard<br>(2) William D. Boyce<br>(3) Waite Phillips<br>(4) Ernest Thompson Seton<br>(5) James E. West<br>(6) "Green Bar Bill" Hillcourt.             |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE       | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT  |
|-------------------|--|---|
| Scouting Heritage | 5. Research the history of your unit, council, summer camp, or Order of the Arrow lodge. With the permission of a parent or guardian, your research methods may include an internet or library search, interviews with Scout leaders, or visits to locations where you learn about your topic. Prepare an oral or written report, a presentation, or a video of your research and review it with your counselor.   | 5. Learn about the history of your unit or Scouting in your area. Interview at least two people (one from the past and one from the present) associated with your troop. These individuals could be adult unit leaders, Scouts, troop committee members, or representatives of your troop's chartered organization. Find out when your unit was originally chartered. Create a report of your findings on the history of your troop, and present it to your patrol or troop or at a court of honor, and then add it to the troop's library. This presentation could be in the form of an oral/written report, an exhibit, a scrapbook, or a computer presentation such as a slide show. |
| Scouting Heritage | 9. <b>Careers.</b> Do ONE of the following:<br>(a) Explore careers related to Scouting. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to serve as a Scouting volunteer. Research any training needed, expenses, and how you could serve as a unit, district, council, regional, or national volunteer. Discuss with your counselor what short-term and long-term goals you might have if you pursued this. | New requirement.  |
| Sculpture         | 3. Do ONE of the following:<br>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.<br>(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.   | 3. Find out about career opportunities in sculpture. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.  |
| Search and Rescue | 1. <b>Hazards and First Aid.</b> Do the following:<br>(a) Show or explain first aid for, and prevention of, injuries and conditions that searchers and subjects could develop during an SAR situation, including:<br>(1) Dehydration<br>(2) Heatstroke<br>(3) Hypothermia<br>(4) Shock<br>(5) Blisters<br>(6) Eye injuries<br>(7) Ankle and knee sprains<br>(8) Bug bites of chiggers, ticks, mosquitoes, and biting gnats<br>(9) Bee stings<br>(10) Bites of spiders<br>(11) Sting of a scorpion<br>(12) Bite of a wild mammal<br>(13) Bite of a venomous snake.<br>(b) Explain how the Scout Essentials address hazards outdoors and help lost Scouts stay safe before they are rescued.<br>(c) Discuss how the safety gear carried by SAR team members in their field packs address SAR hazards.  | 1. Do the following:<br>(a) <del>Explain to your counselor the hazards you are most likely to encounter while participating in search and rescue (SAR) activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.</del><br>(b) <del>Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in SAR activities, including: snakebites, dehydration, shock, environmental emergencies such as hypothermia or heatstroke, blisters, and ankle and knee sprains.</del>  |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE       | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT  |
|-------------------|--|---|
| Search and Rescue | <p><b>2. Staying and Getting Found.</b> Do the following:</p> <p>(a) Explain how a trip plan and the buddy system help Scouts with staying found and getting found.</p> <p>(b) Explain how seasonal and daily weather changes affect Trip Plans.</p> <p>(c) Explain and show how a lost Scout could send signals that would alert a ground, airborne, or water SAR team to their location.</p> <p>(d) Demonstrate how to use a signaling mirror.</p> <p>(e) Explain how a Personal Locator Beacon (PLB) works and the role of the Air Force Rescue Coordination Center (AFRCC).</p>  | <p>2. Demonstrate knowledge to stay found and prevent yourself from becoming the subject of a SAR mission.</p> <p>(a) How does the buddy system help in staying found and safe?</p> <p>(b) How can knowledge of the area and its seasonal weather changes affect your plans?</p> <p>(c) Explain how the Ten Essentials are similar to a "ready pack."</p>   |
| Search and Rescue | <p><b>3. Maps.</b> Using a map, a compass and a GPS device or app approved by your counselor, do the following:</p> <p>(a) Point out and explain the 5 D's (Date, Description, Details, Direction or Declination, Distance) of the map.</p> <p>(b) Choose a location on the map and record the altitude, latitude, longitude, and US National Grid coordinates. Describe how these coordinate systems differ.</p> <p>(c) Orient the map and take a bearing to another map location. Estimate the distance between, and describe the terrain between, the two locations.</p> <p>(d) Show a hypothetical place last seen and point out an area on your map that could be used for containment using natural or human-made boundaries.</p>  | <p>7. Discuss the Universal Transverse Mercator (UTM) system, latitude, and longitude. Then do the following:</p> <p>(a) Using a 1:24,000 scale USGS topographic map, show that you can identify a location of your choice using UTM coordinates.</p> <p>(b) Using a 1:24,000 scale map, ask your counselor to give you a UTM coordinate on the map, then identify that location.</p> <p>(c) Show that you can identify your current location using the UTM coordinates on a Global Positioning System (GPS) unit and verify it on a 1:24,000 scale map.</p> <p>(d) Determine a hypothetical place last seen, and point out an area on your map that could be used for containment using natural or human-made boundaries.</p>  |
| Search and Rescue | <p><b>4. Incident Command System (ICS).</b> Do the following:</p> <p>(a) Explain how a local ICS is organized and how it compares with Scouting's patrol method.</p> <p>(b) Explain how local community agencies work to train for and manage search and rescue situations.</p>  | <p>4. Find out who in your area has authority for search and rescue and what their responsibilities are. Discuss this with your counselor, and explain the official duties of a search and rescue team.</p> <p>–</p> <p>5. Working with your counselor, become familiar with the Incident Command System. You may use any combination of resource materials, such as printed or online. Discuss with your counselor how features of the ICS compare with Scouting's patrol method*</p>  |
| Search and Rescue | <p><b>5. SAR Teams.</b> Do the following:</p> <p>(a) Explain the official duties of a search and rescue team.</p> <p>(b) Explain the differences between wilderness, urban, and water SARs.</p> <p>(c) Identify four types of search and rescue teams and explain situations where they are used.</p>  | <p>4. Find out who in your area has authority for search and rescue and what their responsibilities are. Discuss this with your counselor, and explain the official duties of a search and rescue team.</p> <p>–</p> <p>6. Identify four types of search and rescue teams and discuss their use or role with your counselor. Then do the following:</p> <p>(a) Interview a member of one of the teams you have identified above, and learn how this team contributes to a search and rescue operation. Discuss what you learned with your counselor.</p> <p>(b) Describe the process and safety methods of working around at least two of the specialized SAR teams you identified above.</p> <p>(c) Explain the differences between wilderness, urban, and water SARs.</p>   |
| Search and Rescue | <p><b>6. Search and Rescue Procedures.</b> Do the following:</p> <p>(a) Explain the difference between search and rescue.</p> <p>(b) Explain the difference between PLS (place last seen) and LKP (last known point)</p> <p>(c) Explain the importance of effective communication in SAR operations.</p> <p>(d) Explain how predictions of "lost person behavior" determine SAR search plans for a young child, a teenager, and an adult.</p> <p>(e) Explain the following terms:</p> <ol style="list-style-type: none"> <li>Evaluating search urgency</li> <li>Establishing confinement</li> <li>Scent item</li> <li>Area air scent dog</li> <li>Briefing and debriefing</li> <li>Clue awareness</li> <li>Evidence preservation</li> <li>Tracking a subject</li> <li>Locating a subject using attraction</li> <li>Hasty search</li> <li>Trail sweep search</li> <li>Grid search.</li> </ol> | <p>3. Discuss the following with your counselor:</p> <ol style="list-style-type: none"> <li>The difference between search and rescue</li> <li>The difference between PLS (place last seen) and LKP (last known point)</li> </ol> <p>1) AFRCC (Air Force Rescue Coordination Center)</p> <p>(c) Explain the following terms:</p> <ol style="list-style-type: none"> <li>Evaluating search urgency</li> <li>Establishing confinement</li> <li>Scent item</li> <li>Area air scent dog</li> <li>IAP (Incident Action Plan)</li> <li>ICS (Incident Command System)</li> <li>Briefing and debriefing.</li> </ol> <p>9. Discuss with your counselor the terms hasty team and hasty search. Then do the following:</p> <p>8 (c) Discuss with your counselor the behavior of a lost person and how that would impact your incident action plan (for example, the differences between searching for a young child versus a teen).</p> |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE               | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|---------------------------|--|--|
| Search and Rescue         | <p><b>7. Plan and Complete a Search.</b> Do the following with a team of Scouts, friends, or family to execute a practice SAR exercise:</p> <p>(a) Choose a hypothetical SAR scenario, either one presented in the Search and Rescue merit badge pamphlet or one approved by your counselor.</p> <p>(b) Develop an Incident Action Plan (IAP) for a hasty search using the scenario information.</p> <p>(c) Before the search begins, conduct a PAUSE briefing to review hazards, safety concerns, personal and shared Scout Essentials, and other gear.</p> <p>(d) Execute the search.</p> <p>(e) After the search, hold a team debriefing to discuss the search, problems, successful and unsuccessful tactics, and ideas for improvement.</p>   | <p>8. Choose a hypothetical scenario, either one presented in this merit badge pamphlet or one created by your counselor. Then do the following:</p> <p>(a) Complete an incident objectives form for this scenario.</p> <p>(b) Complete an Incident Action Plan (IAP) to address this scenario.</p> <p>-</p> <p>(d) After completing 8a-8c, discuss the hypothetical scenario with your counselor.</p> <p>-</p> <p>9(a) Plan and carry out a practice hasty search either urban or wilderness for your patrol or troop. Include the following elements in the search: clue awareness, evidence preservation, tracking the subject, and locating the subject using attraction or trail sweep.</p> <p>9(b) When it's over, hold a team debriefing to discuss the hasty search. Discuss problems encountered, successful and unsuccessful tactics, and ideas for improvement.</p>   |
| Search and Rescue         | <p><b>8. Careers.</b> Do ONE of the following:</p> <p>(a) Explore careers related to Search and Rescue merit badge or emergency management. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from this merit badge to serve as a volunteer on a disaster relief team, a wilderness rescue team, or a ski patrol. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.</p>   | <p>10. Find out about three career or volunteer opportunities in search and rescue. Pick one and find out the education, training, and experience required for this professional or volunteer position. Discuss this with your counselor, and explain why this position might interest you.</p>  |
| Signs, Signals, and Codes | <p><b>4. Do the following:</b></p> <p>(a) Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used.</p> <p>(b) Explain to your counselor the difference between semaphore flags and nautical flags.</p> <p>(c) <b>After 4(a) and 4(b) have been completed, then do the following:</b></p> <p>(1) Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.</p> <p>(2) Using illustrations or photographs, identify 10 examples of nautical flags and discuss their importance.</p>   | <p>4. Give your counselor a brief explanation about semaphore, why it is used, how it is used, and where it is used. Explain the difference between semaphore flags and nautical flags. Then do the following:</p> <p>(a) Spell your first name using semaphore. Send or receive a message of six to 10 words using semaphore.</p> <p>(b) Using illustrations or photographs, identify 10 examples of nautical flags and discuss their importance.</p>   |
| Skating                   | <p>2. Working under the supervision of an experienced adult, do ONE of the following options.</p> <p><b>Option A—Ice Skating.</b> Do <b>ALL</b> of the following:</p> <p>(1) <b>Explain</b> the general safety rules and courtesy <b>guidelines</b> for ice skating.</p> <p>(2) Discuss preparations that must be taken when skating outdoors on natural ice. Explain how to make an ice rescue.</p> <p>(3) Discuss the parts and functions of the different types of ice skates.</p> <p>(4) Describe the proper way to carry ice skates <b>at the rink and for travel</b>.</p> <p>(5) Describe how to store ice skates for long periods of time, such as seasonal storage.</p> <p>(6) Skate forward at least 40 feet and come to a complete stop. Use either a two-foot snowplow stop or a one-foot snowplow stop.</p> <p>(7) After skating forward, glide forward on two feet, then on one foot, first right and then left.</p> <p>(8) Starting from a T position, stroke forward around a test area, avoiding the use of toe picks if wearing figure skates.</p> <p>(9) Glide backward on two feet for at least two times the skater's height.</p> <p>(10) Skate backward for at least 20 feet on two skates.</p> <p>(11) After gaining forward speed, glide forward on two feet, making a turn of 180 degrees around a cone, first to the right and then to the left</p> | <p>2 Working under the supervision of an experienced adult, do ONE of the following options.</p> <p>Option A — Ice Skating</p> <p>(a) Do the following:</p> <p>(1) <b>Give</b> general safety and courtesy <b>rules</b> for ice skating. Discuss preparations that must be taken when skating outdoors on natural ice. Explain how to make an ice rescue.</p> <p>(2) Discuss the parts and functions of the different types of ice skates.</p> <p>(3) Describe the proper way to carry ice skates.</p> <p>(4) Describe how to store ice skates for long periods of time, such as seasonal storage.-</p> <p>(b) <b>Do the following:</b></p> <p>(1) Skate forward at least 40 feet and come to a complete stop. Use either a two-foot snowplow stop or a one-foot snowplow stop.</p> <p>(2) After skating forward, glide forward on two feet, then on one foot, first right and then left.</p> <p>(3) Starting from a T position, stroke forward around <del>the</del> test area, avoiding the use of toe picks if wearing figure skates.</p> <p>(c) <b>Do the following:</b></p> <p>(1) Glide backward on two feet for at least two times the skater's height.</p> <p>(2) Skate backward for at least 20 feet on two skates.</p> <p>(3) After gaining forward speed, glide forward on two feet, making a turn of 180 degrees around a cone, first to the right and then to the left.</p> |

# Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|-------------|--|--|
| Skating     | <p><b>2. Option B—Roller Skating.</b> Do <b>ALL</b> of the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Explain the</b> general safety <b>rules</b> and etiquette <b>guidelines</b> for roller skating.</li> <li>(2) Discuss the parts of <b>a</b> roller skate <b>and their functions</b>.</li> <li>(3) Describe five essential steps to good <b>roller</b> skate care.</li> <li>(4) Skate forward with smooth, linked strokes on two feet for at least 100 feet in both directions around the rink and demonstrate proper techniques for stopping.</li> <li>(5) Skate forward and glide at least 15 feet on one skate, then on the other skate.</li> <li>(6) Perform a forward crossover.</li> <li>(7) Skate backward for at least 40 feet on two skates, then for at least 15 feet on one skate.</li> <li>(8) Skate forward in a slalom pattern for at least 40 feet on two skates, then for at least 20 feet on one skate.</li> <li>(9) Skate backward in a slalom pattern for at least 15 feet on two skates.</li> <li>(10) Shuttle skate once around the rink, bending twice along the way, without stopping.</li> <li>(11) Perform a series of two consecutive spins on skates, OR hop, skip, and jump on skates for at least 10 feet.</li> <li>(12) Perform <b>a</b> stepover.</li> <li>(13) While skating, dribble a basketball <b>at least 40 feet</b>, then <b>back</b> to your starting position, OR push a hockey ball with a stick <b>at least 40 feet</b>, then <b>back to your starting position</b>.</li> </ol> | <p><b>Option B - Roller Skating.</b></p> <ol style="list-style-type: none"> <li><del>(a) Do the following:</del></li> <li>(1) <del>Give</del> general safety and etiquette <del>rules</del> for roller skating.</li> <li>(2) Discuss the parts <del>and functions</del> of <del>the</del> roller skate.</li> <li>(3) Describe five essential steps to good skate care.-</li> <li><del>(b) Do the following:</del></li> <li><del>(1)</del> Skate forward with smooth, linked strokes on two feet for at least 100 feet in both directions around the rink and demonstrate proper techniques for stopping.</li> <li><del>(2)</del> Skate forward and glide at least 15 feet on one skate, then on the other skate.-</li> <li><del>(c) Do the following:</del></li> <li><del>(1)</del> Perform the forward crossover.</li> <li><del>(2)</del> Skate backward for at least 40 feet on two skates, then for at least 15 feet on one skate.</li> <li><del>(3)</del> Skate forward in a slalom pattern for at least 40 feet on two skates, then for at least 20 feet on one skate.</li> <li><del>(4)</del> Skate backward in a slalom pattern for at least 15 feet on two skates.-</li> <li><del>(d) Do the following:</del></li> <li><del>(1)</del> Shuttle skate once around the rink, bending twice along the way without stopping.</li> <li><del>(2)</del> Perform a series of two consecutive spins on skates, OR hop, skip, and jump on skates for at least 10 feet.</li> <li><del>(e) Do the following:</del></li> <li><del>(1) Race on a speed track, demonstrating proper technique in starting, cornering, passing, and pacing.</del></li> <li><del>(2) Perform the limbo under a pole placed at least chest high, OR shoot the duck under a waist high pole and rise while still on one foot.</del></li> <li><del>(3) Perform the stepover.</del></li> <li><del>(4) While skating, dribble a basketball the length of the floor, then return to your starting position, OR push a hockey ball with a stick around the entire rink in both directions.</del></li> </ol> |
| Skating     | <p><b>2. Option C—In-Line Skating.</b> Do <b>ALL</b> of the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Explain the</b> general safety rules and <b>courtesy guidelines for in-line skating</b>.</li> <li>(2) Describe the parts of <b>an</b> in-line skate <b>and their functions</b>.</li> <li>(3) Describe the required and recommended safety equipment <b>for in-line skating</b>.</li> <li>(4) <b>Explain</b> four essential steps to good <b>in-line</b> skate care.</li> <li>(5) Skate forward with smooth, linked strokes on two feet for at least 100 feet.</li> <li>(6) Skate forward and glide at least 15 feet on one skate, then on the other skate.</li> <li>(7) Stop on command on flat pavement using the heel brake.</li> <li>(8) Perform a forward crossover.</li> <li>(9) Perform a series of forward, linked swizzles for at least 40 feet.</li> <li>(10) Skate backward for at least 40 feet in a series of linked, backward swizzles.</li> <li>(11) From a strong pace, perform a lunge turn around an object predetermined by your counselor.</li> <li>(12) Perform a mohawk.</li> <li>(13) Perform a series of at least four one-footed downhill slaloms on pavement with a gentle slope.</li> <li>(14) Describe how to pass a pedestrian or another skater from behind.</li> <li>(15) Describe at least three ways to avoid an unforeseen obstacle while skating.</li> <li>(16) Describe two ways to get on and off a curb, and demonstrate at least one of these methods.</li> </ol>                 | <p>Option C -- In-Line Skating</p> <ol style="list-style-type: none"> <li><del>(a) Do the following:</del></li> <li>(1) Give general and in-line skating safety rules and etiquette.</li> <li>(2) Describe the parts and functions of the in-line skate.</li> <li>(3) Describe the required and recommended safety equipment.</li> <li>(4) <del>Describe</del> four essential steps to good skate care.-</li> <li><del>(b) Do the following:</del></li> <li><del>(1)</del> Skate forward with smooth, linked strokes on two feet for at least 100 feet.</li> <li><del>(2)</del> Skate forward and glide at least 15 feet on one skate, then on the other skate.</li> <li><del>(3)</del> Stop on command on flat pavement using the heel brake.-</li> <li><del>(c) Do the following:</del></li> <li><del>(1)</del> Perform <del>the</del> forward crossover.</li> <li><del>(2)</del> Perform a series of forward, linked swizzles for at least 40 feet.</li> <li><del>(3)</del> Skate backward for at least 40 feet in a series of linked, backward swizzles.</li> <li><del>(4)</del> From a strong pace, perform a lunge turn around an object predetermined by your counselor.</li> <li><del>(5)</del> Perform a mohawk..</li> <li><del>(d) Do the following:</del></li> <li><del>(1)</del> Perform a series of at least four one-footed downhill slaloms on pavement with a gentle slope.</li> <li><del>(2)</del> Describe how to pass a pedestrian or another skater from behind.</li> <li><del>(3)</del> Describe at least three ways to avoid an unforeseen obstacle while skating.</li> <li><del>(4)</del> Describe two ways to get on and off a curb, and demonstrate at least one of these methods.</li> </ol>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE        | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|--------------------|---|--|
| Skating            | <p><b>2. Option D—Skateboarding. Do ALL of the following:</b></p> <p>(1) <b>Explain the</b> history and evolution of skateboarding.</p> <p>(2) <b>Describe the</b> benefits of skateboarding (physical fitness, balance, coordination, perseverance, and creativity).</p> <p>(3) <b>Explain the safety rules and courtesy guidelines for skateboarding, including right-of-way and communication signals and warnings.</b></p> <p>(4) <b>Explain the protective gear needed to skate safely, including helmet, knee pads, elbow pads, and wrist guards, and show how to wear them correctly.</b></p> <p>(5) <b>Describe the two main styles of skateboarding (street and vert), and describe common skatepark features (ramps, manual pad, rails, spine, etc.).</b></p> <p>(6) <b>Explain skateboard anatomy (deck, trucks, wheels, hardware, etc.).</b></p> <p>(7) <b>Build a board by assembling all pieces (deck, wheels, trucks, hardware, and grip tape) in the proper order.</b></p> <p>(8) <b>Explain skateboard maintenance (cleaning, adjusting bolts, and replacing parts).</b></p> <p>(9) <b>Explain the difference between regular and goofy stance, and demonstrate your preferred stance.</b></p> <p>(10) <b>Demonstrate how to push, cruise, and carve on flat ground.</b></p> <p>(11) <b>Show at least two</b> braking and stopping techniques.</p> <p>(12) <b>Do a basic ollie and at least one variation.</b></p> <p>(13) <b>Show how to drop-in from coping.</b></p> <p>(14) <b>Demonstrate THREE skateboarding tricks from the following types:</b></p> <p>(a) Flat ground tricks</p> <p>(b) Flip and shove-it tricks</p> <p>(c) Grind and slide tricks</p> <p>(d) Air and grab tricks</p> <p>(e) Footplant tricks.</p> | <p>Option D - Skateboarding.</p> <p><del>(a) Explain the following to your counselor:</del></p> <p>(1) History and evolution of skateboarding</p> <p>(2) Benefits of skateboarding (physical fitness, balance, coordination, perseverance, and creativity)-</p> <p><del>(3) Purpose of skateboarding safety and protective gear (helmets, knee pads, elbow pads, wrist guards).</del></p> <p><del>(b) Explain the following to your counselor:</del></p> <p><del>(1) Rules and regulations of skateparks</del></p> <p><del>(2) Understanding skatepark zones (street, bowl, and ramp)</del></p> <p><del>(3) Right of way and respect for others</del></p> <p><del>(4) Communication signals and warnings.</del></p> <p><del>(c) Do the following:</del></p> <p>(1) Explain skateboard anatomy (deck, trucks, wheels, bearings)</p> <p>(2) Build a board by assembling all pieces (deck, wheels, trucks, bearing, and grip tape) in the proper order</p> <p>(3) Explain skateboard maintenance (cleaning, tightening bolts, and replacing parts)-</p> <p><del>(d) Demonstrate the following skateboarding skills:</del></p> <p><del>(1) Stance and foot placement (regular and goofy)-</del></p> <p><del>(2) Pushing and balance</del></p> <p><del>(3) Turning and carving</del></p> <p>(4) Braking and stopping techniques-</p> <p><del>(5) Ollies (basic and variations).</del></p> <p><del>(e) Demonstrate a total of three skateboarding tricks from the following types:</del></p> <p><del>(1) Flatland tricks</del></p> <p><del>(2) Flip and shove-it tricks</del></p> <p><del>(3) Grind and slide tricks</del></p> <p><del>(4) Air, grab, bowl and ramp tricks</del></p> <p><del>(5) Footplant tricks-</del></p> <p><del>(6) Balance tricks.</del></p> |
| Small-Boat Sailing | <p>2. Before doing requirements 3 through 9, successfully complete the Scouting America swimmer test:</p> <p><b>Note:</b> See the <i>Swimming</i> merit badge pamphlet for details about the Scouting America swimmer test.</p>   | <p>2. 2. Before doing requirements 3 through 9, successfully complete the Scouting America swimmer test.</p>   |
| Snow Sports        | <p>6 (a) <b>Explain the elements of the Your Responsibility Code that is in effect at the location where you will ski, snowboard, or snowshoe.</b> Explain why each person must follow this code.</p>   | <p>6 (a) <del>Tell the meaning</del> of the Your Responsibility Code <del>for skiers, snowboarders, and snowshoers.</del> Explain why each <del>hiker</del> must follow this code.</p>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT  |
|-------------|--|---|
| Snow Sports | <p>7. Do ONE of the following options:<br/> <b>Option A—Downhill (Alpine) Skiing.</b> Do <b>ALL</b> of the following:</p> <p><b>Note:</b> Generally, a gentle slope will be a trail designated by a green circle, a slightly steeper slope will be a green circle or blue square trail, and an intermediate slope will be a blue square trail. However, your counselor should determine what type of hill is most suited to your skill level and allows you to demonstrate each of the required skills.</p> <p>(1) Show how to wax and maintain your skis and use/maintain your release bindings. Explain the international DIN standard and what it means to skiers.</p> <p>(2) Explain the American Teaching System and a basic snow skiing progression.</p> <p>(3) Discuss the different types of Alpine skis. Demonstrate two ways to carry skis and poles safely and easily.</p> <p>(4) Demonstrate how to ride one kind of lift and explain how to ride two others.</p> <p>(5) On a gentle slope, demonstrate some of the beginning maneuvers learned in skiing. Include the straight run, gliding wedge, wedge stop, sidestep, and herringbone maneuvers.</p> <p>(6) On slightly steeper terrain, show linked wedge turns.</p> <p>(7) On a moderate slope, demonstrate five to 10 christies.</p> <p>(8) Make a controlled run down a intermediate slope.</p> <p>(9) Demonstrate the ability to ski in varied conditions, including changes in pitch and snow conditions, and moguls. <b>Maintain your balance and ability to turn.</b></p> <p>(10) Name the major ski organizations in the United States and explain their functions.</p> | <p>7. Do ONE of the following options:<br/> <b>Option A — Downhill (Alpine) Skiing</b></p> <p>(a) Show how to wax and maintain your skis and use/maintain your release bindings. Explain the international DIN standard and what it means to skiers.</p> <p>(b) Explain the American Teaching System and a basic snow skiing progression.</p> <p>(c) Discuss the <del>five</del> types of Alpine skis. Demonstrate two ways to carry skis and poles safely and easily.</p> <p>(d) Demonstrate how to ride one kind of lift and explain how to ride two others.</p> <p>(e) On a gentle slope, demonstrate some of the beginning maneuvers learned in skiing. Include the straight run, gliding wedge, wedge stop, sidestep, and herringbone maneuvers.</p> <p>(f) <del>On slightly steeper terrain, show linked wedge turns.</del></p> <p>(g) On a moderate slope, demonstrate five to 10 christies.</p> <p>(h) <del>Make a controlled run down an intermediate slope.</del></p> <p>(i) Demonstrate the ability to ski in varied conditions, including changes in pitch, snow conditions, <del>and moguls.</del> Maintain your balance and ability to turn.</p> <p>(j) Name the major ski organizations in the United States and explain their functions.</p>  |
| Snow Sports | <p>7. <b>Option B—Cross-Country (Nordic) Skiing.</b> Do <b>ALL</b> of the following:</p> <p>(1) Show your ability to select, use, and maintain equipment for cross-country skiing in safety and comfort.</p> <p>(2) <b>Explain the reasons for common rules, including no walking on ski trails, one-way ski direction, no pets, and no skiing on snowmobile trails.</b></p> <p>(3) Discuss classic, skating, touring, and telemark skis.</p> <p>(4) Discuss the basic principles of waxing for cross-country ski touring.</p> <p>(5) Discuss the differences between cross-country, backcountry/ski touring, ski mountaineering, and downhill/telemark skiing.</p> <p>(6) List the items you would take on a one-day ski tour.</p> <p>(7) Demonstrate the proper use of a topographic map and compass.</p> <p>(8) On a gentle, packed slope, show some basic ways to control speed and direction. Include the straight run, traverse, side slip, step turn, wedge stop, and wedge turn maneuvers.</p> <p>(9) On a cross-country trail, demonstrate effective propulsion by showing proper weight transfer from ski to ski, pole timing, rhythm, flow, and glide.</p> <p>(10) Demonstrate your ability, on a <b>4-mile</b> tour, to cope with an average variety of snow conditions.</p> <p><b>Note:</b> Adaptive skiers may complete a 1-mile tour with prior approval from their counselor.</p> <p>(11) Demonstrate several methods of dealing with steep hills or difficult conditions. Include traverses and kick turns going uphill and downhill, sidesteps, and pole drag.</p>   | <p>7. <b>Option B — Cross-Country (Nordic) Skiing</b></p> <p>(a) Show your ability to select, use, and maintain equipment for cross-country skiing in safety and comfort.</p> <p>(b) Discuss classic, skating, touring, and telemark skis.</p> <p>(c) <del>Discuss</del> the basic principles of waxing for cross-country ski touring.</p> <p>(d) Discuss the differences between cross-country, backcountry/ski touring, ski mountaineering, and downhill/telemark skiing.</p> <p>(e) List the items you would take on a one-day ski tour.</p> <p>(f) Demonstrate the proper use of a topographic map and compass.</p> <p>(g) On a gentle, packed slope, show some basic ways to control speed and direction. Include the straight run, traverse, side slip, step turn, wedge stop, and wedge turn maneuvers.</p> <p>(h) On a cross-country trail, demonstrate effective propulsion by showing proper weight transfer from ski to ski, pole timing, rhythm, flow, and glide.</p> <p>(i) Demonstrate your ability, on a tour, to cope with an average variety of snow conditions.</p> <p>(j) Demonstrate several methods of dealing with steep hills or difficult conditions. Include traverses and kick turns going uphill and downhill, sidesteps, pole drag, <del>and ski-pole "glissade."</del></p> |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE       | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|-------------------|---|---|
| Snow Sports       | <p><b>7. Option D—Snowshoeing. Do ALL of the following:</b></p> <ol style="list-style-type: none"> <li>(1) Name the parts of a snowshoe.</li> <li>(2) Explain how to choose the correct size of snowshoe.</li> <li>(3) Describe the different types of snowshoes and their specialized uses. Discuss factors to consider when choosing a snowshoe.</li> <li>(4) Explain how to properly care for and maintain snowshoes.</li> <li>(5) List the items you would take on a one-day snowshoe hike.</li> <li>(6) Describe areas that are best for snowshoeing. Discuss some advantages and dangers of backcountry snowshoeing.</li> <li>(7) Discuss the benefits of snowshoeing.</li> <li>(8) Demonstrate the most efficient ways to break trail, climb uphill, travel downhill and traverse a slope.</li> <li>(9) Demonstrate your ability, on a 2-mile snowshoe hike, to cope with an average variety of snow conditions.</li> </ol> <p><b>Note: Adaptive skiers may complete a 1-mile hike with prior approval from their counselor.</b></p> <ol style="list-style-type: none"> <li>(10) Demonstrate the proper use of a topographic map and compass.</li> </ol> | <p><b>7. Option D — Snowshoeing</b></p> <ol style="list-style-type: none"> <li>(a) Name the parts of a snowshoe.</li> <li>(b) Explain how to choose the correct size of snowshoe.</li> <li>(c) Describe the different types of snowshoes and their specialized uses. Discuss factors to consider when choosing a snowshoe.</li> <li>(d) Explain how to properly care for and maintain snowshoes.</li> <li>(e) List the items you would take on a one-day snowshoe hike.</li> <li>(f) Describe areas that are best for snowshoeing. Discuss some advantages and dangers of backcountry snowshoeing.</li> <li>(g) Discuss the benefits of snowshoeing.</li> <li>(h) Demonstrate the most efficient ways to break trail, climb uphill, travel downhill and traverse a slope.</li> <li>(i) Demonstrate your ability, on a 2-mile snowshoe hike, to cope with an average variety of snow conditions</li> <li>(j) Demonstrate the proper use of a topographic map and compass.</li> </ol> |
| Space Exploration | <p><b>8. Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include -- with your parent or guardian's permission -- an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</b></p>   | <p><del>8. Discuss with your counselor two possible careers in space exploration that interest you. Find out the qualifications, education, and preparation required and discuss the major responsibilities of those positions.</del></p>   |
| Surveying         | <p><b>8. Identify three career opportunities that would use skills and knowledge in surveying. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.</b></p>   | <p>8. Discuss the importance of surveying with a licensed surveyor. Also discuss the various types of surveying and mapping, and applications of surveying technology to other fields. Discuss career opportunities in surveying and related fields. Discuss the qualifications and preparation for such a career.</p>  |
| Swimming          | <p>1. Do the following:</p> <ol style="list-style-type: none"> <li>(a) <b>Review</b> with your counselor how Scouting's Safe Swim Defense plan anticipates <b>and deals with common drowning situations such as unfenced residential pools, non-swimmers entering deep water, risky behaviors, medical impairment in the water, drop-offs, cold water, murky water, river currents, rip currents, and surf.</b></li> <li>(b) Discuss the prevention and treatment of health concerns that could occur while swimming, including hypothermia, dehydration, sunburn, heat exhaustion, heatstroke, muscle cramps, hyperventilation, spinal injury, stings and bites, and cuts and scrapes.</li> </ol>  | <p>1. Do the following:</p> <ol style="list-style-type: none"> <li>(a) <del>Explain to your counselor how Scouting's Safe Swim Defense plan anticipates, helps prevent and mitigate, and provides responses to likely hazards you may encounter during swimming activities.</del></li> <li>(b) Discuss the prevention and treatment of health concerns that could occur while swimming, including hypothermia, dehydration, sunburn, heat exhaustion, heatstroke, muscle cramps, hyperventilation, spinal injury, stings and bites, and cuts and scrapes.</li> </ol>  |
| Swimming          | <p>2. Before doing the following requirements, successfully complete the Scouting America swimmer test, <b>found in the <i>Swimming</i> merit badge pamphlet.</b></p>   | <p>2. Before doing the following requirements, successfully complete the Scouting America swimmer test: <del>Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.</del></p>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE    | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|----------------|---|--|
| Traffic Safety | <p><b>1. Preventing Impaired Driving.</b> Do the following:</p> <p>(a) Explain why a distracted <b>driver</b> must not operate a motor vehicle. List five common distractions, explain how driver distractions contribute to traffic accidents, and tell how drivers can minimize distractions.</p> <p>(b) <b>Explain why a driver impaired by alcohol, drugs, or other substances must not operate a motor vehicle. Describe how alcohol, cold medications, and prescription and illegal drugs affect driving abilities.</b> For the state where you live, find out what is the legal blood alcohol concentration and what are the consequences for driving while intoxicated or driving under the influence. Find out what the open-container law is in your state.</p> <p>(c) <b>Explain why a fatigued driver must not operate a motor vehicle. Describe how drivers must plan to be alert for safely transporting families, friends, Scouts, and themselves.</b></p> <p>(d) Describe mistakes <b>that</b> new drivers make, <b>how those mistakes increase their risk of collisions, how drivers can reduce this risk, and how driving behavior affects automobile insurance rates.</b></p>  | <p>1. Do the following:</p> <p>(a) Describe <del>the top 10 mistakes new drivers frequently make.</del></p> <p>(b) <del>Describe how alcohol and other drugs affect the human body and why a person should never drink and drive, or drive while under the influence of any mind-altering substances, including prescription drugs, cold medications, and illicit drugs.</del> For the state where you live, find out what is the legal blood alcohol concentration and the consequences for driving while intoxicated or driving under the influence. Find out what the open-container law is in your state.</p> <p>(c) Explain why new drivers are at a significantly higher risk of being involved in a collision than other drivers <del>and name three (3) steps you can take that will reduce this risk.</del></p> <p>(d) Explain why a <del>driver who is fatigued or distracted</del> should not operate a motor vehicle. <del>List five common distractions, explain how driver distractions contribute to traffic accidents, and tell how drivers can minimize distractions.</del></p>   |
| Traffic Safety | <p><b>2. Vehicle Safety.</b> Do the following:</p> <p>(a) Demonstrate how to wear a lap and shoulder belt properly. Explain why it is important for the driver and all passengers, <b>including children sitting in age-appropriate seats, to always</b> wear their seat belts.</p> <p>(b) List five safety features found in motor vehicles besides occupant restraint systems. Describe each safety feature, how each works, and how each contributes to safety.</p>  | <p>2. Do the following:</p> <p>(a) Demonstrate how to wear a lap and shoulder belt properly. Explain why it is important for the driver and all passengers always to wear their seat belts.</p> <p>(b) List five safety features found in motor vehicles besides occupant restraint systems. Describe each safety feature, how each works, and how each contributes to safety.</p>   |
| Traffic Safety | <p><b>3. Auto Maintenance and Safety Checkups.</b> With adult supervision and using a vehicle that you have access to, do the following:</p> <p>(a) Demonstrate that all driving lights and signaling lights are clear and operational. <b>Show where the switches are for these lights. Explain how drivers use lights to drive safely and courteously and to communicate with other drivers.</b></p> <p>(b) Explain issues that might affect the driver's ability to see through the front, rear, and side windows. Demonstrate with a smear-and-clear test if the windshield wiper blades will clear the windshield completely or need to be replaced. Describe instances in good and bad weather when windshield wipers are important to safe driving.</p> <p>(c) Demonstrate how to find the vehicle's recommended tire pressures, how to check tire pressures, and how to check for adequate tire tread depth. Explain why proper tire pressure and tread depth are important to traction, stopping distances, tire wear, and fuel economy.</p> <p>(d) Check the vehicle for tools needed to change a flat tire or to use tire sealant to fix a puncture. Demonstrate you know how to change a flat tire and how to use tire sealant.</p> <p>(e) In a location away from traffic hazards, mark off <b>the reaction distances and braking distances that a car will travel as it makes an emergency stop at 25, 55, and 70 miles per hour on level dry and level wet pavement. Discuss how these distances change for normal and impaired drivers, for day and night driving, and for weather conditions.</b></p> <p><b>Note: Use the graphics template in the Traffic Safety merit badge pamphlet or one approved by your counselor to set up this demonstration.</b></p> | <p>3. Do the following:</p> <p>(a) Using a vehicle that you have access to, demonstrate that all <del>marker lights, parking lights, brake lights, turn signals, and headlights are clear and operational. Explain when you would use these lights, where the switches are to operate these lights and how these lights contribute to safe and courteous driving.</del></p> <p>(b) Using a vehicle that you have access to, demonstrate how to check the vehicle's tire pressure and <del>where to locate the correct tire pressure rating.</del> Explain why proper tire pressure is important to the safe operation and fuel economy of the vehicle.</p> <p>(c) Explain why proper tire tread depth is important <del>to safe driving. On the same vehicle you checked the tire pressure on, demonstrate a method to check for adequate tire tread depth.</del></p> <p>(d) Explain issues that might affect the driver's ability to see through the front, rear, and side windows. Demonstrate with a smear-and-clear test if the windshield wiper blades will clear the windshield completely or need to be replaced. Describe instances in good and bad weather when windshield wipers are important to safe driving.</p> <p>4. Do the following:</p> <p>(a) In a location away from traffic hazards, <del>measure with a tape measure – not in a car – and mark off with stakes the distance that a car will travel during the time needed for decision and reaction, and the braking distances necessary to stop a car traveling 30, 50, and 70 miles per hour on dry, level pavement. Discuss how environmental factors such as bad weather and road conditions will affect the distance.</del></p> |
| Traffic Safety | <p><b>4. Traffic Safety and the Law.</b> Do the following:</p> <p>(a) Describe at least three examples of traffic laws that apply to motor vehicle drivers and to bicyclists.</p> <p>(b) Explain procedures and etiquette a driver should follow if a law enforcement officer stops their vehicle.</p> <p>(c) Explain procedures that drivers should follow if they are involved in a car accident.</p> <p>(d) Name the three documents that drivers are required by law to carry whenever they operate a motor vehicle.</p>  | <p>4. Do the following:</p> <p>(a) <del>In a location away from traffic hazards, measure with a tape measure – not in a car – and mark off with stakes the distance that a car will travel during the time needed for decision and reaction, and the braking distances necessary to stop a car traveling 30, 50, and 70 miles per hour on dry, level pavement. Discuss how environmental factors such as bad weather and road conditions will affect the distance.</del></p> <p>(b) As a driver, describe the difference in nighttime visibility between a properly lit bicycle and rider (or a pedestrian) wearing reflective material and a bicycle and rider with no lights (or a pedestrian) dressed in dark clothing, without reflective material.</p> <p>(c) Explain how color and shape are used to help road users recognize and understand the information presented on traffic and roadway signs. Explain the purpose of different types of signs, signals, and pavement markings.</p> <p>(d) Describe at least three examples of traffic laws that apply to drivers of motor vehicles and that bicyclists must also obey.</p>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE          | UPDATED REQUIREMENT  | ORIGINAL REQUIREMENT   |
|----------------------|--|--|
| Traffic Safety       | <b>5. Road Designs and Signs.</b> Do the following:<br>(a) Explain how road designs for intersections, medians, and road shoulders contribute to traffic safety. Discuss safety features of interstate highways.<br>(b) Explain how color and shape help drivers recognize and understand the information presented on traffic and roadway signs. Explain the purpose of different types of signs, signals, and pavement markings.   |  |
| Traffic Safety       | <b>6. Sharing the Road.</b> Do the following:<br>(a) Describe the difference in nighttime visibility between a properly lit bicycle and rider (or a pedestrian) wearing reflective material and a bicycle and rider with no lights (or a pedestrian) dressed in dark clothing without reflective material.<br>(b) Name at least four safety measures that pedestrians, including hikers, should follow as they walk along or across streets or roadways.<br>(c) Name at least four safety measures that drivers of motor vehicles should follow if they approach a school bus making its stops at pick-up and drop-off locations.<br>(d) Discuss the risks associated with blind spots on cars and trucks and how drivers can prevent lane change crashes. |  |
| Traffic Safety       | <b>8. Careers.</b> Explore careers related to traffic safety. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.  | New requirement  |
| Truck Transportation | <b>10.</b> Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.  | <del>10. Learn about opportunities in the field of truck transportation. Choose one career in which you are interested and discuss with your counselor the major responsibilities of that position and the qualifications, education, and training such a position requires.</del>   |
| Veterinary Medicine  | <b>3.</b> Describe the training required to become a veterinarian. Where is the veterinary medical college in your state or nearest to you? Describe the prerequisites for applying to veterinary school.  | 3. Describe the training required to become a veterinarian. Where is the veterinary medical college nearest you? Describe the prerequisites for applying to veterinary school.   |
| Veterinary Medicine  | <b>4.</b> Tell your counselor what a registered veterinary technician (R.V.T.) or animal health technician (A.H.T.) is. Describe the training required to become an R.V.T. or A.H.T. Where is the school or facility for R.V.T. or A.H.T. training in your state or nearest to you? Describe the role an R.V.T. or A.H.T. would play in assisting a veterinarian working in three of the practice types listed in requirement 1.   | 4. Tell your counselor what a registered veterinary technician (R.T.V.) or animal health technician (A.H.T.) is. Describe the training required to become an R.V.T. or A.H.T. Where is the school or facility for R.V.T. or A.H.T. training nearest you? Describe the role an R.V.T. or A.H.T. would play in assisting a veterinarian working in three of the practice types listed in requirement 1.  |
| Veterinary Medicine  | <b>6(a).</b> Visit a veterinary clinic, hospital, or veterinary referral teaching hospital that does work in one of the practices listed in requirement 1. Spend as much time as you can observing the veterinarians and their staff. Prepare a presentation on what you observed and learned at the facility and share with your counselor.   | 6(a). Visit a veterinary clinic, hospital, or veterinary referral teaching hospital that does work in one of the practices listed in requirement 1. Spend as much time as you can observing the veterinarians and their staff. Write a report on what you observed and learned at the facility. Share your report with your counselor.   |
| Veterinary Medicine  | <b>6(b).</b> Spend as much time as possible with a veterinarian who works in one of the fields listed in requirement 2. Learn what special training beyond veterinary medical school may have been required for that position. Learn about any special or unusual activities required of this position. Prepare a presentation and share what you have learned about this field of veterinary medicine with your counselor. Include how this field serves the needs of the general public.   | 6(b). Spend as much time as possible with a veterinarian who works in one of the fields listed in requirement 2. Learn what special training beyond veterinary medical school may have been required for that position. Learn about any special or unusual activities required of this position. Write a report on what you have learned about this field of veterinary medicine. Include in your report how this field serves the needs of the general public. Share your report with your counselor. |
| Veterinary Medicine  | <b>7.</b> Select one career from any of the lists in requirements 1 or 2. Discuss the following with your counselor:<br>(a) Why would one choose this particular career field?<br>(b) What would you like about this job?<br>(c) What would be the biggest challenges in doing this job?<br>(d) What to you has been the most surprising aspect of this job?<br>(e) What continuing education requirements are required to maintain certification for this job?  | New requirement  |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE         | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT  |
|---------------------|---|---|
| Water Sports        | 3. Before doing requirements 4 through 6, successfully complete the Scouting America swimmer test.<br><br><b>Note:</b> See the Swimming merit badge pamphlet for details about the Scouting America swimmer test.   | 3. Before doing requirements 4 through 6, successfully complete the Scouting America swimmer test: <del>Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.</del>  |
| Weather             | 3. Identify at least two sources of weather forecasts that can be used to prepare for hikes, overnight camping, and other outdoor activities. Name two sources of emergency weather warnings both at home and during outdoor Scout functions.   | new requirement   |
| Weather             | 12. Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include with your parent or guardian's permission an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.  | <del>11. Find out about a weather-related career opportunity that interests you. Discuss with and explain to your counselor what training and education are required for such a position, and the responsibilities required of such a position.</del>   |
| Whitewater          | 2. Do the following:<br>(a) Demonstrate understanding of the following river features by drawing lines to show the flow of water: upstream V, downstream V, riffle, eddy with an eddy line, ledge, river bend, shallows, current at different depths, drop, horizon line, <b>and</b> hydraulic.<br>(b) Describe how waves form including standing waves and wave trains.<br>(c) Explain how to tilt or edge the boat without leaning your body<br>(1) When entering and exiting an eddy.<br>(2) When ferrying in downstream and upstream directions.<br>(d) Explain when, why, and how you should scout a river while ashore, while on the river, and when you should portage your boat.  | 2. Do the following:<br>(a) Demonstrate understanding of the following river features by drawing lines to show the flow of water: upstream V, downstream V, riffle, eddy with an eddy line, ledge, river bend, shallows, current at different depths, drop, horizon line, hydraulic.<br>(b) Describe how waves form including standing waves and wave trains.<br>(c) Explain how to tilt or edge the boat without leaning your body<br>1. When entering and exiting an eddy.<br>2. When ferrying in downstream and upstream directions.<br>(d) Explain when, why, and how you should scout a river while ashore, while on the river, and when you should portage your boat. |
| Wilderness Survival | 1. <b>Hazards and First Aid.</b> Do the following:<br>(a) Show or explain first aid for, and prevention of, injuries and conditions that could occur in backcountry settings, including:<br>(1) Dehydration<br>(2) Heatstroke<br>(3) Hypothermia<br>(4) Shock<br>(5) Blisters<br>(6) Eye injuries<br>(7) Ankle and knee sprains<br>(8) Bug bites of chiggers, ticks, mosquitoes, and biting gnats<br>(9) Bee stings<br>(10) Bites of spiders<br>(11) Sting of a scorpion<br>(12) Bite of a wild mammal<br>(13) Bite of a venomous snake.<br>(b) Explain how the Scout Essentials address hazards of survival situations and are basic to a survival kit.<br>(c) Explain how a trip plan could help prevent a wilderness survival situation. | 1. Do the following:<br>a. <del>Explain to your counselor the hazards you are most likely to encounter while participating in wilderness survival activities, and what you should do to anticipate, help prevent, mitigate, or lessen these hazards.</del><br>b. Show <del>that you know</del> first aid for and <del>how to prevent</del> injuries or illnesses that could occur in backcountry settings, including hypothermia, <del>heat reactions</del> , frostbite, dehydration, blisters, <del>insect</del> stings, tick bites, and snakebites.   |
| Wilderness Survival | 2. <b>Priorities for Survival.</b> Explain the importance of each of the seven priorities of survival in a wilderness location.   | <del>2. From memory, list the seven priorities for survival in a backcountry or wilderness location. Explain the importance of each one with your counselor.</del>  |
| Wilderness Survival | 4. <b>First Aid Kits.</b> Put together a personal first aid kit and a personal survival kit. Show how items in the kits are used.   | <del>5. Put together a personal survival kit and explain how each item in it could be useful.</del>   |

## Major Requirement Changes as of 1/1/2026

| MERIT BADGE         | UPDATED REQUIREMENT   | ORIGINAL REQUIREMENT   |
|---------------------|---|--|
| Wilderness Survival | <p>5. <b>Shelter.</b> Do the following:</p> <p>(a) Describe the steps you would take to survive in the following exposure conditions:</p> <p>(1) Cold and snowy</p> <p>(2) Wet</p> <p>(3) Hot and dry</p> <p>(4) Windy</p> <p>(5) At or on the <b>water.</b></p> <p>(b) Show that you know the proper clothing to wear while in the outdoors during extremely hot and cold weather and during wet conditions.</p> <p>(c) Explain how to protect yourself from bears and raccoons.</p> <p>(d) Describe how to build or find survival shelters in a forest or in snow.</p> <p>(e) Improvise a natural shelter. For the purpose of this demonstration, use techniques that have little negative impact on the environment. Spend a night in your shelter.</p>  | <p>4- Describe the steps you would take to survive in the following exposure conditions:</p> <p><del>(a)</del> Cold and snowy</p> <p><del>(b)</del> Wet</p> <p><del>(c)</del> Hot and dry</p> <p><del>(d)</del> Windy</p> <p><del>(e)</del> At or on the water.</p> <p><del>11-</del> Show that you know the proper clothing to wear while in the outdoors during extremely hot and cold weather and during wet conditions.</p> <p>9. Explain how to protect yourself from insects, reptiles, bears, and other animals of the local region.</p> <p>8. Improvise a natural shelter. For the purpose of this demonstration, use techniques that have little negative impact on the environment. Spend a night in your shelter.</p> |
| Wilderness Survival | <p>7. <b>Signaling.</b> Do the following:</p> <p>(a) Explain and show how lost or stranded Scouts could send signals to attract the attention of ground, airborne, or water search teams.</p> <p>(b) Demonstrate how to use a signal mirror.</p> <p>(c) Describe five ground-to- air signals and tell what they mean.</p>   | <p>7. Do the following:</p> <p>a. <del>Show five different ways to attract attention when lost.</del></p> <p>b. Demonstrate how to use a signal mirror.</p> <p>c. <del>Describe from memory five ground-to-air signals and tell what they mean.</del></p>  |
| Wilderness Survival | <p>10. <b>Careers.</b> Do ONE of the following:</p> <p>(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. With permission of your parent or guardian, your research methods may include an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.</p> <p>(b) Explore how you could use knowledge and skills from the Wilderness Survival merit badge to pursue a hobby or to serve as volunteer. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursue this.</p> |  |