



# Fingerprinting

## Merit Badge Workbook



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

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Scouts BSA Requirements (Pub. 33216 – SKU 653801).

The requirements were last issued or revised in 2004 • This workbook was updated in June 2020.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ Email: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Give a short history of fingerprinting.


Tell the difference between civil and criminal identification.


Workbook © Copyright 2020 - U.S. Scouting Service Project, Inc. - All Rights Reserved

Requirements © Copyright, Boy Scouts of America (Used with permission.)

This workbook may be reproduced and used locally by Scouts and Scouters for purposes consistent with the programs of the Boy Scouts of America (BSA), the World Organization of the Scout Movement (WOSM) or other Scouting and Guiding Organizations.

However it may NOT be used or reproduced for electronic redistribution or for commercial or other non-Scouting purposes without the express permission of the U. S. Scouting Service Project, Inc. (USSSP).

2. Explain the difference between the automated fingerprint identification systems (AFIS) now used by some law enforcement agencies and the biometric fingerprint systems used to control access to places like buildings, airports, and computer rooms.

AFIS:


Biometric:


3. Do the following:

a. Name the surfaces of the body where friction or papillary ridges are found.


b. Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.

1.	
2.	

c. Explain what it takes to positively identify a person using fingerprints.


4. Take a clear set of prints using ONE of the following methods.

- a. Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card, available from your local police department or your counselor.  
(A sample *Fingerprint Card* is included on the next page of this workbook)
- b. Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.

5. Show your merit badge counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

Basic Patterns & subcategories:

○ 1.	
○ 2.	
○ 3.	
Your hand:	

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>.  
 You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.

<b>FINGERPRINT CARD</b>								
LAST NAME		FIRST NAME			MIDDLE NAME			SR; JR; etc.
DATE OF BIRTH	PLACE OF BIRTH	SOCIAL SECURITY NUMBER	SEX	RACE	HGT.	WGT.	EYES	HAIR
DATE	SIGNATURE OF PERSON FINGERPRINTED			RESIDENCE OF PERSON FINGERPRINTED				
DATE	SIGNATURE OF PERSON TAKING FINGERPRINTS			PRINTED NAME OF PERSON TAKING FINGERPRINTS				
1. RIGHT THUMB		2. RIGHT INDEX		3. RIGHT MIDDLE		4. RIGHT RING		5. RIGHT LITTLE
6. LEFT THUMB		7. LEFT INDEX		8. LEFT MIDDLE		9. LEFT RING		10. LEFT LITTLE
LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY				L. THUMB	R THUMB	RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY		

**Notes:**

1. Based on FBI Criminal Justice Information Services Division Fingerprint Card: FD-258 Applicant Card.
2. You may be asked to use this or another card to take fingerprints. Please print on card stock paper.
3. Parent or Guardian - Consider keeping this fingerprint card in a safe place.



# Citizenship in the World

## Merit Badge Workbook



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

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Scouts BSA Requirements (Pub. 33216 – SKU 653801).

The requirements were last issued or revised in 2016 • This workbook was updated in June 2020.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ Email: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.


2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship.

How:


Rights:


**Workbook © Copyright 2020 - U.S. Scouting Service Project, Inc. - All Rights Reserved**  
**Requirements © Copyright, Boy Scouts of America (Used with permission.)**

This workbook may be reproduced and used locally by Scouts and Scouters for purposes consistent with the programs of the Boy Scouts of America (BSA), the World Organization of the Scout Movement (WOSM) or other Scouting and Guiding Organizations. However it may NOT be used or reproduced for electronic redistribution or for commercial or other non-Scouting purposes without the express permission of the U. S. Scouting Service Project, Inc. (USSSP).

Duties:


Obligations:


Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.

Country

Rights:

Duties:

Obligations:


Country

Rights:

Duties:


Obligations:


3. Do the following:

- a. Pick a current world event. \_\_\_\_\_

In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.

Security:


Economy:


Values:


Health:


- b. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.

Geography:


Natural resources:


Climate:


- 4. Do TWO of the following:

- a. Explain international law and how it differs from national law.


Explain the role of international law and how international law can be used as a tool for conflict resolution.




- b. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade.

International trade:


Foreign exchange:


Balance of payments:


Tariffs:


Free trade:


Explain what you have learned:


Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.


- c. Select TWO of the following organizations and describe their role in the world.
- 1 The United Nations and UNICEF
  - 2 The World Court
  - 3 Interpol
  - 4 World Organization of the Scout Movement
  - 5 The World Health Organization
  - 6 Amnesty International
  - 7 The International Committee of the Red Cross
  - 8 CARE (Cooperative for American Relief Everywhere)
  - 9. European Union

Organization:	
Role in the international system:	

Organization:	
Role in the international system:	

5. Do the following:

a. Discuss the differences between constitutional and nonconstitutional governments.


b. Name at least five different types of governments currently in power in the world.

1.	
2.	
3.	
4.	
5.	

- c. Show on a world map countries that use each of these five different forms of government.



6. Do the following:

- a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.

Representation abroad:


Accreditation to international organizations.


b. Describe the roles of the following in the conduct of foreign relations.

1. Ambassador


2. Consul


3. Bureau of International Information Programs


4. Agency for International Development


5. United States and Foreign Commercial Service


c. Explain the purpose of a passport and visa for international travel.

Handwriting lines for explaining the purpose of a passport and visa.

7. Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:

☐ a. Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.

Large handwriting box for notes on the State Department website.

☐ b. Visit the website of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.

News Story:

Handwriting lines for writing the news story.

- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.

Values:


Holidays:


Ethnic foods:


Traditions:


- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

**When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>. You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.**



# Signs, Signals, and Codes

## Merit Badge Workbook



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

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Scouts BSA Requirements (Pub. 33216 – SKU 653801).

The requirements were last issued or revised in 2015 • This workbook was updated in June 2020.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ Email: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Discuss with your counselor the importance of signs, signals, and codes, and why people need these different methods of communication.


Briefly discuss the history and development of signs, signals, and codes.


**Workbook © Copyright 2020 - U.S. Scouting Service Project, Inc. - All Rights Reserved**  
**Requirements © Copyright, Boy Scouts of America (Used with permission.)**

This workbook may be reproduced and used locally by Scouts and Scouters for purposes consistent with the programs of the Boy Scouts of America (BSA), the World Organization of the Scout Movement (WOSM) or other Scouting and Guiding Organizations. However it may NOT be used or reproduced for electronic redistribution or for commercial or other non-Scouting purposes without the express permission of the U. S. Scouting Service Project, Inc. (USSSP).





3. Do the following:

a. Describe what Morse code is and the various means by which it can be sent.


Spell your first name using Morse code.

Send or receive a message of six to 10 words using Morse code.

b. Describe what American Sign Language (ASL) is and how it is used today.


Spell your first name using American Sign Language.

Send or receive a message of six to 10 words using ASL.

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.

Explanation:


Why is it used?


How is it used?


Where is it used?


Explain the difference between semaphore flags and nautical flags.


Then do the following:

- a. Spell your first name using semaphore.
- Send or receive a message of six to 10 words using semaphore.
- b. Using illustrations or photographs, identify 10 examples of nautical flags and discuss their importance.

	Type	Importance
1.		
2.		
3.		
4.		

5.		
6.		
7.		
8.		
9.		
10.		

**(Note: Remember to provide illustrations or photographs of the flags!)**

5. Explain the braille reading technique and how it helps individuals with sight impairment to communicate.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Then do the following:

- a. Either by sight or by touch, identify the letters of the braille alphabet that spell your name.
- By sight or touch, decode a braille message at least six words long.
- b. Create a message in braille at least six words long, and share this with your counselor.

**NOTE: To satisfy this requirement, you do not need to emboss braille dots in thick paper. Rather, you may use a pencil or pen to draw the dots on ordinary paper, copying the characters of the braille alphabet to spell out your message letter by letter.**

6. Do the following:

a. Describe to your counselor six sound-only signals that are in use today.

1.	
2.	
3.	
4.	
5.	
6.	

Discuss the pros and cons of using sound signals versus other types of signals.


b. Demonstrate to your counselor six different silent Scout signals.

<input type="checkbox"/> 1.	
<input type="checkbox"/> 2.	
<input type="checkbox"/> 3.	
<input type="checkbox"/> 4.	
<input type="checkbox"/> 5.	
<input type="checkbox"/> 6.	

Use these Scout signals to direct the movements and actions of your patrol or troop.

- 7. On a Scout outing, lay out a trail for your patrol or troop to follow. Cover at least one mile in distance and use at least six different trail signs and markers.

1.	
2.	
3.	
4.	
5.	
6.	

- After the Scouts have completed the trail, follow no-trace principles by replacing or returning trail markers to their original locations.

- 8. For THREE of the following activities, demonstrate five signals each. Tell what the signals mean and why they are used:
  - a. Sports official's hand signs/signals
  - b. Heavy-equipment operator's hand signals
  - c. Aircraft carrier catapult crew signals
  - d. Cyclist's hand signals
  - e. An activity selected by you and your counselor

Activity 1: \_\_\_\_\_

	Signal	Meaning	Purpose
1.			
2.			
3.			
4.			
5.			

Activity 2: \_\_\_\_\_

	Signal	Meaning	Purpose
1.			
2.			
3.			
4.			
5.			

Activity 3: \_\_\_\_\_

	Signal	Meaning	Purpose
1.			
2.			
3.			
4.			
5.			

9. Share with your counselor 10 examples of symbols used in everyday life.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

***(Note: Remember to provide illustrations or photographs of the symbols so you can show them to your counselor!)***



Design your own symbol. Share it with your counselor and explain what it means.


Then do the following:

- a. Show examples of 10 traffic signs and explain their meaning.

	Sign	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

***(Note: Remember to provide illustrations or photographs of the signs so you can show them to your counselor!)***

- b. Using a topographical map, explain what a map legend is and discuss its importance. Point out 10 map symbols and explain the meaning of each.


Point out 10 map symbols and explain the meaning of each.

	Symbol	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- c. Discuss text-message symbols and why they are commonly used.


Give examples of your favorite 10 text symbols or emoticons.

1. <table border="1" style="width: 100px; height: 20px;"></table>	3. <table border="1" style="width: 100px; height: 20px;"></table>	5. <table border="1" style="width: 100px; height: 20px;"></table>	7. <table border="1" style="width: 100px; height: 20px;"></table>	9. <table border="1" style="width: 100px; height: 20px;"></table>
2. <table border="1" style="width: 100px; height: 20px;"></table>	4. <table border="1" style="width: 100px; height: 20px;"></table>	6. <table border="1" style="width: 100px; height: 20px;"></table>	8. <table border="1" style="width: 100px; height: 20px;"></table>	10. <table border="1" style="width: 100px; height: 20px;"></table>

- Then see if your counselor or parent can identify the meaning or usage of each symbol.

1. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	3. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	5. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	7. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	9. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
2. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	4. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	6. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	8. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	10. <table border="1" style="width: 100px; height: 20px;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td></tr></table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													
<input type="checkbox"/> Yes	<input type="checkbox"/> No													

- 10. Briefly discuss the history of secret code writing (cryptography).


Make up your own secret code and write a message of up to 25 words using this code.


- Share the message with a friend or fellow Scout.
- Then share the message and code key with your counselor and discuss the effectiveness of your code.


When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>. You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.