



American Labor

Merit Badge Workbook



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

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

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

The requirements were last issued or revised in 2006 • This workbook was updated in December 2013.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

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

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

1. Using resources available to you, learn about working people and work-related concerns.

List and briefly describe or give examples of at least EIGHT concerns of American workers. These may include, but are not limited to, working conditions, workplace safety, hours, wages, seniority, job security, equal opportunity employment and discrimination, guest workers, automation and technologies that replace workers, unemployment, layoffs, outsourcing, and employee benefits such as health care, child care, profit sharing, and retirement benefits.

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2. With your counselor's and parent's approval and permission, visit the office or attend a meeting of a local union, a central labor council, or an employee organization, or contact one of these organizations via the Internet.

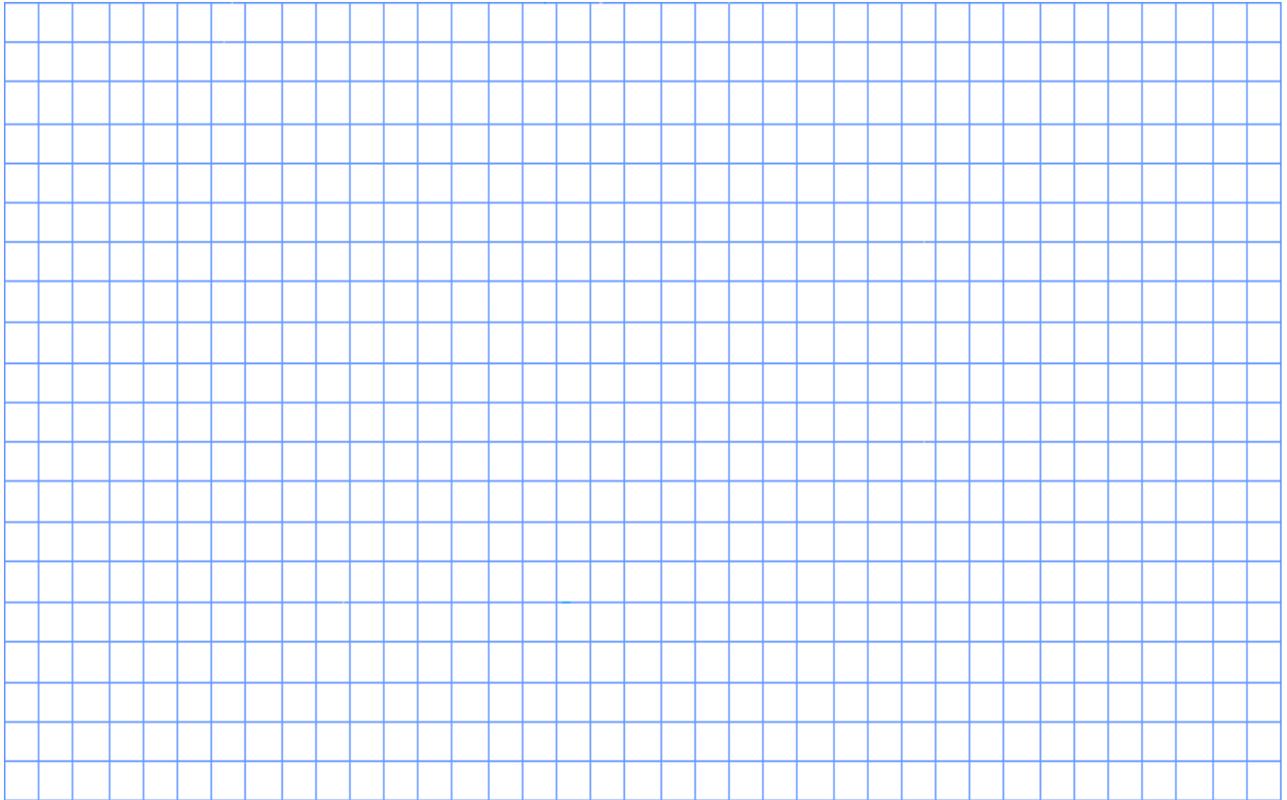
Organization:

Then do EACH of the following:

a. Find out what the organization does.

b. Share the list of issues and concerns you made for requirement 1. Ask the people you communicate with which issues are of greatest interest or concern to them and why.

- c. Draw a diagram showing how the organization is structured, from the local to the national level, if applicable.



- 3. Explain to your counselor what labor unions are, what they do, and what services they provide to members.

What they are:

What they do:

What services they provide:

In your discussion, show that you understand the concepts of labor, management, collective bargaining, negotiation, union shops, open (nonunion) shops, grievance procedures, mediation, arbitration, work stoppages, strikes, and lockouts.

Labor:

Management:

Collective bargaining:

Negotiation:

Union shops:

Open (nonunion) shops:

Grievance procedures:

Mediation:

Arbitration:

Work stoppages:

Strikes:

Lockouts:

4. Explain what is meant by the adversarial model of labor-management relations, compared with a cooperative-bargaining style.

5. Do ONE of the following:

- a. Develop a time line of significant events in the history of the American labor movement from the 1770's to the present.

1770-1799s	1800-1849	1850-1899	1900-1949	1950-1999	2000-today

- b. Prepare an exhibit, a scrapbook, or a computer presentation, such as a slide show, illustrating three major achievements of the American labor movement and how those achievements affect American workers.
- c. With your counselor's and parent's approval and permission, watch a movie that addresses organized labor in the United States. Afterward, discuss the movie with your counselor and explain what you learned.

- d. Read a biography (with your counselor's approval) of someone who has made a contribution to the American labor movement. Explain what contribution this person has made to the American labor movement.

- 6. Explain the term globalization.

Discuss with your counselor some effects of globalization on the workforce in the United States.

Explain how this global workforce fits into the economic system of this country.

- 7. Choose a labor issue of widespread interest to American workers-an issue in the news currently or known to you from your work on this merit badge.

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Before your counselor, or in writing, argue both sides of the issue, first taking management's side, then presenting labor's or the employee's point of view.

Management's side:

Labor's / Employee's point of view:

In your presentation, summarize the basic rights and responsibilities of employers and employees, including union members and nonunion members.

Employers' rights

Union Employee rights

Non-union Employee rights

8. Discuss with your counselor the different goals that may motivate the owners of a business, its stockholders, its customers, its employees, the employees' representatives, the community, and public officials.

Explain why agreements and compromises are made and how they affect each group in achieving its goals.

9. Learn about opportunities in the field of labor relations. 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.

Career:

Major responsibilities:

Qualifications:

Education:

Training:

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/American_Labor#Requirement_resources

Important excerpts from the [Guide To Advancement -2013](#), No. 33088 (SKU-618673)

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program

No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, “Advancement for Members With Special Needs”.

[Page 2] — The “Guide to Safe Scouting” Applies

Policies and procedures outlined in the *Guide to Safe Scouting*, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session.

When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See “Fulfilling More Than One Requirement With a Single Activity,” 4.2.3.6.

[7.0.3.2] — Group Instruction

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout—actually and *personally*—completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See “Reporting Merit Badge Counseling Concerns,” 11.1.0.0.
- There must be attention to each individual’s projects and his fulfillment of all requirements. We must know that every Scout—actually and *personally*—completed them.

[7.0.3.3] — Partial Completions

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the Scout’s 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing “worksheets” may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.