

CITIZENSHIP IN THE WORLD

Prepared by:

Ryan Hager (2007)

Updated by:

Andrew Gerhardt (2018); Teddy Novotny(2024)

Target Group:

Second year campers and older

Time Allotted:

Two one-hour blocks

Pre-Requisites:

None

Materials Needed – Staff:

National Newspapers and / or reputable magazines

Internet printouts of appropriate web sites (U.S. State Department, ect.)

United Nations organizational chart (can get a print-out from the web site, but creating a large chart to place on an easel would be best)

World Map

Atlases

Organizational chart of U.S. Embassy with the job descriptions listed for each position

List of constitutional v. non-constitutional governments

Foreign exchange rates (can get via internet or from large newspaper)

Paper, Pencils / pens

Cards to create exchange rate game?

Excellent resources for the instructor include the following websites: (www.un.org, www.firstgov.gov, www.state.gov, www.cia.gov, www.cnn.com, www.x-rates.com, and www.xe.com)

Materials Needed – Scout:

Pencil and paper

Merit badge pamphlet

Note: The following is only a teaching outline. The instructor should teach the material as he sees best fit. The Eagle Area Director must approve any changes to the outline of this badge and all other Eagle Area merit badges.

MONDAY

Requirement 1

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

Requirement 2

Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.

Staff Instruction:

(It would be useful to have a copy of the Bill of Rights for reference on the rights of U.S. citizens and to have copies of rights for several varying countries like Great Britain and Iran. Also, by using an easel, the instructor can make a list of all the rights.)

Requirement 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.

Staff Instruction:

(By using several major newspapers, the instructor can allow the scouts to browse through different news stories and pick several to discuss.)

(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.

Staff Instruction:

(The instructor will begin by giving an example how climate, natural resources, ect. with the United States. Then scouts will divide into small groups, and, by using the provided atlases, scouts will write a small report to present on Tuesday.)

TUESDAY

Requirement 3

(b) Finish this requirement from Monday. Scouts will give a brief presentation on their selected countries.

Requirement 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. 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.

Staff Instruction:

Note: While the requirement only asks the scout to complete two of the three options, each option includes very important information regarding on the subject. For this reason the scout will complete all three options, with Requirement 4c to be done on Wednesday.

WEDNESDAY

Requirement 4

Continue this requirement from Tuesday

(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

Staff Instruction:

(Describe the history of the UN and create an organizational chart. Giving a brief explanation of the League of Nations and its shortcomings, helps set the foundation for the UN. The UN website found at the beginning of this lesson plan is an excellent resource. In addition to its organization, explain what the purpose of the UN is and what each body does. Also, give a brief history and the main functions of the International Red Cross and World Scouting Movement. Spend a majority of the time on the UN as it is the most complicated to learn.)

Requirement 5

Do the following:

- (a) Discuss the differences between constitutional and non-constitutional governments.
- (b) Name at least five different types of governments currently in power in the world.
- (c) Show on a world map countries that use each of these five different forms of government.

Staff Instruction:

Note: If Requirement 4 takes a majority, if not all, of the class time, Requirement 5 can be completed on Thursday.

THURSDAY

Requirement 6

Do the following:

- (a) Explain how a government is represented abroad and how the United States government is accredited 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.

Staff Instruction:

(Instructor can bring copies of passport application forms for the scouts to fill out themselves. This will give them a better understanding of the process required before international travel can occur. Instructor should also create an organizational chart of an Embassy in order to help describe the roles of all of the entities within the Embassy.)

FRIDAY

Requirement 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.

(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.

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

(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.

Staff Instruction:

(If museum time is not available, Instructor should bring photocopies of pages printed from these websites to have the scouts read and discuss. The Department of State's website is listed at the beginning of this lesson plan as is CNN's site. At CNN's website, there is a link to World news. After clicking this link, there are links at the bottom of the page for different sections of the world. These sites provide excellent coverage of foreign news stories.)