

SCOUTMASTER BUCKY

Citizenship in Society

2024 Edition



Expectations

Active interaction/participation is expected and mandatory.
Share in your own words – avoid reading your answers.
Pay attention to the action verbs.
Bring proof of completion (even partially completed work)



Things to Remember to Bring

1. Your BSA ID# and / or your Merit Badge Blue Card properly filled out and signed off by your Scout Leader
2. Scout Uniform
3. A cell phone or tablet with Wi-Fi / internet access is highly recommended
4. Supporting documentation or project work pertinent to this merit badge which may also include a Merit Badge Workbook for reference with notes.
5. A positive Scouting focus and attitude





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Requirement Insights

Req	Expectation(s)
1	<p>You will be able to successfully complete this requirement during the class if you have prepared ahead of time.</p> <ul style="list-style-type: none"> • Make sure you have researched the terms specified in this requirement and are prepared to share your findings.
2	<p>You will be able to successfully complete this requirement during the class if you have prepared ahead of time.</p> <ul style="list-style-type: none"> • Nelson Mandela will NOT be an accepted selection for this requirement, please choose someone else • Document your work.
3	<ul style="list-style-type: none"> • Review this requirement ahead of time to help formulate how you will answer each of these components.
4	<ul style="list-style-type: none"> • This requirement will be completed during the class
5	<ul style="list-style-type: none"> • Review this requirement ahead of time to help formulate how you will answer each of these components. • Document your work.
6	<ul style="list-style-type: none"> • This requirement will be completed during the class
7	<p>You will be able to successfully complete this requirement during the class if you have prepared ahead of time.</p> <ul style="list-style-type: none"> • Martin Luther King, Jr. will NOT be an accepted selection for this requirement, please choose someone else.
8	<p>You will be able to successfully complete this requirement during the class if you have prepared ahead of time.</p> <ul style="list-style-type: none"> • Bring some sort of proof (a picture, a signed note, a video, etc.) or validation from your parent or guardian that you worked with one of them on this requirement.
9	<ul style="list-style-type: none"> • Document your work and be prepared to share your research during the class.
10	<ul style="list-style-type: none"> • Be prepared to share your research during the class.
11	<ul style="list-style-type: none"> • Be prepared to share your research during the class.

Merit Badge Workbooks are a tool to aid Scouts with their work preparation. BSA discourages — but does not ban — the use of any merit badge worksheets or workbooks. Merit badge counselors must NEVER require the use of merit badge worksheets or workbooks and may if they choose, refuse to accept them. Scouts shall not be required to use ANY of these to complete a merit badge.





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CITIZENSHIP IN SOCIETY MERIT BADGE WORKBOOK

REQUIREMENT 1a: Research the following terms, and then explain to your merit badge counselor how you feel they relate to the Scout Oath and Scout Law.

Identities

Inclusion

Diversity

Discrimination

Equity

Ethical Leadership

Equality

Upstander

Identities:

Inclusion:

Diversity:

Discrimination:



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Equity:

Ethical Leadership:

Equality:

Upstander:



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REQUIREMENT 2: Document and discuss with your counselor what leadership means to you.

Notes:

REQUIREMENT 2: Share what it means to make ethical decisions.

Notes:



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REQUIREMENT 2a: Research and share with your counselor an individual you feel has demonstrated positive leadership while having to make an ethical decision. (It could be someone in history, a family member, a teacher, a coach, a counselor, a clergy member, a Scoutmaster, etc.)

Individual researched:

REQUIREMENT 2a: What was the ethical decision this individual had to make?

Notes:

REQUIREMENT 2b: Explain what decision and/or options that leader had.

Notes:



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REQUIREMENT 2b: Why you believe they chose their final course of action.

Notes:

REQUIREMENT 2b: The outcome of that action.

Notes:



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REQUIREMENT 3:

Consider ethical decision-making. Think about a time you faced an ethical decision.

- Discuss the situation, what you did, and how it made you feel.
- Share if you would do anything differently in the future and if so, what that would be

Describe an ethical decision you had to make:

What did you do:

How did it make you feel:

Would you do anything different in the future, and if so, what would that be?



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REQUIREMENT 3b:

Consider ethical decision-making. List three examples of ethical decisions you might have to make in the future at school, at home, in the workplace, or in your community, and what you would do.

Share how your actions represent alignment with the Scout Oath and Scout Law.

Example 1:

Example 2:

Example 3:



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REQUIREMENT 3c: Explain to your counselor how you plan to use what you have learned to assist you when that time comes, and what action(s) you can take to serve as an upstander and *help other people at all times*.

How do you plan to use what you have learned to assist you when the time comes:

What action(s) can you take to serve as an upstander and *help other people at all times*:



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REQUIREMENT 4: Repeat the Scout Oath and Scout Law for your counselor.

This requirement must be reviewed with your merit badge counselor.

REQUIREMENT 4: Choose two of the three following scenarios and discuss what you could do as a Scout to demonstrate leadership and your understanding of *what it means to help others who may seem different from you*:

REQUIREMENT 4a: Scenario 1: While at camp, a youth accidentally spills food on another camper. The camper who gets spilled on gets angry and says something that is offensive to people with disabilities; their friends laugh. What could/should you do?

Notes:



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REQUIREMENT 4b: Scenario 2: Your friend confides in you that some students in school are making insulting comments about one of their identities, and that those same students created a fake social media account to impersonate your friend online and post messages. What could/should you do?

Notes:



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REQUIREMENT 4c: Scenario 3: A new student in your class was born in another country (or has a parent who was born in another country). Your friends make rude comments to the student about their speech or clothes and tell the student to “go back home where you came from.” What could/should you do?

Notes:



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REQUIREMENT 5a: Document and discuss with your counselor: Ideas on what you personally can do to create a welcoming environment in your Scouting unit.

Notes:

REQUIREMENT 5b: Document and discuss with your counselor: An experience you had in which you went out of your way to include another Scout(s) and what you did to make them feel included and welcomed.

Notes:

REQUIREMENT 5c: Document and discuss with your counselor: Things you can do to help ensure all Scouts in your unit are given an opportunity to be heard and included in decision-making and planning.

Notes:



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REQUIREMENT 6: With your parent's or guardian's approval, connect with another Scout or youth your own age who has an identity that's different from yours. (This means a trait, belief, or characteristic different from you.)

REQUIREMENT 6a: Share with each other what makes the different aspect of your identity meaningful/special to you.

Notes:

REQUIREMENT 6b: Share with each other either one of the following:

i. A time you felt excluded from a group.

- What was the situation?
- How did it make you feel?
- What did you do?
- Did anyone stand up for you?
- What did you learn?
- Would you do anything differently today?

ii. This imaginary situation.

You're attending a new school and don't know anyone there yet. You notice they dress very differently than you do. At lunchtime, you decide you'll try to sit with a group to get to know other students. People at two tables tell you there is someone sitting at the currently empty seat at their table, so you end up eating by yourself.

- How would that make you feel?
- What could the students have done?
- If that happened at your school, what would you do?

Notes:

REQUIREMENT 6c: Discuss with your counselor what you learned from the discussion with the other Scout or youth.

This requirement must be reviewed with your merit badge counselor.



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REQUIREMENT 7: Identify and interview an individual in your community, school, and/or Scouting who has had a significant positive impact in promoting diversity, equity, and inclusion. If you feel your community, school, or local Scouting group does not have such an individual, then research a historical figure who meets these criteria, and discuss that person with your counselor.

Who did you interview / research?

How your selected individual made a significant positive impact in promoting diversity, equity, and inclusion:

REQUIREMENT 7a: Discover what inspired the individual, learn about the challenges they faced, and share what you feel attributed to their success.

What inspired your selected individual:



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What challenges were faced by your selected individual:

What attributed to the success of your selected individual:

REQUIREMENT 7b: Discuss with your counselor what you learned and how you can apply it in your life.

This requirement must be reviewed with your merit badge counselor.

Be sure to bring any work you have done in preparation to share with your merit badge counselor.



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REQUIREMENT 8:

With the help of your parent or guardian, study an event that had a positive outcome on how society viewed a group of people and made them feel more welcome. Describe to your counselor the event and what you learned.

Selected event:

Parent or Guardian's Name

Phone

Parent or Guardian's Signature

Date

☐

*Discussed this
event with me*

This requirement must be reviewed with your merit badge counselor.

Be sure to bring any work you have done in preparation to share with your merit badge counselor.

Notes:



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REQUIREMENT 9a: Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in making others feel included.

Area 1:	Area 2:	Area 3:

REQUIREMENT 9b: Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in practicing active listening.

Area 1:	Area 2:	Area 3:

REQUIREMENT 9c: Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in creating an environment where others feel comfortable to share their ideas and perspectives.

Area 1:	Area 2:	Area 3:

REQUIREMENT 9d: Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in helping others feel valued for their input and suggestions.

Area 1:	Area 2:	Area 3:

REQUIREMENT 9e: Document and discuss with your counselor three or more areas in your life outside of Scouting where you feel you can actively provide stronger leadership in standing up for others.

Area 1:	Area 2:	Area 3:



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REQUIREMENT 10: Discuss with your counselor how stereotyping people can be harmful.

This requirement must be reviewed with your merit badge counselor.

Notes:

REQUIREMENT 10: Discuss with your counselor how stereotypes can lead to prejudice and discrimination.

This requirement must be reviewed with your merit badge counselor.

Notes:

REQUIREMENT 10: Share ideas you have for challenging assumptions and celebrating individuality.

This requirement must be reviewed with your merit badge counselor.

Notes:



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REQUIREMENT 11: Scouting strives to develop young people to be future leaders in their workplaces, schools, and community environments. As you look at your current involvement in school, your family, Scouting, your job, and/or community, think about how you can have a positive impact in diversity, equity, and inclusion.

REQUIREMENT 11a: Describe your ideas on how you can and will support others with different identities to feel included and heard at your school, workplace, and/or social settings in your community.

Notes:

REQUIREMENT 11b: Explain how including diverse thoughts and opinions from others with different identities can make your interactions more positive.

Notes:

REQUIREMENT 11b: Explain how including diverse thoughts and opinions from others with different identities can help everyone benefit by considering different opinions.

Notes:



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REQUIREMENT 11c: Give three examples of how limiting diverse input can be harmful.

Example 1:

Example 2:

Example 3:

REQUIREMENT 11d: Give three examples of how considering diverse opinions can lead to innovation and success

Example 1:

Example 2:

Example 3: