



Citizenship in Society Merit Badge Workbook

SCOUTMASTER BUCKY

Scouts participating in a Scoutmaster Bucky merit badge opportunity, whether online or in person, should consider using the Citizenship in Society class preparation pages for clarifications, insights, and expectations.

<https://scoutmasterbucky.com/merit-badges/citizenship-in-society/citizenship-in-society-cpp.pdf>

"DISCUSSION" REQUIREMENTS WILL BE EITHER WITH A COUNSELOR AND ANOTHER INDIVIDUAL (IN ACCORDANCE WITH YOUTH PROTECTION GUIDELINES [HTTPS://WWW.Scouting.org/health-and-safety/gss/gss01/](https://www.scouting.org/health-and-safety/gss/gss01/)), OR WITH YOUR COUNSELOR AND A SMALL GROUP (OF SCOUTS), DEPENDING UPON YOUR PREFERENCE.

REQUIREMENT 6 REQUIRES PARENT/GUARDIAN APPROVAL & REQUIREMENT 8 REQUIRES PARENT/GUARDIAN PARTICIPATION.

REQUIREMENT 1: Research the following terms and explain to your counselor how you feel they relate to the Scout Oath and Scout Law:

identities	diversity	equality	equity
inclusion	discrimination	ethical leadership	upstander

Identities:

Diversity:

Equality:



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Equity:

Inclusion:

Discrimination:

Ethical Leadership:

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.).

Selected Individual:

How you researched this individual and when:

What kind of positive leadership was demonstrated (give examples):

What ethical decision was made:



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

Notes:

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

Notes:

REQUIREMENT 2b: Explain the outcome of that action.

Notes:



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REQUIREMENT 3: Consider ethical decision-making.

REQUIREMENT 3a: 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 you feel?

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



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REQUIREMENT 3b:

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 actions 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.

THE SCOUT LAW

A SCOUT IS TRUSTWORTHY,
LOYAL,
HELPFUL,
FRIENDLY,
COURTEOUS,
KIND,
OBEDIENT,
CHEERFUL,
THRIFTY,
BRAVE,
CLEAN
AND REVERENT.

THE SCOUT LAW

A SCOUT IS TRUSTWORTHY,
LOYAL,
HELPFUL,
FRIENDLY,
COURTEOUS,
KIND,
OBEDIENT,
CHEERFUL,
THRIFTY,
BRAVE,
CLEAN
AND REVERENT.

This requirement must be reviewed with your merit badge counselor.
BE PREPARED!



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DO TWO OF THE FOLLOWING (4A, 4B, OR 4C) FOR REQUIREMENT 4 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 ideas on what you personally can do to create a welcoming environment in your Scouting unit.

Notes:

REQUIREMENT 5b: Document and discuss 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 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 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.)

PARENT/GUARDIAN APPROVAL: IS REQUIRED.

Parent's / Guardian's Name

Phone or Email

Parent's / Guardian's Signature

Date ☐ *approved*

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

Notes:



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REQUIREMENT 6b: Share with each other ONE of the following options:

Option 1: 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?

Option 2: 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.

Notes:



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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?

Notes:

REQUIREMENT 7a: Discover what inspired the individual.

Notes:



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REQUIREMENT 7a: Learn about the challenges your selected individual faced.

Notes:

REQUIREMENT 7a: Share what you feel attributed to their success.

Notes:

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

Notes:



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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.

PARENT/GUARDIAN PARTICIPATION: IS REQUIRED.

Parent's / Guardian's Name

Phone or Email

Parent's / Guardian's Signature

Date

☐

discussion took place

Selected Event:

The positive outcome for which group of people:

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 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 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.

Notes:

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

Notes:

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

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: