



University of Southern Indiana
Merit Badge University

Citizenship in Society Merit Badge
Pre-Requisites

Bring Page 4 of Parental Acknowledgement completed to Merit Badge University.

Criteria 1. Before beginning work on other requirements for this merit badge, 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, and upstander.

Criteria 2. Document and discuss with your counselor what leadership means to you. Share what it means to make ethical decisions.

- (a) 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.)
- (b) Explain what decision and/or options that leader had, why you believe they chose their final course of action, and the outcome of that action.

Criteria 5. Document and discuss:

- (a) Ideas on what you personally can do to create a welcoming environment in your Scouting unit.
- (b) 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.
- (c) 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.

Criteria 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.)

- (a) Share with each other what makes the different aspect of your identity meaningful/special to you
- (b) Share with each other ONE of the following Options:
 - (i) 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?
 - (ii) 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?

(c) Discuss with your counselor what you learned from the discussion with the other Scout or youth.

Criteria 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.

- (a) Discover what inspired the individual, learn about the challenges they faced, and share what you feel attributed to their success
- (b) Discuss with your counselor what you learned and how you can apply it in your life.

Criteria 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.

Criteria 9. 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.

- (a) Making others feel included.
- (b) Practicing active listening.
- (c) Creating an environment where others feel comfortable to share their ideas and perspectives.
- (d) Helping others feel valued for their input and suggestions.
- (e) Standing up for others.

Citizenship in Society Merit Badge Resources

Citizenship in Society Merit Badge Workbook Link



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Parental Acknowledgement

As your Scout prepares to participate in the Citizenship in Society merit badge, we want to share with you the objectives of this particular merit badge and the format as it is different than other merit badges.

Although there is some work outside of the class session, a lot of the merit badge is listening and sharing. Scouts must participate in each discussion to receive credit for that requirement. We ask a parent and/or legal guardian to review the objectives and requirements of this merit badge and sign the Parental Acknowledgement Form (page 4). Scouts will need to bring this with them.

Scouts, BSA fees strongly that our Scouts' understanding of different identities and abilities is integral to empowering them to help make all Scouts feel welcomed. The intent of this merit badge is to help achieve our Diversity, Equity, and Inclusion (DEI) Vision. (To partner with all families and communities in raising young people of high moral character, developing their leadership skills, and preparing them to serve and thrive in a world of increasing diversity, complexity, and challenge.)

The Boy Scouts of America's, DEI Mission is to promote a culture in which every youth, volunteer, and employee feels a sense of belonging and builds communities where every person feels respected and valued. Leading by example and encouraging each other to live by the values expressed by the Scout Oath and Scout Law, we welcome families of all backgrounds and help prepare young people to serve as successful members and leaders of our nation's increasingly diverse communities.

The goal of the Citizenship in Society merit badge is to help educate Scouts on what diversity, equity, and inclusion are; why they are important; and how to lead ethically and inclusively to contribute to the cultivation of an environment of belonging for all Scouts. This merit badge is one of the educational and awareness initiatives the BSA is implementing to ensure every youth feels welcomed and wholly included, to achieve a sense of belonging with the Scouts, and to prepare them for success in our ever-evolving world.

What's Involved for the Scout:

- Learning key terminology.
- Understanding how diversity, equity, and inclusion relate to the Scout Oath and Scout Law.
- Evaluating scenarios to understand how they make others feel and how each person can serve as a supportive and inclusive leader who values others' thoughts and opinions.
- Collaborating with a Scout or youth from a different background to exchange information and experiences.
- Brainstorming how to optimize the welcoming environment of their Scouting units and actions they personally commit to taking.
- Documenting key recommendations to share with their counselor.

Pre-Requisites

The Scout will be asked to complete the following requirements prior to Merit Badge University:

- 1. Research the following terms** (identities, inclusion, diversity, discrimination, equity, ethical leadership, equality and upstander)
- 2. Document** and discuss with your counselor what leadership means to you. Share what it means to make ethical decisions.
 - a. 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.)
 - b. Explain what decision and/or options that leader had, why you believe they chose their final course of action, and the outcome of that action.
- 5. Document** and discuss with your counselor:
 - a. Ideas on what you personally can do to create a welcoming environment in your Scouting unit.
 - b. 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.
 - c. 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.
- 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.)**
 - a. Share with each other what makes the different aspect of your identity meaningful/special to you.
 - b. 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.
 - o How would that make you feel? o What could the students have done? o If that happened at your school, what would you do?
- 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.

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

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

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.

9. 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.

a. Making others feel included.

b. Practicing active listening.

c. Creating an environment where others feel comfortable to share their ideas and perspectives.

d. Helping others feel valued for their input and suggestions.

e. Standing up for others.



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Parental Acknowledgement

Scout's Name: _____

As the parent and/or legal guardian of the above-named Scout, I acknowledge that I have read the information provided regarding the Citizenship in Society merit badge. I understand the objectives of this merit badge and I give my consent for my Scout to engage in the conversations necessary to meet the requirements of this merit badge.

Parent's Printed Name: _____

Parent's Signature: _____

Date: _____