

Name: _____

Date: _____

Unit: _____

Citizenship in Society Preparation Document with MB Counselor Ms. Finch

Note: it is not required to turn anything into me (I will not be collecting this). It is required to share your ideas/participate. This document can help you formulate your thoughts. I will not be signing off on any requirements simply because you showed up. Scouts, it's a rare opportunity to get this MB done in one day & offered throughout the year. You must do your part and do the pre-requisites. The bulk of this merit badge is based on your prior research. Your prior research is a requirement.

This is not an official document of Scouting America. Ms. Finch created this document with some information from the requirements of the Citizenship in Society Merit Badge informational page found on Scouting.org.

The Citizenship in Society merit badge encourages Scouts to explore information on diversity, equity, inclusion, and ethical leadership, and learn why these qualities are important in society and in Scouting. The merit badge is designed to help Scouts learn about the different identities and characteristics we each possess, understand different perspectives and experiences, and promote good citizenship in society. You will conduct research, explore resources on your own, host conversations with adults, peers, parents and community members and identify actions you can take to ensure inclusivity and to act as upstanders. This merit badge aligns with the Scout Oath and Scout Law, which collectively encourage Scouts to respect the beliefs of others, be kind and courteous, and help other people at all times. Scouting has always promoted “doing a good turn daily,” and as our world evolves, we want to ensure our Scouts evolve with it in understanding, appreciating, and respecting the differences that make us each unique. The Citizenship in Society merit badge is an important initiative designed to help Scouts learn about the unique identities and perspectives we each possess and the importance of encouraging a culture – in Scouting and society – where every person feels respected and valued.

#4 We will begin our class with the **Scout Oath** and **Scout Law** and recite this together. Please be prepared and have these memorized.

#1 Research the following words to learn their meanings and be prepared to explain to Ms. Finch how you feel they relate to the Scout Oath and Scout Law:

1. Identities:

Relationship to Scout Oath and Scout Law:

2. Diversity:

Relationship to Scout Oath and Scout Law:

3. Equality:

Relationship to Scout Oath and Scout Law:

4. Equity:

Relationship to Scout Oath and Scout Law:

5. Inclusion:

Relationship to Scout Oath and Scout Law:

6. Discrimination:

Relationship to Scout Oath and Scout Law:

7. Ethical:

Relationship to Scout Oath and Scout Law:

8. Upstander:

What is the bystander effect/diffusion of responsibility?

Relationship to Scout Oath and Scout Law:

9. Ethical Leadership:

Relationship to Scout Oath and Scout Law:

#2 Research and be prepared to share in class:

- A. An **individual** you feel has demonstrated positive **leadership** while having to make an **ethical** decision. It could be someone in history, a family member, teacher, coach, counselor, clergy member, Scoutmaster, etc.

- B. Explain what decision and/or options that leader had, why they chose their final course of action, and the outcome of that action.

#3 Consider ethical decision making & be prepared to share

1. A time you faced an ethical decision:

- a. Discuss the situation, what you did, and how it made you feel.

- b. Discuss if you would do anything differently in the future.

- c. List three examples of ethical decisions you might have to make:

- i. At school:

- ii. at home:

iii. in the workplace:

iv. or in the community:

- d. Explain to Ms. Finch 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.

#4 Continued:

Choose two of the following scenarios and be prepared to discuss with 4-5 other Scouts in class 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. Ms. Finch will be listening in and observing all interactions. Be prepared to share this experience with Ms. Finch:

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?

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?

Scenario 3: A new student in your class moved from another country (or has a parent who immigrated from another country). Your friends make rude comments to the student, making fun of their speech or clothes, and tell the student to “go back home where you came from.” What could/should you do?

#5 Be prepared to discuss in class:

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

b. An experience you had where you went out of your way to include another Scout 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.

d. What should we do to welcome new Scouts?

e. What ideas do you have on how we should get to learn about new Scouts?

f. What's something that made you feel welcomed when you joined Scouting?

g. What's something you wish had been done when you joined Scouting to help you feel welcomed/get to know others?

#6 Be prepared to connect with 4-5 other Scouts in class and share:

a. What makes the different aspects of your identity meaningful/special to each of you.

b. Share with each other one of the following:

i. A time you felt excluded from a group, what the situation was, and how it made you feel.

• What did you do?

- Did anyone stand up for you?
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- What did you learn, and would you do anything differently today?
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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 this happened at your school, what would you do?

c. Discuss with Ms. Finch what you learned from this discussion with the other Scouts.

#7 Identify and interview an individual in your community, school, and/or Scouting who has had a significant positive impact 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. Link with examples from Scouting America: <https://www.cultureamp.com/blog/diversity-and-inclusion-workplace-influencers>.

Note: Many Scouts choose wonderful historical figures like Rosa Parks and Reverend Dr. Martin Luther King Jr. (MLK). If choosing Rosa Parks, I want to encourage you to also study about Claudette Colvin. If choosing MLK, I want to encourage you to also study why his full name is Reverend Dr. Martin Luther King Jr. What does it say about his identity?

- a. Discover what inspired the individual, learn about the challenges they faced, and share what you feel attributed to their success.
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- b. Discuss with Ms. Finch 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 Ms. Finch the event and what you learned.

Note: The January 1, 1863 issuing of the Emancipation Proclamation and/or Civil War of April 12, 1861 are great events to note. If considering these two events, I encourage you to research what Juneteenth is and how it relates to these events. Also consider doing some research on Cinco de Mayo and how it's related to the Civil War. Finally, since we are on the topic of identity, research the difference between slaves vs people enslaved.

#9 Document and discuss with Ms. Finch 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.

#10 Discuss with Ms. Finch how stereotyping people can be harmful, and how stereotypes can lead to prejudice and discrimination. Share ideas you have for challenging stereotypes and celebrating individual traits and characteristics.

#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 could make an impact in diversity, equity and inclusion. Consider your future in those areas, and then do the following:

- a. Describe how you will support others with different identities to feel included and heard in daily conversations in your school, workplace, or social settings in your community.

- b. Explain how including diverse thoughts and opinions from others with different identities can make your interactions more positive, and how all can benefit by considering different opinions.

- c. Give three examples of how considering diverse opinions can lead to innovation and success, and three examples of how limiting diverse input could be harmful.

Other terms, people, and information to consider researching (not required)

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| • Intersectionality | • “Believing the best”/ “The Benefit of the Doubt” |
| • Consensus Decision Making | • Implicit and Explicit bias |
| • Microaggression | • Feedback sandwich: Praise, Guide, Praise (PGP) |
| • Juneteenth | |
| • Claudette Colvin | |
| • Cinco de Mayo and the Civil War | |
| • Inclusion vs Invitation | |
| • The Bystander Effect/Diffusion of Responsibility | |