



# CITIZENSHIP IN SOCIETY

## KNOW BEFORE YOU GO

Information to help you prepare for the Citizenship in Society Workshop on June 10, 2023

### Date & time

Saturday, June 10, 2023  
Arrival & Registration: 8:15 am  
Program begins: 9:00  
Program ends: 5:00 pm

### Location

Camp Long  
5200 35th Ave SW, Seattle, WA 98126  
*Drop off and pick up at Camp Long*

The workshop includes a service project in forest conservation in several locations: in Camp Long (for younger scouts) and in Puget Park (older scouts). Scouts will walk 1.2 miles from Camp Long to Puget Park and back with adult supervision.

### What to bring

- Sack lunch, snack and water
- A small notebook and pen or pencil
- A backpack
- For the service project: sneakers, sun hat, work gloves, light jacket

### What to wear

- Class A uniform, preferably with long sleeve T-shirt underneath, if scouts choose to take off Class A shirt during service project)
- Long pants
- Sneakers and socks

### Work to complete in advance

The program is designed to enable Scouts to complete all the requirements of the badge in one day if **they complete the pre-work and commit to staying the whole day**. Scouts who do so will receive a signed blue card and two hours of service work. Details on all required pre-work, and templates to complete are on the other side, and the attached pages.

**Scouts must complete all pre-work and bring completed forms to the workshop.**

Questions? Contact [katrandolph@hotmail.com](mailto:katrandolph@hotmail.com)



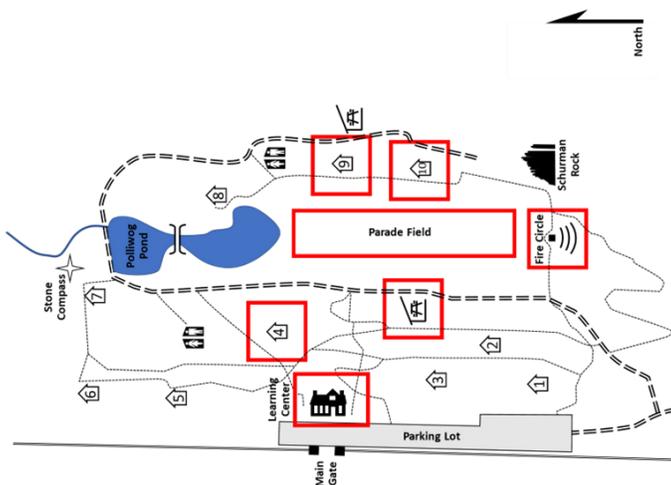
# Pre-Work Steps

1. Review the requirements for the merit badge available with your parents/guardian. Requirements are included at the end of this document
2. Complete pre-work for requirements 1, 2, 7 and 8. **Print the attached forms (pages 3-11), complete the work and bring the forms with you.**
3. Sign up for the service project at the Seattle Green Partnership website. Link to follow.

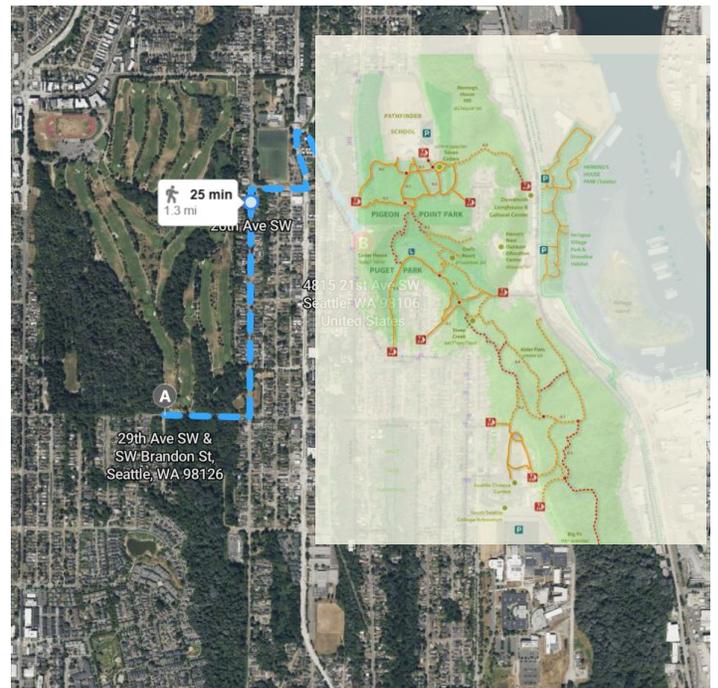
Adults should register on behalf of their scouts. Adults can consider if they are comfortable having their older scouts register with the scouts name and contact information.

4. Print and complete the waiver form for the service project. **You must bring the form with you.** Form is available at the link below, and also included in this packet [youth release waiver.pdf \(greencitypartnerships.org\)](http://greencitypartnerships.org/youth_release_waiver.pdf)

## Camp Long Map



## Camp Long & the Duwamish Greenbelt Trails



# Citizenship in Society Workshop Requirement 1



**Name:**

**Troop:**

**Requirement 1:** Before beginning work on other requirements for this merit badge, research the following terms, and think about how they relate to the Scout Oath and Scout Law:

- Identities
- Inclusion
- Diversity
- Discrimination
- Equity
- Ethical Leadership
- Equality
- Upstander

Concept	Definition & How it relates to the Scout Oath and Scout Law
Identities	Definition  How it relates to the Scout Oath and Scout Law
Diversity	Definition  How it relates to the Scout Oath and Scout Law
Inclusion	Definition  How it relates to the Scout Oath and Scout Law
Discrimination	Definition  How it relates to the Scout Oath and Scout Law

# Citizenship in Society Workshop Requirement 1 (continued)



Name:

Troop:

Concept	Definition & How it relates to the Scout Oath and Scout Law
Equity	Definition  How it relates to the Scout Oath and Scout Law
Ethical Leadership	Definition  How it relates to the Scout Oath and Scout Law
Equality	Definition  How it relates to the Scout Oath and Scout Law
Upstander	Definition  How it relates to the Scout Oath and Scout Law
Other terms used in requirements: While not part of the list of terms in requirement 1, these terms are used in other requirements. Please research and write the definition of these as well:	
Bystander	Definition
Ally	Definition
Stereotypes	Definition

# Citizenship in Society Workshop Requirement 2



**Name:**

**Troop:**

**Requirement 2:** Document and discuss with your counselor what leadership means to you and what you think it means to make ethical decisions

- Research *an individual* you feel has demonstrated positive leadership while having to make an ethical decision (*someone in history, a family member, teacher, coach, counselor, clergy member, Scoutmaster, a judge*)
- Ask/learn about the decision and/or options that leader had, why they chose their final course of action, and the outcome of that action

**After researching (or talking with) someone who's demonstrated positive leadership while having to make an ethical decision, answer the following questions:**

What is the name of the person?

Describe the situation they were in? What were the ethical issues they grappled with?

What decisions did they have to make? What was "at stake"? What options did they consider?

Why did they make the decision they made? What difficulties did they face?

# Citizenship in Society Workshop Requirement 2 (continued)



**Name:**

**Troop:**

## An Individual that's demonstrated leadership in ethical decision making

What was the outcome of the decision? What impact did it have on them, on others?

After reflecting on what you learned, answer the following questions

What does "leadership" mean to you? What does it have to do with ethics and ethical decision making?

What does it mean to you to "make an ethical decision"?

*What are some examples of ethical decisions you've faced?*

# Citizenship in Society Workshop Requirement 7



**Name:**

**Troop:**

**Requirement 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 can't identify such an individual, research a historical figure. Discover what inspired the individual, learn about the challenges they faced and share what you feel attributed to their success.

For this requirement, we have invited three individuals who are deeply committed to promoting diversity, equity to come to the workshop. They will speak and share their experiences. Afterwards, there will be a panel discussion in which scouts will have the opportunity to questions.

To prepare:

- Read the profiles of all three speakers.
- Pick one of them and
  - Look up the additional information about them and the causes they care about
  - Think about, and write down 2 questions for them.



## Blair Taylor

Mr. Taylor works with the CEOs, Board of Directors and other senior management at major corporations and non-profit organizations to solve complex business issues, with a specialty in Diversity & Inclusion, Corporate Social Responsibility and team building. He's currently the Managing Director of Talent & Organization/North American Lead for Inclusion & Diversity at Accenture, one of the world's largest consulting firms. His previous roles include: Partner at the consulting firm PwC, heading up the Workforce Transformation practice; the Global Chief Human Resources Officers at Starbucks; and CEO at My Brother's Keeper, the organization founded by President Barak to address persistent opportunity gaps facing boys and young men of color.

Mr. Taylor and his wife have four children and live in Seattle.

Learn more:

- Mr. Taylor's professional profile on LinkedIn
- Read Mr. Blair's article [Five ways business leaders can respond to social injustice](#)
- [Learn what a "Chief Human Resource Officer is and does on Wikipedia](#)
- [My Brother's Keeper](#) website. Learn about the challenges facing boys and young men of color, the mission of the organization and their programs

# Citizenship in Society Workshop Requirement 7 (continued)



## Name & Troop:



Kristin Conn, MD

Dr. Conn is a doctor of Family Medicine and Medical Director at Kaiser Permanente. She is the lead for Equity, Inclusion and Diversity for the 1200 person medical group. In her own words, "I was born in Philadelphia and spent most of my childhood just outside of Washington, D.C. I studied filmmaking as an undergraduate at Northwestern University, which is where my husband and I met. After college, I worked in advertising and public relations. While that was exciting and creative, I yearned for something different. Medicine is a perfect fit for me because I enjoy supporting and educating people as they pursue their

health goals. We moved to the Pacific Northwest in 2008 and now call it home. My husband, who is an Episcopal priest, and I have two creative, funny children who inspire us to take time to play in addition to doing good works in the world. As a family, we volunteer with an organization that feeds homeless teens and provides housing to homeless families.

### Learn more:

- [Read Dr. Conn's profile at the Kaiser Permanente website](#)
- Read this article [What Are Health Equality and Equity, and Why Do They Matter?](#)



Toshiko Hasegawa

Ms. Hasegawa was elected to the five member Port of Seattle Commission in 2021, and recently was the first Asian woman to be named Commission Vice President. She was appointed by Governor Inslee to be the Executive Director of Washington State's Commission on Asian Pacific American Affairs. Driven by a deep passion for civil rights, she's an agent of change, pushing for economic growth along with environmental and social justice for the diverse communities that live around the Port.

She grew up on Beacon Hill, and is a proud fourth Generation Japanese American. As a graduate of Seattle Public Schools, she loves to be in community with kids from South Seattle, hear their feedback and involve them in programs that offer opportunities and solutions. She and her husband – who is an Eagle Scout and Scoutmaster of Troop 8 in the Duwamish District – have a two year old daughter, Keiko Rose.

### Learn more:

- [Read about Toshiko Hasegawa on the Port of Seattle website](#)
- [Read her blog post "Building an Inclusive Port Community"](#)

# Citizenship in Society Workshop Requirement 7



**Name:**

**Troop:**

**Which speaker did you choose? Mr. Blair. Dr. Conn. Commissioner Hasegawa**  
**Complete all questions on both sides**

Describe the work they do

What inspired or motivated them?

What challenges does he or she face?

# Citizenship in Society Workshop Requirement 7



**Name:**

**Troop:**

**Which speaker did you choose? Mr. Blair. Dr. Conn. Commissioner Hasegawa**

What do you think attributed to their success?

What have you learned and how you can apply it in your life? .

# Citizenship in Society Workshop Requirement 8



**Name:**

**Troop:**

**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.

*The following questions are suggested prompts. Use them as needed, but don't feel you have to answer them all.*

## Describe the circumstances

Describe the time frame i.e. when did this "event" take place? Over what period of time did it take place (days, weeks, years, generations?)

Describe the group(s) of people, and/or individuals were involved. Who were they?

What "perceptions" did "society" have of them and why? Who in "society" held those perceptions and why? What was the cause of those "perceptions"? What was the impact of these "perceptions" that "society" held? Did it impact their lives and rights, such as where they could live, work, go to school?

# Citizenship in Society Workshop Requirement 8



**Name:**

**Troop:**

**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 the event and what changed

Describe the "event" itself? What happened?

Did "society" change perceptions quickly or slowly? What challenges were faced?

What changed in the perceptions? Why?

Summarize what you learned

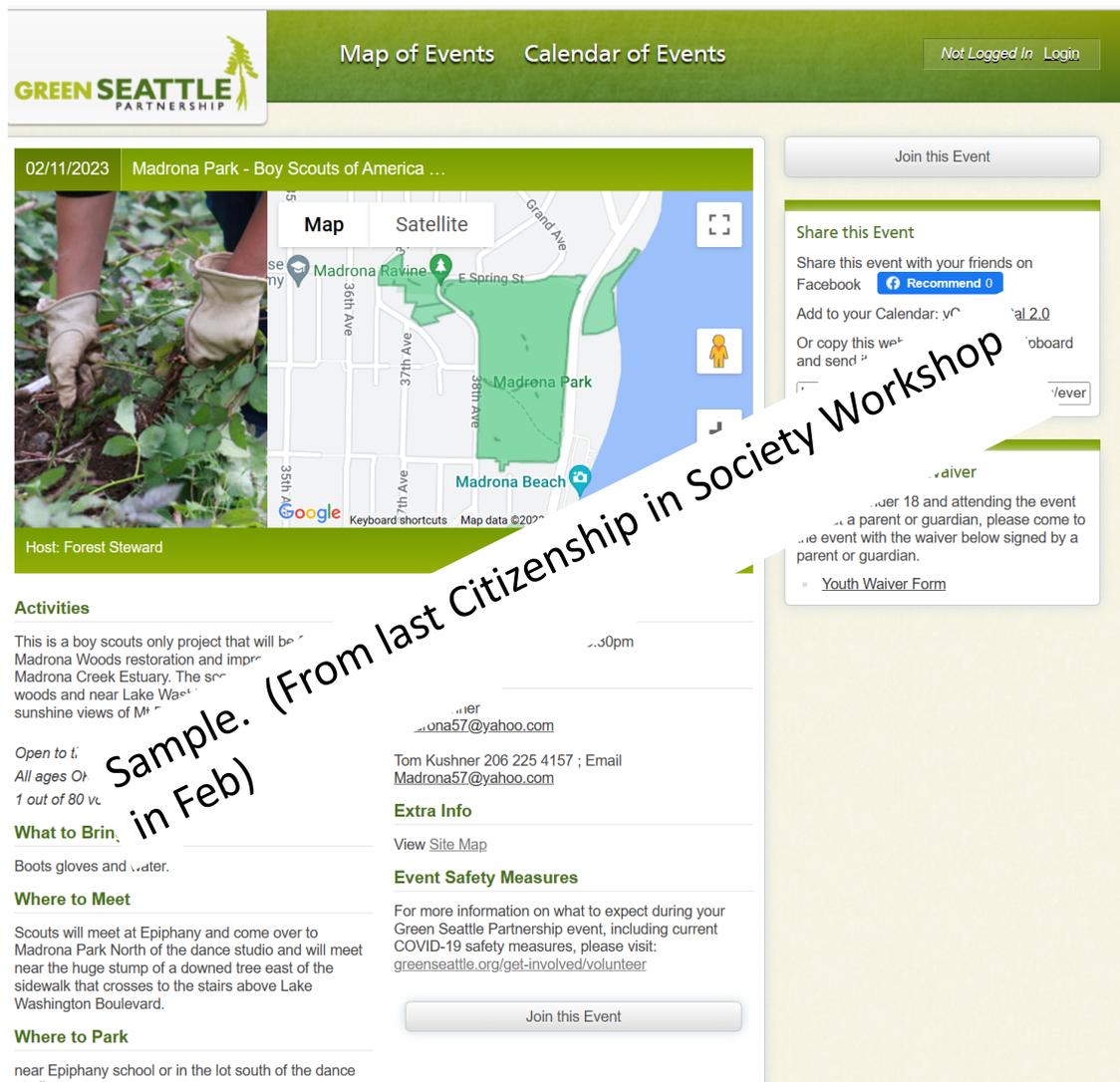
# Service Project Sign-Up

In the Chief Seattle Council, our Citizenship in Society Workshops include a service project in environmental conservation, restoring urban forest and watersheds. We do them in partnership Green Seattle Partnership, and when possible on lands important to local Coast Salish Tribes and salmon habitat. In this way, we deliver on our commitment to go “beyond land acknowledgement” to be good stewards of the land and water.

Sign up for the service project at the Seattle Green Partnership website  
Link will be sent shortly

Adults should register on behalf of their scouts. Adults can consider if they are comfortable having their older scouts register with the scouts name and contact information.

Print and complete the waiver form for the service project (on the back) **You must bring the form with you.**



**GREEN SEATTLE PARTNERSHIP** | Map of Events | Calendar of Events | Not Logged In | Login

02/11/2023 | Madrona Park - Boy Scouts of America ...

Join this Event

Share this Event

Share this event with your friends on Facebook [Recommend 0](#)

Add to your Calendar: [iCal](#) [iCal 2.0](#)

Or copy this web page and send it to your email board [never](#)

[Youth Waiver Form](#)

**Activities**

This is a boy scouts only project that will be... Madrona Woods restoration and improve... Madrona Creek Estuary. The... woods and near Lake Wash... sunshine views of M...

Open to... All ages OK... 1 out of 80 v...

**What to Bring**

Boots gloves and water.

**Where to Meet**

Scouts will meet at Epiphany and come over to Madrona Park North of the dance studio and will meet near the huge stump of a downed tree east of the sidewalk that crosses to the stairs above Lake Washington Boulevard.

**Where to Park**

near Epiphany school or in the lot south of the dance...

Host: Forest Steward

Map | Satellite

Madrona Ravine | E Spring St | Madrona Park | Madrona Beach

Keyboard shortcuts | Map data ©2023

Tom Kushner 206 225 4157 ; Email [Madrona57@yahoo.com](mailto:Madrona57@yahoo.com)

**Extra Info**

View Site Map

**Event Safety Measures**

For more information on what to expect during your Green Seattle Partnership event, including current COVID-19 safety measures, please visit: [greenseattle.org/get-involved/volunteer](http://greenseattle.org/get-involved/volunteer)

Join this Event

*Sample. (From last Citizenship in Society Workshop in Feb)*



## Youth Volunteer/Service Learning Waiver

Green Seattle Partnership is working with volunteers of all ages to clean up our parks and restore our forests. Volunteering is fun, educational, and a great opportunity for youth to serve their community and enjoy being outside in Seattle's beautiful parks! It is also a great way to earn service hours. Each event is supervised by a trained staff or volunteer lead. Tools and gloves are provided at all events.

Activities may include:

- Removing non-native invasive weeds such as blackberry and ivy
- Moving and spreading mulch
- Planting native trees and shrubs
- Picking up garbage
- Maintaining or building trails

Be prepared:

- Wear long pants, long sleeved shirt and close-toed shoes (boots/old tennis shoes) that you don't mind getting dirty. NO sandals or other open shoe are allowed
- Bring a rain jacket or large plastic garbage bag (w/cut holes for head and arms) in case it rains.
- Water bottle to stay hydrated

For more information about the Green Seattle Partnership efforts go to [www.greenseattle.org](http://www.greenseattle.org)

### Youth Release Form

The City of Seattle and Forterra NW are active partners in the Green Seattle Partnership. For and in consideration of the participation of my child in the Green Seattle Partnership volunteer program, I release, acquit and forever discharge the City of Seattle, a municipal corporation, its officers, agents, employees, and volunteers, and Forterra NW, a non-profit organization, their officers, agents, employees, and volunteers ("the released parties") from any and all claims, demands, costs, action, or liability, on account of, or in any way growing out of, any and all known and unknown, foreseen and unforeseen bodily injuries or death, or damage to property resulting from or by reason of my child's participation in, or transportation to or from, any activity, work, or work site in any way related to the program.

<b>Name of parent or guardian</b>			
<b>Signature of parent or guardian</b>			<b>Date</b>
<b>Name of participant (please print):</b>		<b>Age:</b>	
<b>Address:</b>			
<input type="checkbox"/> <b>Yes!</b> We permission for the youth participant to be photographed and/or filmed and have their image used by the City of Seattle or partner organizations involved with the community project.			
<b>Emergency Contact Name:</b>		<b>Emergency Phone Contact:</b>	
<b>Email:</b> (to receive info about volunteer opportunities)			

**Please email this completed form to the event lead or to [info@greenseattle.org](mailto:info@greenseattle.org) prior to the volunteer event. You may also print this form and bring to the event lead in person.**

BOY SCOUTS OF AMERICA  
MERIT BADGE SERIES

# CITIZENSHIP IN SOCIETY



*For a Spanish version of this document, click here*

*Para obtener una versión en español de este documento, haga clic aquí*

*"Enhancing our youths' competitive edge through merit badges"*



BOY SCOUTS OF AMERICA®

# Overview for Scouts

The focus of the Citizenship in Society merit badge is to provide you with information on diversity, equity, inclusion, and ethical leadership. You'll learn why these qualities are important in society and in Scouting, as well as how to help other people at all times and serve as a leader and an upstander. The Boy Scouts of America continues to be committed to developing a culture in which every youth, volunteer, and employee feels included and welcomed — and to building communities where every person feels respected and valued.

- We welcome families and individuals of all backgrounds and identities to help prepare young people to serve as successful members and leaders of our nation's increasingly diverse communities.
- We are committed to creating inclusive environments and promoting a culture of respect and belonging for all.
- We expect all members to be guided by the Scout Oath and Scout Law.
  - ❑ As found in the definition of “reverent” in the Scout Law, we expect our Scouts to “respect the beliefs of others,” both within and outside of Scouting.
- We want everyone who follows the values of the Scout Oath and Scout Law to feel welcomed and able to take advantage of the many opportunities Scouting provides, and we want every Scout to feel a sense of acceptance and inclusion in their unit and in Scouting.
- We expect and appreciate that our Scouts do their best to make all feel welcomed.
  - ❑ Learning about and understanding different identities and abilities will help each Scout understand what to do to help make other Scouts feel welcomed and find a sense of belonging in Scouting.

# Instructions for Scouts

By now in your journey as a Scout, you have probably completed other merit badges and become familiar with using the merit badge pamphlet that usually accompanies the requirements. The process of earning this merit badge will be different, as it intentionally places the responsibility of research and identification of resources on you instead of using a merit badge pamphlet.

- You are encouraged to explore as deeply and broadly as you see fit for your personal learning and growth.
- Your merit badge counselor may, for certain requirements, ask you to identify your sources.
- Your counselor will not be providing you with answers or resources, but will be engaging you in conversation to ask about what you have learned and how you plan to apply your new knowledge to your life as a Scout and as a good citizen in society.
- As you undertake these learnings, think about how you can demonstrate the values of the Scout Oath and Scout Law in your daily life.

# Requirements

**“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/>), or with your counselor and a small group (of Scouts), depending upon your preference.**

1. Before beginning work on other requirements for this merit badge:
  - a. 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
    - Diversity
    - Equity
    - Equality
    - Inclusion
    - Discrimination
    - Ethical Leadership
    - 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.
3. Consider ethical decision-making.
  - a. 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.

- 
- 
- b. 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
  - c. 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*.
4. Repeat the Scout Oath and Scout Law for your counselor. 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*:
    - a. 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?
    - b. 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?
    - c. 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?
  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.
          - 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.
  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.
  10. Discuss with your counselor how stereotyping people can be harmful, and how stereotypes can lead to prejudice and discrimination. Share ideas you have for challenging assumptions and celebrating individuality.
  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.
    - a. 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.
    - b. Explain how including diverse thoughts and opinions from others with different identities can:
      - Make your interactions more positive.
      - Help everyone benefit by considering different opinions.
    - c. Give three examples of how limiting diverse input can be harmful.
    - d. Give three examples of how considering diverse opinions can lead to innovation and success.



