

Citizenship is Society Merit Badge Counselor Training

March 16, 2022



CHIEF SEATTLE COUNCIL
BOY SCOUTS OF AMERICA



Welcome from the CSC DEI Committee

Chief Seattle Council DEI Committee



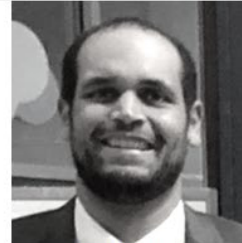
Manny Ramos
Chief Seattle Council
Scout Executive
[LinkedIn](#)



Kat Randolph
Chief Seattle Council VP DEI
Microsoft
Scoutmaster Troop 8015
[LinkedIn](#)



Paul Pineda
Chief Seattle Council VP Scoutreach
Asymmetric Advantage Capital
Management
[LinkedIn](#)



Joe Gooden
Chief Seattle Council
Scoutreach Director
[LinkedIn](#)



DeMarco Best
Chief Seattle Council Board Member
Alaska Airlines
[LinkedIn](#)



Ash Hennessey (they/them)
Card Kingdom
[LinkedIn](#)



Conner Huey
United States Youth Forum
[LinkedIn](#)

What you'll get out of this

- Learn how to get started
 - Get trained and certified
 - Explain the MB to Parents and Scouts & get them interested
 - Set up the first meeting
- Understand requirements
 - Learn from those who've done it: Tips, Prompts and Activities
- Learn how to become part of our community

Agenda

- Welcome & Land Acknowledgement
- BSA DEI Mission and Goals
- Overview of Citizenship in Society Merit Badge
- Requirements Walk thru
- Becoming a MB Counselor
- Citizenship in Society MB Workshop
- Wrap Up

Land Acknowledgement





Diversity Equity & Inclusion

The BSA's Diversity, Equity, and Inclusion Statement

The Boy Scouts of America promotes a culture where each 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 of the Scout Oath and Law, we welcome families of all backgrounds to help prepare young people to serve as successful members and leaders of our nation's increasingly diverse communities.

Chief Seattle Council's Beliefs, Acknowledgements, and Commitments

We believe our membership should reflect and serve an increasingly diverse population.

See the CSC DEI website for more info on the CSC acknowledgements and commitments



Why did we create this badge?

Because it's important to help Scouts ...

1

LEARN ABOUT
UNIQUE
DIFFERENCES

2

UNDERSTAND
DIFFERENT
PERSPECTIVES

3

RESPECT THE
BELIEFS OF
OTHERS

4

IDENTIFY
ACTIONS



How to get started with a Troop

Host a pre-meeting to share key information with parents and scouts



INVITE



DISCUSS
OBJECTIVES



REVIEW
REQUIREMENTS



FIELD QUESTIONS

Discuss the unique approach to learning

There's no merit badge booklet, so....

How Scouts will learn

- Complete all requirements
- Conduct research
- Explore resources on their own
- Participate in conversations
 - With counselor
 - With other youth
 - Members of society
- Identify actions to ensure inclusivity and act as an upstander

Research and execution

- Each scout's journey is unique
- Scout is responsible for research
- Research isn't prescriptive
- Research customizable based on where scout is on their journey

The Counselor is not an expert or teacher

but rather a model for growth mindset

- Models the commitment to constant learning
 - Is honest about their place on the journey
 - Has core knowledge
 - Is educated and informed
- Listens actively
- Serves as an advisor and coach
 - Encourages scouts on their journey
 - Asks questions and prompts scouts to go deeper
- Understands that this is hard, and people will mess up
 - Willing to admit when make mistakes and how to recover

Options to Participate

Individuals or Small Groups

1:1 with Scouts

Guidance from BSA National

- Abide by Youth Protection
- Agree on preference for study style
- Discuss goal timing for completion

Learnings from our experience

- Google Classroom is great for this
- Individual responses were thought out more and stress level reduced
- Home discussion outside of MB work enhanced the submitted discussions

Small Group Study

Recommendations from BSA National (Soft launch)

- Size: between 3-5 scouts
- Within 2 years of age
- Within the same troop

Learnings from our experience

- Larger group works (10) if can breakout into smaller groups for discussion
- Broader age range works if have older or mature scouts to act as peer facilitators
- Having diversity in group, with members from different troops provides a wider range of perspectives

Options for conducting the merit badge

Assign pre-work before first meeting OR have kick off with work between meetings

Timing to complete

- Varies based on depth of study and frequency of meetings
- Agree on timing and plan so all are accountable for meeting timelines
- Estimated time is a month to allow for meetings and research
- Don't rush it. Discussions are very valuable, so allow time for them, especially with groups

Learnings from our experience

- Break into 4-5 sessions of 60-90 mins each (4, 60 mins ok for 1:1 but for group advice 5 60-90 mins/session for share outs & discussion)

Discussion format

- In person or Zoom can work
- For Zoom
 - Limit group size to 1:1 or small group of 3-4
 - Everyone must have cameras turned on
- Abide by Youth Protection
- Ensure discussions are age appropriate

Learnings from our experience

- Larger group can only work in person
- With groups: have Scouts work in pairs for some conversations. Switch up sub-groups so kids all get to know each other better
- Invite older, mature scouts to act as peer facilitators (i.e. sophomore or above, Star Rank or above. Best if they have badge already, but okay if they don't)



The Kick Off Meeting

Introductions

Set Ground Rules

- for Safety, Privacy and Respect
- For participation



Introductions Set the Tone

Tips

- **Set the tone in the first session.** The first few moments with your audience are key to getting “buy-in”. Be open and personable and show interest in getting to know them as individuals.
- **Group introductions:** Share your own experiences and vulnerabilities. Invite participants to speak about their personal experiences.
- **Don't forget to have fun.** Build in activities for team building, learning and stress release (these topics can get emotional). It'll help when it comes time to act out scenarios.
- **Add in activities** to compliment and break up the discussions.
 - Gets kids moving and interacting
 - Supports different learning styles

Activity

- Group introduction



Set Ground Rules on Safety, Privacy and Respect

Ground Rules

- This is a safe environment
- We value everyone's thoughts and opinions
- We will treat one another with respect
- It is critical that everyone be on time for all meetings
- Everything discussed during the sessions is confidential
- There are no stupid questions
- Share the air: let everyone have a chance to speak
- Use "I" statements
- "Document" can mean write or recorded (via voice or video)

Tips

- Bring a board to write the ground rules on
- The youth will have more buy in if they develop them themselves. With older scouts, consider having them write the ground rules out themselves, and see what they come up with.
- If they don't come up with all of these, then suggest/prompt them.
- Refer to the ground rules at the beginning of each session



Set Ground Rules on Participation

Please

- Share your ideas and experiences with others (even if you feel your ideas are different)
- Give each other the benefit of the doubt.
- Be open and listen to learn vs. respond.
- Be sincere and enthusiastic
- Be accountable – understand and accept responsibility for your words and actions.
- Be ON TIME.
- Be present – be focused and engaged. Eliminate distractions and turn your camera on if meeting via Zoom.

Please Do NOT

- Be distracted (on phone, etc.)
- Interrupt – if someone is speaking then finish, regardless of the time.
- Hold side bar conversations (don't be talking to your friend while someone else is speaking).
- Judge others.
- Share others' experience with anyone outside this group.

Review Requirements





DIVERSITY EQUITY & INCLUSION



Understanding
Definitions &
Concepts

Requirement 1





Requirement #1: Definitions



Requirement #1: Definitions

Tips

Definitions

- Be Patient. Understand not everyone will have considered these topics before, so they'll need time to digest the information.

Ask questions

- Don't be afraid to ask if they understand the definition and give examples if necessary

Create the Safe Space

- Some scouts may have their own definitions for these
- Make sure you acknowledge some of these include hard topics

- Exploring identities



Ethical
Leadership and
Decisions
&
The Scout Oath
as a Moral
Compass

Requirements
#2-4



Ethical Leadership Requirement #2

Requirement

Document and discuss with your counselor what leadership means to you and what you think 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 (*someone in history, a family member, teacher, coach, counselor, clergy member, Scoutmaster, a judge*)
- b. Explain what decision and/or options that leader had, why they chose their final course of action, and the outcome of that action

Tips

- Scouts may have difficulty with reqs 2&3 unless they have a grounding in what it means to make ethical decisions.
- Even if they “defined it” during requirement 1, take the time for a deeper discussion on “what is ethical decision making”
- Help scouts think about big and small decisions, how both are important in shaping who you are and how you interact with others
 - Small: interaction with one other person
 - Big: decisions that impact whole groups, even all of society
- If your Troop is chartered through a faith-based organization, consider inviting your faith leader (pastor, youth group leader) to help lead or facilitate a discussion

Ethical Leadership

What are ethical decisions? An ethical dilemma?

- Ethical decisions
 - inspire trust
 - are fair
 - are responsible
 - Show care for and consideration for others, especially the vulnerable (young, old, weak, poor)
 - Good decisions
 - are both effective and ethical.
 - build respect, trust, and are generally consistent with good citizenship
 - Consider a range of options
 - achieve a good outcome in the short and long term
 - avoid unintended outcomes
 - Examples
 - Telling the truth
 - Standing up for others
 - Deciding punishment
 - Being or taking responsibility
 - Ethical dilemmas
 - Involve multiple options
 - May not have a clear-cut right or wrong answer.
 - Could be Right vs. Right (As opposed to Right vs. Wrong)
 - Examples
- ### Resources
- [Raising Ethical Children and Teens - Character Education - Santa Clara University \(scu.edu\)](#). 10 module course on Ethical development in children and teens
 - [What is ethical decision making?](#)

Ethical Decision Making Requirement #3

Requirement

Consider ethical decision making

- a. Think about a time when you face an ethical decision
 - a. Discuss the situation. What did you do? How make you feel?
 - b. Discuss if you would do anything differently in the future
- b. List three examples of ethical decisions you might have to make
 - a. At school, home, in Scouting situations, as part of a team, at work or in the community
- c. Explain to your counselor how you plan what you have learned to assist you when that time comes and what actions you can take to serve as an upstander and help other people at all times

Prompts

- What are some examples of ethical issues and what are the options?
 - Lying vs telling the truth
 - Cheating vs. doing it the right way
 - Blaming someone else vs. admitting your role
 - Breaking rules vs. following the rules
 - Standing up for what's right vs. looking the other way

Ethical Decision Making Requirement #3

Activities

Ask and act out “what would you do?”

- You’re at a Scout Camporee leading a team in Scout skills competition. You’re responsible for picking team members for the knot relay. Two of your good friends want to participate, but realistically there are two other scouts who aren’t your friends, but are far more skilled. But not one wants to work with them because they dress differently than other students because of their religion. Whom do you pick?
- You’re on Instagram and have followers. A company offers you \$1,000 to endorse a product you dislike and would never use. Do you take it?
- You hear a woman screaming in the parking lot of an unsafe neighborhood. Do you try to go and help her?
- You’re in a car waiting at a red light at 4 am. There isn’t a car in sight. Should you/the driver run the light?
- You’re in a car backing into a tight space. The driver accidentally dents another car. Nobody has seen it. Do you leave a note and take responsibility?

Scout Oath, Scout Law & Application Requirement #4

Requirement

Repeat the Scout Oath and Scout Law for your counselor.

Choose two of the following scenarios and discuss with your counselor 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

Scenarios

- 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?

Scout Oath, Scout Law & Application Requirement #4

Tips

After scout identify what they could/should do, ask them to act it out. Will help solidify their ideas and ability to put thoughts into action.

Ask scouts to share an example from their own experience that illustrated exclusion

- Have you ever been a bystander?
- An upstander?
- Ask them to reenact the situation

Activities

Making a Moral Compass

- Hand out 4 small squares of paper to each Scout, and another piece of paper.
- Ask the Scouts : “Which of the words of the Scout Law are most meaningful or useful when addressing ethical situations?”
- Have the Scouts say the Scout Law slowly, together. Pause after each word
- Have the Scouts
 - Write the words of the Scout law that’s most relevant
 - On the other four squares write the opposite of that word.
 - Have them arrange the 8 pieces of paper around the circle.

**Your Moral
Compass**





Creating a
welcoming
environment

Exploring
Identities

Requirements
#5-6



Creating a Welcoming Environment

Requirement #5

Requirement

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 where you went out of your way to include another Scout. What did you do to make them feel welcomed and included
- 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.

Prompts

- What should we do to welcome new scouts?
- How do you make new scouts feel welcomed?
- What ideas do you have on how we should get to learn about new scouts?
- What's something that made you feel welcomed when you joined scouting (as a youth and as a volunteer)?
- What's something you wish had been done when you joined scouting to help you feel welcomed or get to know others?
- Have you seen other scouts or peers do things to welcome or stand up for others? How did it make you feel? (Consider the concept of "cool and caring")

Connecting and building relationships with those not just like you

Requirement #6

Requirement

Connect with another scout or youth your own age who has an identify that's different than your (a trait, belief or characteristic)

- a. Share with each other what makes the different aspects of your identity meaningful/special to you.
- b. Share with each other one of the following:
 - a. A time when you felt excluded from a group.
 - a. What was the situation?
 - b. What did you do?
 - c. Did anyone stand up for you?
 - d. What did you learn and would do differently today?
 - b. This imaginary situation: lunchtime as the new kid at school.
 - a. You're at a new school and don't know anyone. You notice they dress different than you do. At lunch, 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.
 - a. How would that make you feel?
 - b. What could the students have done?
 - c. If this happened at your school, what would you do?
- c. Discuss with your counselor what you learned from the discussion with the other scout

Tips

- Before req #6, it's important for the scouts to discuss the components of identity and reflect upon their own. This can be done as part of requirement #1 in the first meeting
- If you have a group with scouts from different backgrounds, this can be done within the group in pairs

Activity

- Mindful listening

Understanding individuals and events that advance inclusion

Requirements #7-8



CROSSCURRENTS IN RELIGION

Dr. King Unyielding Fighter for Equality

By LANE SMITH
Religion Editor, The Times

Seattle this week had a close-up look at a molder of a new image of the Negro in America.

The strongest impression that the Rev. Dr. Martin Luther King left after two days of whirlwind appearances here is that he is an uncompromising fighter for equal rights for the Negro citizen. He calls his aim brotherhood.

Although his arrival was preceded



Dr. King takes strong issue with this philosophy. "There is a strange illusion that time will solve problems," Dr. King says.

"Time waits for no man. The time is always ripe to do right." He adds that time has been used better "by people of ill will."

The words may sound like those of a firebrand, but they are uttered in reasoned lecture-like tones by a man who has the credentials of a scholar. He had a University of Washington student audience in his palm but he did nothing to incite emotions.

THE SON OF A PROMINENT pastor, Dr. King is at home both in the South and the North, but has chosen to take his stand in



Individuals in the Community Advocating Inclusiveness

Requirement #7

Requirement

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.

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

Tips

- Scouts may be challenged to identify someone and may need guidance. They may not know that companies and school have DEI officers.
- Suggest having a discussion on this during the previous session and brainstorm how to research this

Prompts

- Can you think of someone in your school who promotes diversity and inclusion? (who has given talks to students or maybe teachers)?
- Does your parent(s)' company or workplace has a "Chief diversity officer" ? Ask what they do.
- Have you learned about any Civil Rights leaders? How would you research civil rights leaders of the past or today?

Individuals advocating for inclusiveness

Requirement #7

Resources (* related to Seattle history)

African American leaders

[Roberta Byrd Barr legendary Seattle Civil Rights Leader.](#) *
[Reverend Samuel McKinney: Mt. Zion Baptist Church. Central Area Civil Rights leader](#) *
[Bettylou Valentine and the Central District Congress of Racial Equality \(CORE\)](#) *
[John Lewis - Death, Congress & Civil Rights – Biography](#)
[Rosa Parks: Bus Boycott, Civil Rights & Facts - HISTORY](#)
[10 Modern Black Civil Rights Leaders to Follow Today - DiversityInc](#)

Asian American and Pacific Islander Experience

[Wing Luke Museum of the PNW AAPI Experience](#) *
[Densho: Japanese American Experience in Seattle](#) *
[Beyond Bollywood: Indian Americans Shape the Nation](#)

LGBTQ Experience

[15 LGBTQ Activists of the Past and Present You Should Know \(globalcitizen.org\)](#)

Women Experience

[National Women's History Museum](#)
[Women's Suffrage Leaders | Early Feminist Movement & the 19th Amendment](#)
[Prominent Women Who Fought for Equality](#)
[Hidden Figures Katherine Johnson and the black women mathematicians of the space race](#)

Native American Experience

[Deb Haaland Becomes First Native American Cabinet Secretary - The New York Times](#)
[Clyde Bellecourt, Native American civil rights leader](#)
[Dennis Banks, American Indian Civil Rights Leader](#)

Hispanic

[Cesar Chavez - Facts, Accomplishments, Death - HISTORY](#)
[15 Latino Activists You Should Know And Read About | HuffPost Life](#)

Sports

[Jackie Robinson Documentary | Ken Burns | PBS](#)
[USA Speed Skater Erin Jackson Becomes First Black Woman to Medal Event | PEOPLE.com](#)
[Meet the winter Paralympic athletes from Minnesota | MPR News](#)

The Arts

[The Rise and Rise of Misty Copeland - the prima ballerina is a crossover star](#)
[Maria Tallchief—Osage Native And America's First Prima Ballerina: Hidden Figuras](#)
[Anna May Wong: The first Asian American Movie Star](#)

Politics

[Meet the 40 most influential people on race and politics — Recast Power List \(politico.com\)](#)

Legal Rulings for Inclusion

[The fight for the right to vote in the United States - Nicki Beaman Griffin - YouTube](#)
[Civil Rights Act of 1964 - Definition, Summary & Significance – HISTORY](#)
[The Civil Rights Act of 1968 and History of Fair Housing](#)
[The Supreme Court's role in defining American citizenship](#)
['It is so ordered.' Supreme Court Justices on gay marriage decision | PBS NewsHour](#)
[Not All Caucasians Are White: The Supreme Court Rejects Citizenship for Asian Indians](#)
[Civil Rights for Indigenous Groups: Native Americans, Alaskans, and Hawaiians](#)
[The Richard and Mildred Loving Story - Overturning the Laws against interracial marriage](#)

Events that expanded inclusiveness

Requirement #8

Requirement

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 you counselor the event and what you learned.

Tips

- Most kids will default to MLK Jr's "I have a dream speech", and need guidance to go beyond that.
- Ask them: Can you think about people who have broken barriers and changed perceptions in different areas, such as sports, entertainment (TV shows, films, music) and politics? (take one at a time and help them brainstorm)
- Encourage scouts to "bring it home" by thinking about events in our area.
- To get their parents involved, have the scouts ask their parents about events that occurred when they were kids that made an impression.
- There's a lot of homework to prepare for this session. You should set up this topic in the previous session, or earlier, with an initial discussion and guidance to help them pick a topic. This will kids mind's turning to pick a topic/person they're interested in, and give them time to do the work.

Prompts for Discussion

After kids share the event and what they learned, ask these follow up questions

- How might it have felt to be the "first" to break barriers? Why/how might it be different to break barriers in different areas of society, i.e. in sports, or movies or politics?
- What is "representation" and why does it matter if people see themselves "represented" in sports, or on TV or in political office?
- How do you feel when you see people similar to you in public life?
- What is the difference between "feeling more welcome" (social acceptance) vs. actually "being more welcomed" (laws to guarantee acceptance and rights)?
- Which events changed perception? Which changed laws?
- How do changing perceptions impact changing laws?

Events that expanded inclusiveness

Requirement #8

Resources (* related to Seattle history)

African American Experience

[Martin Luther King workshoped his 'I have a dream' speech in Seattle](#) *
[Seattle's Civil Rights History - UW History Project](#) *
[CORE and Central Area Civil Rights Campaigns: 1960-1968](#) *
[The Murder of Emmett Till](#) | [Civil Rights History Project](#) | [Library of Congress](#)
[The Selma to Birmingham March](#)

Asian American and Pacific Islander Experience

[Wing Luke Museum of the PNW AAPI Experience](#) *
[Densho: Japanese American Experience in Seattle](#) *
[From internment camps to school admissions, 80 years of fighting anti-Asian hate](#)
[Beyond Bollywood: Indian Americans Shape the Nation](#)

LGBTQ Experience

[How 'Will & Grace' Had a Real-Life Political Impact on Marriage Equality](#)

Women Experience

[The Vote](#) | [American Experience](#) | [PBS](#)
[Equal Rights Amendment](#) | [National Archives](#)
[We Can Do It! The Impact of Rosie the Riveter on American Women](#)
[Hidden Figures Katherine Johnson and the black women mathematicians of the space race](#)

Native American Experience

[Red Road to DC. Lummi Nation Totem Pole Journey to protect sacred places](#) *
[United Indians of All Tribes Foundation](#)
[March 8, 1970: Daybreak Star's Groundbreaking – The Seattle Star](#) *
[In the PNW Native Fishing Rights Take on a Role as Environmental Protector](#) *
[Voting Rights for Native Americans](#) | [The Right to Vote Library of Congress](#)

Hispanic

[El Centro de la Raza](#)

Sports

[Breaking Barriers In Sports](#)

The Arts

[The Story of Seattle's Black and Tan Club and Those Who Owned It](#) | [South Seattle Emerald](#) *
[Hollywood Movies Continue To Perpetuate Harmful Asian Stereotypes](#)
[Academy of Motion Pictures Establishes Representation Standards for Oscars](#)

Politics

[Meet the 40 most influential people on race and politics — Recast Power List \(politico.com\)](#)

Legal Rulings for Inclusion

[The fight for the right to vote in the United States - Nicki Beaman Griffin - YouTube](#)
[Civil Rights Act of 1964 - Definition, Summary & Significance – HISTORY](#)
[The Civil Rights Act of 1968 and History of Fair Housing](#)
[The Supreme Court's role in defining American citizenship](#)
['It is so ordered.' Supreme Court Justices on gay marriage decision](#) | [PBS NewsHour](#)
[Not All Caucasians Are White: The Supreme Court Rejects Citizenship for Asian Indians](#)
[Civil Rights for Indigenous Groups: Native Americans, Alaskans, and Hawaiians](#)
[The Richard and Mildred Loving Story - Overturning the Laws against interracial marriage](#)

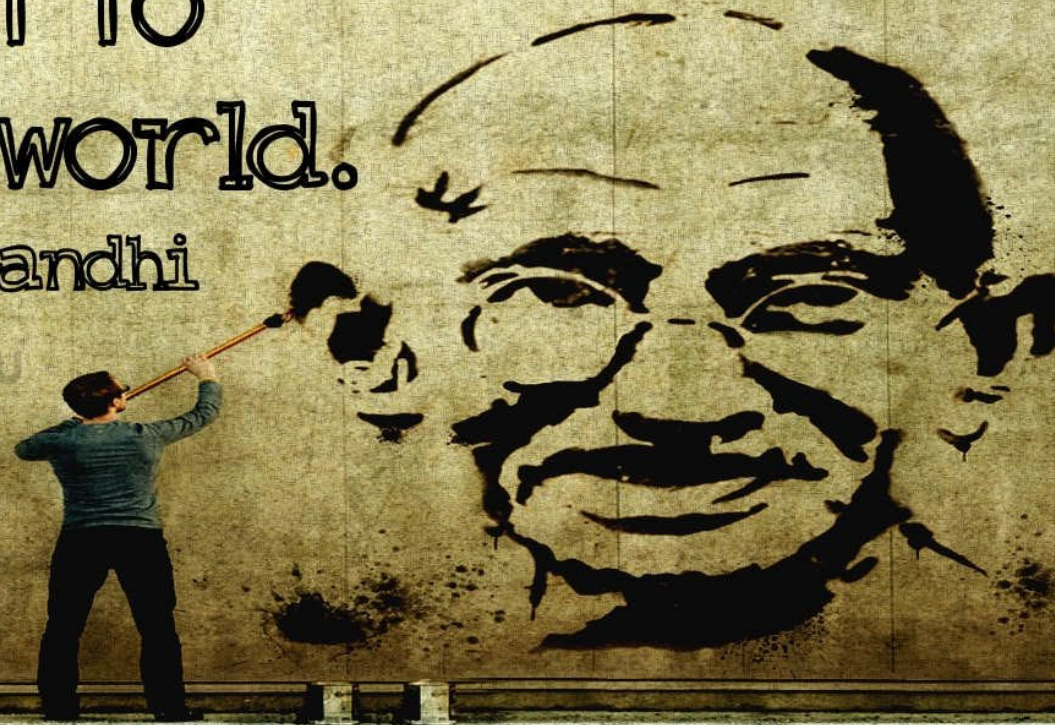


Be the change
you want to
see in the world.

~ Mahatma Gandhi

Truth Inside Of You

Be the
Change



Bringing it all
together.
Commitments
to making a
difference
Requirements
#9-11

Commitment to Listening and Inclusion

Requirements #9

Requirement

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. Practice 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

Tips

This requirement is a tough one!

You have to go through each A-E and relate them to 3 areas.

Ask for the 'how':

- How can we make others feel included?
- How can we practice active listening?
- How can we create a welcoming environment?
- How can we value input and suggestions?
- How can we stand up for others?

Commitment to Challenge Stereotypes

Requirement #10

Requirement

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 stereotypes and celebrating individual traits and characteristics

Tips

Ask Questions

- What are stereotypes?
- What is prejudice?
- Was there anything recently that reminds you of this?

Resources

[Fighting Stereotypes Is Good for All Students \(berkeley.edu\)](https://www.berkeley.edu)

[Popular and Pervasive Stereotypes of African Americans | National Museum of African American History and Culture](https://www.nmnh.gov)

[Model Minority Myth: Can stereotypes ever be good? - Densho: Japanese American Incarceration and Japanese Internment](https://www.densho.org)

[Native American students are fighting negative stereotypes - Study International](https://www.studyinternational.com)

[Fighting against Latin American stereotypes – The Eagle \(eastmeckeagle.com\)](https://www.eagle.com)

[How To #BreakTheBias At An Early Age \(forbes.com\)](https://www.forbes.com)

[Breaking Bias | College of Letters & Science, University of Wisconsin-Madison](https://www.wisconsin.edu)

Commitment to Support Others

Requirement #11

Requirement

Scouting strives to develop young people to be future leaders in their workplaces, schools and communities.

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 conversation 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 how limiting diverse input could be harmful.

Commitment to Support Others

Requirement #11

Tips

Relate to your experiences in the workplace or social settings

Are there any Diversity boards at school or workplaces?

How do they operate?

How have they impacted inclusion?

Resources

[Our Accessibility Approach | Microsoft Accessibility](#)
[Microsoft Xbox Adaptive Controller Super Bowl 2019 TV Commercial – YouTube](#)

[Inclusive culture in schools transforms communities TEDx Talk](#)
[How a culture of inclusion drives innovation within an organization](#)

[Alaska Airlines takes education and equity to the skies with newest aircraft – Alaska Airlines News](#)

**Commitment to Support Others
Requirement #11**



Summary: Sample Plan

Pre Meeting

- Parents only or Scouts + Parents
- Explain goals for badge and method of learning
- Hand out requirements
- Discuss concept of the Scout Oath as Moral Compass
- Explain plan & homework (2, 6-8)
- Expectations and role of parents

1

Kick Off & definitions

- Ground Rules
- Requirement #1
- Clarify Homework for reqs 2 with discussion on Ethics and leadership. Have them identify whom they've picked.
- Go over plan for upcoming meetings
- Closing activity

2

Ethical Leadership & the Moral Compass

- Requirement #2-4
- Go over plan for upcoming meetings.
- Check in on homework (check whom they've picked for #6 and when they are meeting)
- Closing Activity

3

Welcoming environment. Exploring Identities

- Requirement #5-6
- Go over plan for upcoming meetings.
- Check in on homework (check whom they've picked for #6 and when they are meeting)
- Closing Activity

4

Individuals and events that advance inclusion

- Requirement #7-8
- Closing Activity

5

Commitments to making a difference

- Requirement #9=11
- Share out to Parents
- Closing Activity
- Closing ceremony

MB Workshop June 4, 2022

<https://seattlebsa.tentaroo.com/admin2/eventtypes/5741/Citizenship-in-Society-Merit-Badge-Workshop>



CITIZENSHIP IN SOCIETY

MERIT BADGE WORKSHOP

Camp Long • West Seattle
June 4, 2022 • 9:00-5:00 pm

Scouts from across the Council are invited to earn the new Eagle required badge. Scouts will work in small groups on the requirements, and participate in fun, team building, outdoor activities. The workshop will feature guest speakers from the community, invited for their expertise in the areas of ethical-leadership and pro-DEI work.

Register Here (link)

For more info to to

[Citizenship in Society Merit Badge - Chief Seattle Council \(seattlebsa.org\)](#)

Duwamish Forest Restoration Project

Scouts will also participate in service project to restore the Duwamish Greenbelt near Camp Long. This is part of the Chief Seattle Council's commitment to environmental stewardship in partnership with Coastal Salish Tribes. This project supports the Duwamish Tribe's goal to restore the Duwamish Forest and create a network of trails linking the Duwamish Longhouse to the Puget Ridge.



Next Steps

Sign up to become a MB Counselor

- Take training

Join our community

- Join/form a small group to “earn the badge”
- Discussion group/book club.
- Share learnings & resources

Sign Up to participate in MB Workshop

Spread the word with your troops and districts

Send feedback

Questions



Resources

List of resources



Vision

To partner with all families and communities in raising young people of **high moral character**, to develop their **leadership skills** and prepare them to **serve and thrive in a world of increasing diversity, complexity and challenge.**



Agenda

- Welcome & Land Acknowledgement
 - Intro of speakers. Role in DEI Committee. Experience with the badge
 - Intro/poll of attendees
- Goal/purpose/agenda for the session
- BSA DEI Mission and Goals

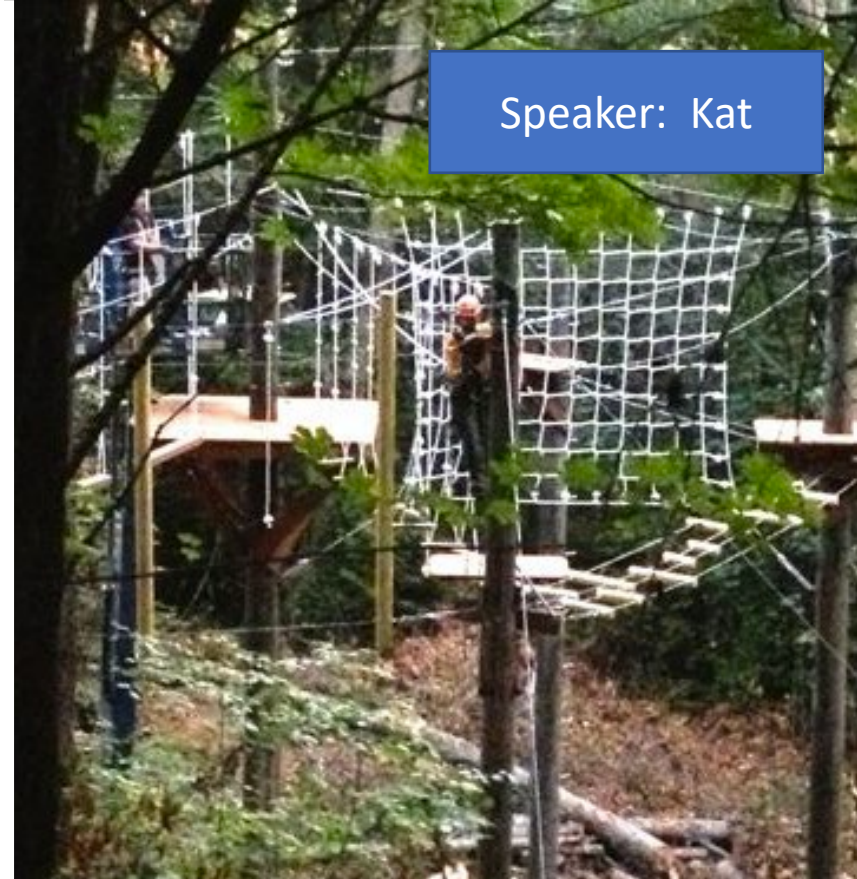
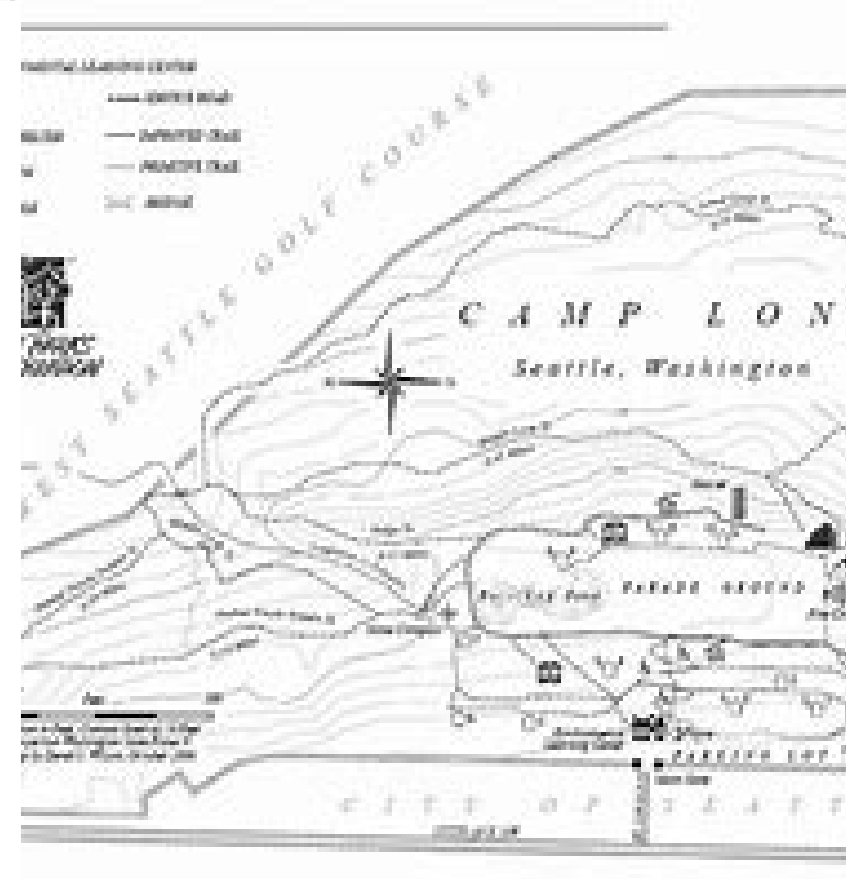
- Overview/Intro of Citz in Society MB.
 - Reason for the badge
 - Where to begin
 - Options for scouts: 1:1 vs. small groups
 - Ground Rules

- Requirements Walk thru
 - Definition/requirements
 - Tips and best practices: 1:1 sessions, Small Group session, activities
 - How to prepare: Resources and further training

- Becoming a MB Counselor
 - Qualifications and training

- Citz in Society MB Workshop.
 - Overview & invitation to participate

- Call to Action/next steps
 - Join our community
 - Addition MB Counselor training
 - Participate in the MB Workshop



Speaker: Kat

Citizenship in Society: Merit Badge Workshop

Saturday, June 4, 2022

Citizenship in Society: Environmental Stewardship and Service Connecting to Camp Long and the Longfellow Legacy Trail to the River to Ridge Trail

1. Start at Camp Long Back Gate to Longfellow Legacy Trail

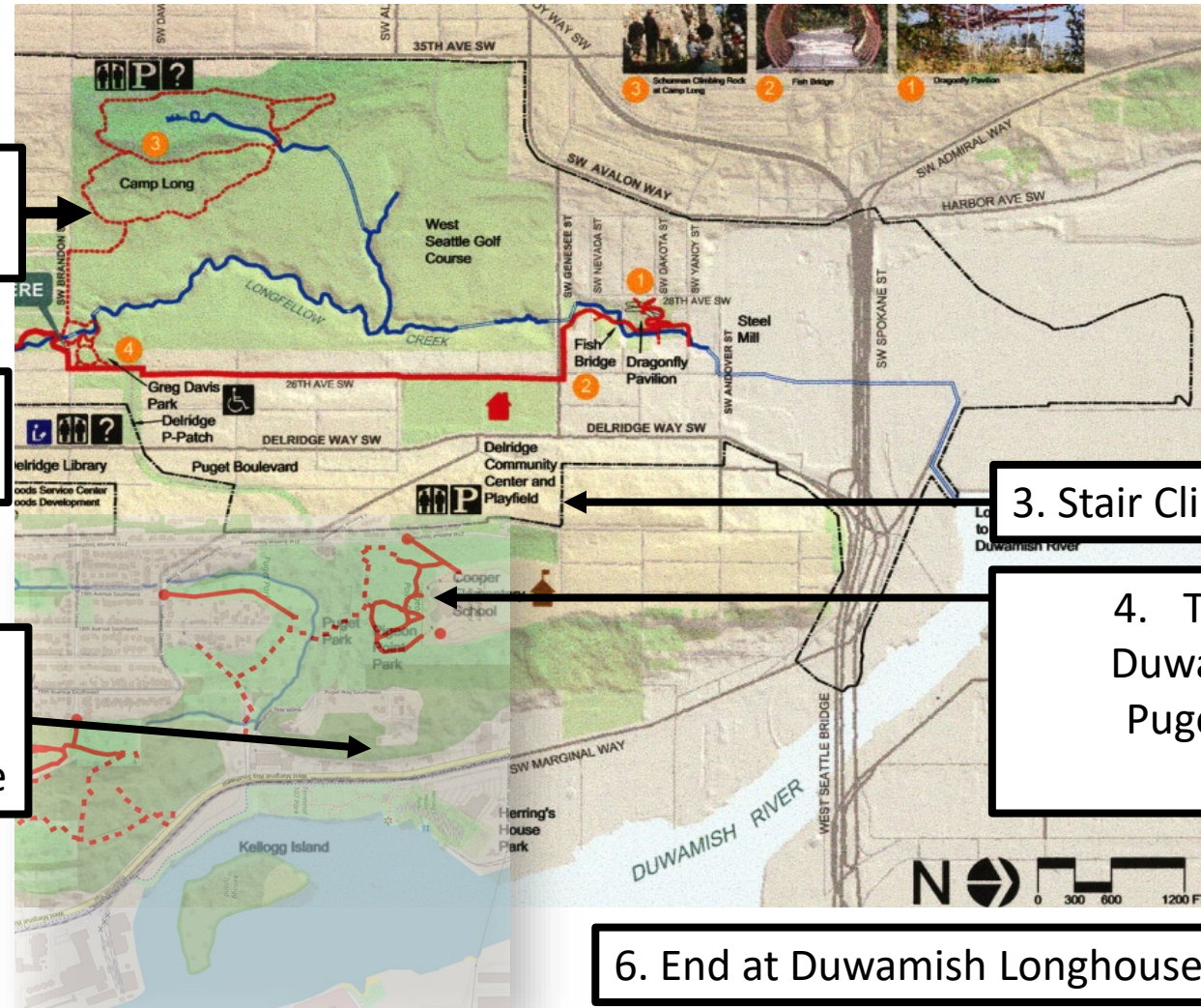
2. Follow Longfellow Legacy Trail along 38th Street

3. Stair Climb Up to Ridge

5. Heron's Nest Connecting Trail
Puget Park to Longhouse

4. Through West Duwamish Greenbelt.
Puget Park. Ridge to River Trail

6. End at Duwamish Longhouse



Duwamish Greenbelt Environmental Stewardship



What Would YOU DO? ETHICAL DILEMMAS

DISCUSSION prompt

As a famous athlete, you are offered a \$500,000 endorsement to promote a product that you dislike and would NEVER use. Do you endorse it?

DISCUSSION prompt

You are waiting at a red light at 4 am. There isn't a car in sight. Do you run the light?

DISCUSSION prompt

You hear a woman screaming in the parking lot in an unsafe neighborhood. Do you try to go out and help her?

DISCUSSION prompt

You're backing into a tight parking space and you accidentally dent someone's car. Nobody has seen you. Do you leave a note taking responsibility?

discussion PROMPTS AND ACTIVITIES





Diversity Equity & Inclusion

The BSA's Diversity, Equity, and Inclusion Statement

The Boy Scouts of America promotes a culture where each 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 of the Scout Oath and Law, we welcome families of all backgrounds to help prepare young people to serve as successful members and leaders of our nation's increasingly diverse communities.

Chief Seattle Council's Beliefs, Acknowledgements, and Commitments

We believe our membership should reflect and serve an increasingly diverse population.

We acknowledge:

1. Our council was named in honor of Chief Si'ahl (1780-1866), a Duwamish and Suquamish leader, for whom the city of Seattle is also named. Our council and programs are on the ancestral lands of Coast Salish Nations, whose people still steward this land.
2. The legacy of our Council in promoting tolerance and acceptance, and influencing national membership policies on LGBTQ youth/adults, girls/women, and gender-fluid individuals.
3. The legacy of troops in the Council serving the needs of specific racial, ethnic, and special needs communities.

We commit:

1. To land-acknowledgement in our meetings and on our properties; to be better listeners and learners from Indigenous communities; to be stewards of the natural environment through Council-wide service projects; to evaluate appropriate use of Indigenous customs and names on our properties in our programs.
2. To engage at the local, regional, and national level to create a welcoming and inclusive culture, and to develop and adopt best practices that move Scouting forward.
3. To openness and flexibility to adapt certain program elements to meet the needs of the Chartering organization's community, while preserving the core program elements of rank advancement and achievement.



Vision

To partner with all families and communities in raising young people of **high moral character**, to develop their **leadership skills** and prepare them to **serve and thrive in a world of increasing diversity, complexity and challenge**.

Mission

The Boy Scouts of America promotes a **culture where 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 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**.

