

Citizenship in Society

Merit Badge Workbook



Merit badges are earned by doing: reading the pamphlet, practicing the skills, and showing your counselor what you have learned.
This workbook gives you a place to organize your notes and track your progress along the way.
Merit badge counselors may not require the use of this or any similar workbook.
You still must satisfy your counselor that you can demonstrate each skill and have learned the information.
Use the space under each requirement to note what you have done and what you want to talk about, not to write out full answers.
When a requirement says discuss, show, tell, explain, or demonstrate, that is what you must do.
No one may add to or subtract from the official requirements found on scouting.org (Guide to Advancement 7.0.4.8).
Scouting America last updated this badge's requirements page on February 28, 2026.
Requirements change from time to time. Double-check scouting.org before you start.

Scout's name: _____ Unit: _____ Date started: _____

Counselor's name: _____ Phone no.: _____ Email: _____

Links marked "Scouting America resources" are the ones Scouting America shares on its official badge page.
Links marked "ScoutSmarts" open the matching part of Cole's guide. This workbook is unofficial and not endorsed by Scouting America.

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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.

Terms and how they relate to the Scout Oath and Scout Law

Term	What it means, and how it relates to the Oath and Law
identities	
diversity	
equality	
equity	
inclusion	
discrimination	
ethical leadership	
upstander	

Requirement 1 completed on _____ counselor initials _____

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

What leadership means to me

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.)

Leader I researched

The difficult decision they faced, and how they led

(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

Their options, why I think they chose as they did, and the outcome

Requirement 2 completed on counselor initials

3. Consider ethical decision-making.

ScoutSmarts: Requirement 3 explained

(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.

The situation, what I did, how it felt, and what I'd do differently

(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.

Three ethical decisions I might face

Decision	Where (school, home, work, community)	How my action follows the Oath and 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.

How I'll use what I've learned when the time comes

Requirement 3 completed on counselor initials

4. Repeat the Scout Oath and Scout Law for your counselor. Choose TWO of the 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?

What I could do as a Scout

☐ **(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?

What I could do as a Scout

☐ **(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?

ScoutSmarts: Requirement 4c explained

What I could do as a Scout

Requirement 4 completed on _____ counselor initials _____

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.

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(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.

ScoutSmarts: Requirement 5c explained

Requirement 5 completed on _____ counselor initials _____

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.)

Who I connected with (first name) _____ Date _____

(a) Share with each other what makes the different aspects of your identity meaningful/special to you

ScoutSmarts: Requirement 6a explained

What makes aspects of my identity meaningful to me, and what I heard from them

(b) Share with each other ONE of the following options:

ScoutSmarts: Requirement 6b explained

☐ **(1)** 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?

My answers to the Option 1 questions

☐ **(2)** 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. Discuss:

- How would that make you feel?
- What could the students have done?
- If that happened at your school, what would you do?

My answers to the Option 2 questions

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

ScoutSmarts: Requirement 6c explained

What I learned from our conversation

Requirement 6 completed on _____ counselor initials _____

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.

Person I interviewed (or historical figure) _____ Role _____

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

ScoutSmarts: Requirement 7a explained

What inspired them, the challenges they faced, and what made them successful

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

ScoutSmarts: Requirement 7b explained

What I learned, and how I can apply it

Requirement 7 completed on _____ counselor initials _____

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.

ScoutSmarts: Requirement 8 explained

Event I studied _____

What happened, and what I learned

Requirement 8 completed on _____ counselor initials _____

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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.

ScoutSmarts: Requirement 9a explained

(b) Practicing active listening.

ScoutSmarts: Requirement 9b explained

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

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

ScoutSmarts: Requirement 9d explained

(e) Standing up for others.

Requirement 9 completed on _____ counselor initials _____

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.

ScoutSmarts: Requirement 10 explained

How stereotyping can be harmful and lead to prejudice and discrimination

My ideas for challenging assumptions and celebrating individuality

Requirement 10 completed on _____ counselor initials _____

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.

ScoutSmarts: Requirement 11a explained

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(b) Explain how including diverse thoughts and opinions from others with different identities can:

ScoutSmarts: Requirement 11b explained

- Make your interactions more positive.
- Help everyone benefit by considering different opinions.

How including diverse thoughts and opinions makes interactions more positive and helps everyone

(c) Give three examples of how limiting diverse input can be harmful.

ScoutSmarts: Requirement 11c explained

Three examples of how limiting diverse input can be harmful

Example

(d) Give three examples of how considering diverse opinions can lead to innovation and success.

ScoutSmarts: Requirement 11d explained

Three examples of how diverse opinions lead to innovation and success

Example

Requirement 11 completed on _____ counselor initials _____

Counselor sign-off

Your counselor signs your blue card or approves the badge in Scoutbook, and your unit records it. This line is for your own records.

Counselor's signature _____ Date completed _____

Official Scouting America resources

Scouting America resources: Citizenship in Society merit badge page (requirements and resources) · All merit badges

ScoutSmarts: Citizenship in Society Merit Badge Guide, Part 1 · Citizenship in Society Merit Badge Guide, Part 2

Made by Cole at ScoutSmarts.com, an Eagle Scout who loves helping Scouts.
Spot an error or a requirement change? Tell me at scoutsmarts.com/contact.
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