

Frequently Asked Questions

**May only Catholics or Scouts earn this?
Who may earn this activity patch?**

Any youth or adult may earn any of the activity patches. The requirements are grade specific.

Is this activity considered a Religious Emblem and may a Scout receive a religious knot after completing this activity?

No. This activity is considered a Religious Activity, not a Religious Emblem program. Scouts may not receive a religious knot for earning this activity patch.

Will there be more Faith Activity Patches?

Yes. There may be additional Faith patches released, from time to time.

Who may serve as an adult mentor for this activity?

Any parent or adult who meets the standard BSA and diocesan safe environment requirements.

Is there any time requirement?

Only that the grade-specific requirements need to be completed while in the respective grade level.

Do the answers need to be submitted?

No. The answers should be reviewed by an adult. The Order Form and patch fee are the only things that need to be submitted.

Whom do I check with once I complete the requirements for my grade level?

Any knowledgeable parent, Scout leader, group leader, priest, religious or catechist.

Visit www.nccs-bsa.org for information on how to order patches for any of our religious activities.

Faith Series



Human Dignity Activity Patch



Content developed by the
National Catholic Committee on
Scouting®

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CatholicScouting.com

Faith Series – Human Dignity

When asked which is the greatest commandment, Jesus replied, “you shall love the Lord your God with all your heart, and with all your soul, and with all your mind.” “And a second, you shall love your neighbor as yourself.” (Matthew 22:37, 39) By learning more about each other, we are better able to love our neighbors.

Requirements for Human Dignity Activity Patch

All – The patch activities below are designed to teach participants about the wonderful differences of all people. Participants are required to:

K thru 5th Grades - Complete Steps 1 through 4 and the Conclusion. Each step lists 3 options. Choose one of the three for each step.

6th thru 12th Grades – Complete Steps 1 through 4, and any 2 additional steps, and the Conclusion. Each step lists 3 options. Choose one of the three for each step.

Step 1 – Respect for the Individual:

People come from different cultures and environments and have different experiences. Understanding these differences will help us respect others and appreciate diversity.

- a. Read a children’s book that promotes a lesson of equality. Discuss the theme, plot and moral of the story with your group or leader. Book suggestions: The Sneetches by Dr. Seuss and Horton hears a Who by Dr. Seuss. For more suggestions visit: <https://www.weareteachers.com/15-great-childrens-books-that-celebrate-diversity/> **OR**
- b. Create a bouquet of paper flowers or paper snowflakes, with each flower and snowflake different from the others **OR**
- c. Learn how you can help to stop bullying. A good resource: <https://www.stopbullying.gov/kids/what-you-can-do/index.html>

Step 2 – Respect for People of all Races and Ethnicities:

Many diverse cultures exist on Earth. No matter where a person lives, there is a great chance of interacting with people of different races and ethnic groups. By learning about people from different backgrounds we can learn to accept and appreciate the values and beliefs of others.

- a. Learn the history of racial segregation in the United States. Suggested site: <https://www.loc.gov/exhibits/brown/brown-segregation.html> **OR**
- b. Read Elmer and Butterfly by David McKee and create a paper craft butterfly. Suggested site: <https://artsycraftsymom.com/15-super-cute-butterfly-crafts/> **OR**
- c. Visit a cultural festival in your area. Examples: [Festival of Nations in St. Paul, Minnesota](#); Cinco de Mayo Party in Dallas, Texas; [Chinatown Autumn Moon Festival in San Francisco, California](#).

Step 3 – Respect for People with Physical Disabilities

A disability does not define a person’s identity. People with disabilities should be treated with respect. By understanding a person’s challenge, we can look beyond the disability and appreciate his or her contributions.

- a. Read a book about children with physical challenges such as hearing impairments/deafness, visual impairments/blindness, or cerebral palsy. Discuss how these disabilities may make them similar or different from other children. Book suggestions: A Very Special Friend by Dorothy Hoffman Levi and Danny and the Merry-Go-Round by Nan Holcomb. For more ideas visit: <https://www.teachervision.com/childrens-books-about-disabilities> **OR**
- b. Learn about the successes of the athletes in the Paralympics: <https://www.paralympic.org/> **OR**
- c. Learn about the Americans with Disabilities Act <https://adata.org/learn-about-ada>

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Step 4 – Respect for People with Developmental Disabilities

A disability does not define a person’s identity. People with disabilities should be treated with respect and dignity. It is important that we empathize with people with developmental disabilities.

- a. Read a book about children with developmental disabilities such as Down Syndrome or Autism. Discuss how these challenges may cause them to be similar or different from other children. Book suggestions: *The Prince Who Was Just Himself* by Silke Schnee and *My Brother Charlie* by Holly Robinson Peete and Ryan Elizabeth Peete. For more suggestions visit: <https://www.teachervision.com/childrens-books-about-disabilities>
- b. Learn how your school makes accommodations for children with developmental challenges. Locate the official website for your local school district or check with the principal at your Catholic school. Look for information related to student support services or special education. Additional information may include details about early childhood special education, health services, 504 plans, or alternative education. **OR**
- c. Volunteer at a center or camp for children and/or adults with disabilities. Links to sites for examples of organizations that offer volunteer opportunities:
<https://www.allinahealth.org/Courage-Kenny-Rehabilitation-Institute/About-us>
<https://campingunlimited.org/>
<https://campdiscoverytn.org/>

Step 5 – Respect for People with Mental Health Disabilities

The struggles of people who suffer from disorders that affect a person’s mood, thinking or behavior unfortunately may not be taken as seriously as those with an obvious physical impairment. It is important that those with mental health disabilities receive the treatment they need and that people seeking neurological and psychiatric care receive the respect that they deserve.

- a. Learn about mental health disorders such as ADD, ADHD, depression, bipolar disorder, anxiety, and post-traumatic stress disorder. <https://nami.org/Learn-More/Mental-Health-Conditions> **OR**
- b. Find a local service for mental health screening <https://www.helpyourselfhelpothers.org/> **OR**
- c. Find resources that help to prevent suicide. <http://www.sprc.org/>
<https://suicidepreventionlifeline.org/>

Step 6 – Gender Equality

“God created man in his own image, in the image of God he created him; male and female he created them.” (Genesis 1:27) As God made plants with seeds and animals with fertility, so God provided sexuality to humans as their means for proliferation. Men and women have strengths and differences that must be appreciated.

- a. Read about Church teaching on gender. Speculate why the differences make men and women unique. https://www.usccb.org/resources/Gender-Ideology-Select-Teaching-Resources_0.pdf is a good resource for teens, linking to many other vetted resources. **OR**
- b. Research the civil rights act of 1964, specifically Title VII, which prohibits all form of discrimination on the basis of race, color, religion, gender, or national origin in all aspects of employment. Find examples of gender discrimination in the world. <https://www.youtube.com/watch?v=LEb7tUySdkY> <http://www.borgenmagazine.com/10-examples-gender-inequality-world/> **OR**
- c. Read a book or watch a movie that highlights gender equality or gender inequality. Suggestions: *Hidden Figures* by Margot Lee Shetterly or the movie *Hidden Figures* (rated PG).

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Step 7 – Respect for the Unborn

It is a scientific fact that human life begins at conception. Each and every human life was created in the image and likeness of God and must be treated with the respect due to a human person.

- a. In 2022, the United States Supreme Court overturned Roe v. Wade, a 1973 ruling that state laws that banned abortions were unconstitutional. Find out more about the 2022 Dobbs decision; <https://www.usccb.org/news/2022/usccb-statement-us-supreme-court-ruling-dobbs-v-jackson> **OR**
- b. Fetal development includes the conception of a baby and the development of the baby in the womb of the mother. Research fetal development. <https://www.youtube.com/watch?v=fKyljuKBE70> and <https://www.ehd.org/prenatal-images-index.php> are good resources. **OR**
- c. Visit a crisis pregnancy center near you to drop off diapers or other needed donations. Call first to confirm location and hours. <http://lifecall.org/cpc.html>

Step 8 – Respect for the Elderly

Sometimes older people become invisible as society may see them as non-contributing members. We must consider the full potential of each individual throughout the life cycle and value older people for their gifts. Senior citizens should be valued for their strength, wisdom and experiences.

- a. Make a greeting card and bring it to a person who lives in a nursing home. Visit with the residents. Play a game, do a puzzle, or make a craft with those who are able to participate. **OR**
- b. Visit with an elderly relative, friend, or neighbor. Ask about their childhood and what has changed in the world since they were young. Listen! **OR**
- c. Read a book that highlights the value of the elderly society. Book suggestion: Now One Foot, Now the Other by Tomie dePaola

Conclusion

Using what you learned from the steps you completed, complete one of the following activities.

- a. Make a collage from pictures out of old magazines about the diversity in our world. **OR**
- b. Write a short story or a poem about what human dignity means to you. **OR**
- c. Put on a skit or create a poster about human dignity.