



AWARD WORKSHEET

TRUST Award

Venturing

Name

Started

Completed

The TRUST Award helps you explore your own faith, understand others' beliefs and cultures, and serve your community. It's about building respect and peace in a diverse world. It's a meaningful way to grow as a person and a leader.

Requirements

Every official requirement, in plain language. Check the official wording when you sign off (scouting.org/programs/venturing/venturing-awards-and-advancement/specialty-awards/trust-award/). Tips and examples are ideas, not extra requirements.

1 TRUST essentials: Choose 9 of 11

Tips for this section: Choose nine of the eleven essentials (1a–1k). Several take months, like volunteering for three months (1d) or helping with a children's class (1j), so start those early.

- ☐ **1a** Earn your faith's religious emblem for Venturing-age youth (details in Duty to God brochure No. 512-879)

Tip: Talk with your faith leader about your religious journey and the emblem for your faith. Set a plan to earn it.

Example: Work with your faith leader on your religion's emblem program, and keep a short journal of questions you're wrestling with and what helps you think them through.

1b Cultural diversity (1b1 and 1b2, or 1b3 and 1b4)

- ☐ **1b1** Learn about cultural diversity

- ☐ **1b2** Use what you learned in 1b1 to give a presentation or set up a tabletop display

- ☐ **1b3** Invite a guest whose cultural background differs from yours and most of your crew's to present on a topic they choose, and introduce them

- ☐ **1b4** With your crew, a Sunday school class, or another group, join a discussion of cultural diversity

- ☐ **1c** Plan and lead a service project, for example working on a Habitat for Humanity house, a community cleanup, or fix-up work at a nursing home or nursery

1d Volunteer service

- ☐ **1d1** Volunteer for at least three months at your place of worship or another nonprofit

- ☐ **1d2** Keep a personal journal entry for every time you volunteer

- ☐ **1d3** Once you've volunteered three months or more, tell others about your service and how you feel about it

- ☐ **1e** Go on a religious retreat or religious trek of two or more days

- ☐ **1f** Produce or act in a play, puppet show, concert, or similar show with an ethical or religious theme, performed for a group such as children, a retirement home, a homeless shelter, or a Cub Scout or Scouts BSA unit

- ☐ **1g** Lead your youth group or Sunday school class as its president, leader, or an officer

- ☐ **1h** Pass a standard first aid course, or a higher-level or equal course

1i Ethical controversies

- ☐ **1i1** Take part in two or more ethical controversy activities

- ☐ **1i2** Act as facilitator for two or more ethical controversy activities with a group such as your crew, another crew, a school class, or a Scouts BSA troop

- ☐ **1i3** Lead or help staff an ethics forum at your place of worship, for your crew, or for a school class

- ☐ **1j** For three months or more, teach or assist with a children's Sunday school class, or volunteer at a children's program at a church or synagogue such as vacation Bible school (must be separate from 1d)

- ☐ **1k** Meet with your minister, rabbi, or other faith leader to learn what their work involves, how they prepared to become a leader, and what they see as the most important part of the job

2 Tending your beliefs

Tips for this section: Before you meet with your religious leader, jot down what you believe and the questions you're still working through. Your essay and presentation can grow out of that conversation.

- ☐ **2a** Talk with your religious leader about what you believe and why, and compare your beliefs with your religion's official teachings. Then write an essay on your beliefs, have your religious leader and crew Advisor go over it with you, and give a 15- to 20-minute presentation (talk, video, slideshow, or similar) about them to your crew or another youth group

- ☐ **2b** Say what the Scout Oath and Scout Law mean to you, using your own words, and explain how they shape your daily life, your life goals, and the way you live in your community

3 Respecting the beliefs of others

Tips for this section: Visit places of worship different from your own, with permission, and learn about religious freedom.

Example for this section: With a parent or your Advisor, visit a service at a place of worship different from your own. Afterward, compare: what surprised you, what felt familiar, and how does the First Amendment protect both communities?

- ☐ **3a** Talk with a history or social studies teacher, a lawyer or legal professional, or another informed adult about the Bill of Rights and freedom of religion: what it meant to the founders, what it means now, what limits apply, and what happens when it clashes with free speech. Then hold a discussion (not a debate) on religious freedom with your crew

- ☐ **3b** Find out which religious groups worship in your community and whether they are long-established or fairly new there. Ask at least five local adults how different religions affect your community, and report back to your crew

3c Learning about another faith: Choose 1 of 5

- ☐ **3c1** Research a religion from the TRUST chapter that isn't yours in depth, and report to your crew or another youth group on its history, key historical events, how it is practiced today, and where and how people commonly practice it

- ☐ **3c2** With a parent, Advisor, or religious professional, attend a service, gathering, or festival of a religion other than yours; write about the experience and how it reflects that religion's ideas and practices, and compare its core beliefs with your own

- ☐ **3c3** Meet two young people (in Scouting, Girl Scouts, or another youth group) who are earning an approved religious emblem of a faith not your own, and talk with them about their religious journey

- ☐ **3c4** Contact an official of an interfaith group (such as an interfaith coalition or council of churches) and discuss why religious tolerance matters locally and globally

- ☐ **3c5** Go to an interfaith festival, talk with two people of another religion about how your faiths are alike and different, and report what you learned to your religious leader

4 Understanding other cultures

Tips for this section: Start close to home by asking relatives about your family's history and culture. Then attend events from two other cultures and compare them with your own, and pick the 4c option that interests you most.

Example for this section: You might go to two cultural festivals in your area, read about how each community lives today, and compare both with your own family's traditions. For 4c, studying one group in depth could mean tracing an immigrant community in your state: why families came, where they settled, and which traditions continue.

- ☐ **4a** Explore the culture you feel closest to by asking relatives or other knowledgeable people about your family's history and your cultural and family identity

- ☐ **4b** Attend events from two different cultures that show each one's history and uniqueness; research each culture today, compare both with your own, and report to your crew or a youth group. Then have a youth and an adult of another culture speak to your crew, or interview two people born abroad who moved nearby (exchange students count) on why they came and how life differs. Outside the U.S., adapt it

4c Deeper study of cultures: Choose 1 of 4

- ☐ **4c1** Take and pass a course that covers cultural diversity

- ☐ **4c2** Research and present on a past or present conflict between religions or cultures somewhere in the world: how it began and (if over) ended, its causes and effects including today's, and background on every culture and religion involved

- ☐ **4c3** Study a cultural group not your own that helped shape the U.S. melting pot: when they began arriving, how they have influenced the country and your community, and where they mainly settled and why; report to your crew or youth group

- ☐ **4c4** Meet with your council's all-markets executive: find out which of those programs are used nearby and why, and learn about Scouting resources built for particular cultural groups and how they differ from the ones you know

5 Serving your community

Tips for this section: Partner with a community service agency on a project with at least five other youth, using the Summit service project workbook to plan it. For 5c, pick ongoing service you'll stick with, like six months in a service club.

Example for this section: For 5a, your crew might team up with a food bank to start a weekend food-pack program for a local school. For 5b, ask a city council member how zoning decisions get made, then lead a crew discussion on one idea to improve your town.

- ☐ **5a** Plan and carry out a service project with an established community service agency that makes your local community better. Involve five or more other Venturers or youth, make it well planned with lasting effects, and let the Summit Award Service Project workbook guide you

- ☐ **5b** Meet a local government official to learn how your community handles matters like taxes, zoning, religion, education, and acceptable behavior; share what you found with your crew or another youth group, and lead or join a discussion about ideas to improve your community

5c Ongoing community service: Choose 1 of 5

- ☐ **5c1** Organize a community safety program, such as a neighborhood watch or latchkey program (it must be a different project from 5a)

- ☐ **5c2** Work with your local Alpha Phi Omega chapter for a semester, taking part in a large share of its service, and talk with its advisor about building more cooperation with your Scouting council and with other student groups at your college

- ☐ **5c3** Be an active member of a high school or college service club for six months, joining a large share of its projects; look for ways to grow its service and membership, and report on how it helps the community

- ☐ **5c4** Volunteer as a first aid or swimming instructor or aide with the Red Cross or a similar group, teaching at least four times over six months; learn about its other volunteer roles, then report on your experience and how the group and your service help the community

- ☐ **5c5** Volunteer actively for six months with another community service agency your Advisor approves (for example therapy or guide dogs, a food pantry, or hospital aide work), then report on your experience and how the agency and your service help the community

6 Transforming our society

Tips for this section: Practice listening and conflict resolution skills with your crew. Think about how they can bring peace in daily life.

Example for this section: Practice conflict resolution with a role-play: two crew members want different trips. Each restates the other's view before giving their own, then the group looks for an option that meets both needs.

- ☐ **6a** Complete eight or more hours of counseling skills training, such as peer counseling or hotline or first-contact training from a local agency or government office; then explain to your crew the main lessons and your plan to put them to use

- ☐ **6b** Through research or talks with teachers or community leaders, find out which addictions (such as alcohol, drugs, tobacco, gambling, or pornography) are hurting your community. Choose one, learn what local help exists, talk with a counselor who works on it, and tell your crew how it affects your community

- ☐ **6c** Lead or actively join four or more ethical controversies within six months, at the crew, district, or council level or at a youth event shared by several faith communities

6d Conflict, counseling, and peace: Choose 1 of 4

- ☐ **6d1** Go to a public meeting of your school board, city or community council, or a court session; pick an issue causing disagreement, watch how it's handled through to resolution (even over several meetings), and present to your crew or another youth group how the conflict was settled

- ☐ **6d2** Tour a correctional facility and talk with its chaplain about their duties and experiences, including stories of people who turned their lives around and became contributing members of society after release

- ☐ **6d3** Compare counseling degree programs at four colleges or universities, including one large public university and one small religious college; look at the degrees, the required courses, and especially their religious content

- ☐ **6d4** Study the World Organization of the Scout Movement's 'Scouts and Peace' document, lead a crew discussion on it and how Scouts can help build world peace, then give a 10-minute presentation on it to a Scouts BSA or Girl Scout troop