



Sustainability

Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 637685).

The requirements were last issued or revised in 2015 • This workbook was updated in June 2017.

Scout's Name: _____

Unit: _____

Counselor's Name: _____

Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

1. Before starting work on any other requirements for this merit badge, write in your own words the meaning of *sustainability*.

Explain how you think conservation and stewardship of our natural resources relate to sustainability.

Have a family meeting, and ask family members to write down what they think sustainability means. Be sure to take notes. You will need this information again for requirement 5.

Workbook © Copyright 2017 - U.S. Scouting Service Project, Inc. - All Rights Reserved
Requirements © Copyright, Boy Scouts of America (Used with permission.)

This workbook may be reproduced and used locally by Scouts and Scouters for purposes consistent with the programs of the Boy Scouts of America (BSA), the World Organization of the Scout Movement (WOSM) or other Scouting and Guiding Organizations. However it may NOT be used or reproduced for electronic redistribution or for commercial or other non-Scouting purposes without the express permission of the U. S. Scouting Service Project, Inc. (USSSP).

2. Do the following:

Water. - Do A AND either B OR C.

A. Develop and implement a plan that attempts to reduce your family's water usage

As a family, discuss water usage. To aid in your discussion, if past water bills are available, you may choose to examine a few.

As a family, choose three ways to help reduce consumption.

1.	
2.	
3.	

Implement those ideas for one month.

Share what you learn with your counselor, and tell how your plan affected your family's water usage.

- B. Using a diagram you have created, explain to your counselor how your household gets its clean water from a natural source and what happens with the water after you use it. Include water that goes down the kitchen, bathroom, and laundry drains, and any runoff from watering the yard or washing the car.

Tell two ways to preserve your family's access to clean water in the future.

1.	
2.	

- C. Discuss with your counselor two areas in the world that have been affected by drought over the last three years. For each area, identify a water conservation practice (successful or unsuccessful) that has been used. Tell whether the practice was effective and why. Discuss what water conservation practice you would have tried and why.

Area:

Conservation Practice used:

Was it effective?

Why?

What would you try?

Why?

Establish a baseline and then track and record your results for two weeks.

Report your results to your family and counselor.

- B. Discuss with your counselor the ways individuals, families, and communities can create their own food sources (potted plants, family garden, rooftop garden, neighborhood or community garden).

Tell how this plan might contribute to a more sustainable way of life if practiced globally.

- C. Discuss with your counselor factors that limit the availability of food and food production in different regions of the world.

Tell three ways these factors influence the sustainability of worldwide food supplies.

1.	
2.	
3.	

Community. - Do A AND either B OR C.

- A. Draw a rough sketch depicting how you would design a sustainable community.

--

Discuss with your counselor how birth and death rates affect sufficient housing, and how a lack of housing—or too much housing— can influence the sustainability of a local or global area.

Energy. - Do A AND either B OR C.

- A. Learn about the sustainability of different energy sources, including fossil fuels, solar, wind, nuclear, hydropower, and geothermal.

Fossil Fuels	
Solar	
Wind	
Nuclear	
Hydropower	
Geothermal	

Find out how the production and consumption of each of these energy sources affects the environment and what the term "carbon footprint" means.

How does production and consumption affect the environment?

Fossil Fuels	
Solar	
Wind	
Nuclear	
Hydropower	
Geothermal	

What does the term "carbon footprint" mean?

Discuss what you learn with your counselor, and explain how you think your family can reduce its carbon footprint.

- B. Develop and implement a plan that attempts to reduce consumption for one of your family's household utilities.

Examine your family's bills for that utility reflecting usage for three months (past or current).

As a family, choose three ways to help reduce consumption and be a better steward of this resource.

1.	
2.	
3.	

- Implement those ideas for one month.

Share what you learn with your counselor, and tell how your plan affected your family's usage.

- C. Evaluate your family's fuel and transportation usage.

Review your family's transportation-related bills (gasoline, diesel, electric, public transportation, etc.) reflecting usage for three months (past or current).

As a family, choose three ways to help reduce consumption and be a better steward of this resource.

1.	
2.	
3.	

- Implement those ideas for one month.
Share what you learn with your counselor, and tell how your plan affected your family's transportation habits.

Include the following: the financial impact, time spent, maintenance, health, storage, and waste.

Financial Impact	
Time Spent	
Maintenance	
Health	
Storage	
Waste	

Include in your discussion the practices that can be used to avoid accumulating too much "stuff."

3. Do the following:

- a. Explain to your counselor how the planetary life-support systems (soil, climate, freshwater, atmospheric, nutrient, oceanic, ecosystems, and species) support life on Earth and interact with one another.

Soil	
Climate	
Freshwater	
Atmospheric	
Nutrient	
Oceanic	
Ecosystems	
Species	

- b. Tell how the harvesting or production of raw materials (by extraction or recycling), along with distribution of the resulting products, consumption, and disposal/repurposing, influences current and future sustainability thinking and planning.

- 4. Explore TWO of the following categories. Have a discussion with your family about the two you select. In your discussion, include your observations, and best and worst practices. Share what you learn with your counselor.

- a. **Plastic waste.** Discuss the impact plastic waste has on the environment (land, water, air).

Learn about the number system for plastic recyclables, and determine which plastics are more commonly recycled.

Find out what the trash vortex is and how it was formed.

- b. **Electronic waste.** Choose three electronic devices in your household. Find out the average lifespan of each, what happens to these devices once they pass their useful life, and whether they can be recycled in whole or part.

	Device	Lifespan	What happens?	Can it be Recycled?
1.				
2.				
3.				

Discuss the impact of electronic waste on the environment.

- c. **Food waste.** Learn about the value of composting and how to start a compost pile.

- Start a compost pile appropriate for your living situation.
Tell what can be done with the compost when it is ready for use.

- d. **Species decline.** Explain the term species (plant or animal) decline.

Discuss the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.

- e. **World population.** Learn how the world's population affects the sustainability of Earth.

Discuss three human activities that may contribute to putting Earth at risk, now and in the future.

	Activity	Discussion
1.		
2.		
3.		

- f. **Climate change.** Find a world map that shows the pattern of temperature change for a period of at least 100 years. Share this map with your counselor, and discuss three factors that scientists believe affect the global weather and temperature.

5. Do the following:

- a. After completing requirements 1 through 4, have a family meeting.

Discuss what your family has learned about what it means to be a sustainable citizen.

Talk about the behavioral changes and life choices your family can make to live more sustainably.

Share what you learn with your counselor.

- b. Discuss with your counselor how living by the Scout Oath and Scout Law in your daily life helps promote sustainability and good stewardship.

