



2024 Edition

# SCOUTMASTER BUCKY

## Environmental Science Merit Badge

SCOUTS PARTICIPATING IN A SCOUTMASTER BUCKY MERIT BADGE OPPORTUNITY (ONLINE OR IN PERSON), PLEASE CONSIDER ALSO USING THE ENVIRONMENTAL SCIENCE MERIT BADGE CLASS PREPARATION PAGE FOR CLARIFICATIONS, INSIGHTS, AND EXPECTATIONS.

<https://scoutmasterbucky.com/merit-badges/environmental-science/environmental-science-cpp.pdf>

### ENVIRONMENTAL SCIENCE MERIT BADGE WORKBOOK

**REQUIREMENT 1:** Make a time line of the history of environmental science in America. Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.

	Date	Name	Event
1800	_____	_____	_____
1810	_____	_____	_____
1820	_____	_____	_____
1830	_____	_____	_____
1840	_____	_____	_____
1850	_____	_____	_____
1860	_____	_____	_____
1870	_____	_____	_____
1880	_____	_____	_____
1890	_____	_____	_____
1900	_____	_____	_____
1910	_____	_____	_____
1920	_____	_____	_____
1930	_____	_____	_____
1940	_____	_____	_____
1950	_____	_____	_____
1960	_____	_____	_____
1970	_____	_____	_____
1980	_____	_____	_____
1990	_____	_____	_____
2000	_____	_____	_____
2010	_____	_____	_____
2020	_____	_____	_____



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### REQUIREMENT 2:

Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.

population:

community:

ecosystem:



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biosphere:

symbiosis:

niche:



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habitat:

conservation:

threatened species:



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endangered species:

extinction:

pollution prevention:



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**brownfield:**

**ozone:**

**watershed:**



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airshed:

nonpoint source:

hybrid vehicle:



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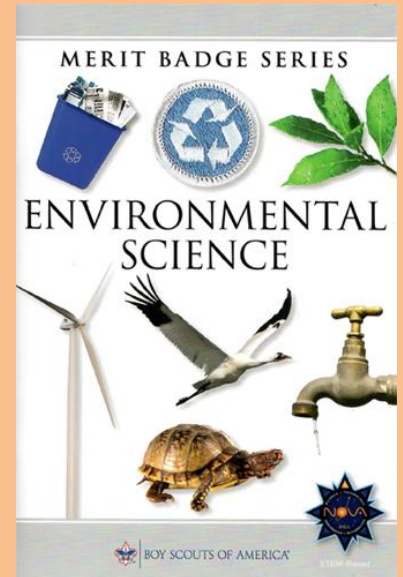
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## Environmental Science Merit Badge

fuel cell:

**FYI:** It is *CLEARLY* stated that the Environmental Science Merit Badge Pamphlet should be referenced for the basis of planning and projects for each of the components of Requirement 3.

**Requirement 3** “Do *ONE* activity from *EACH* of the following categories (using the activities in this pamphlet [ENVIRONMENTAL SCIENCE] as the basis for planning and projects):”



**REQUIREMENT 3:** Do ONE activity from EACH of the following categories (using the activities in this pamphlet as the basis for planning and projects):the activities in the Environmental Science Merit Badge Pamphlet as the basis for planning and projects.





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ECOLOG

**DO ONE OF THE FOLLOWING ACTIVITIES (3A1, 3A2, or 3A3) FOR REQUIREMENT 3A**

### ECOLOGY

**REQUIREMENT 3a1:** Conduct an experiment to find out how living things respond to changes in their environments. Discuss your observations with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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## Environmental Science Merit Badge

**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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### ECOLOGY

**REQUIREMENT 3a2:** Conduct an experiment illustrating the greenhouse effect. Keep a journal of your data and observations. Discuss your conclusions with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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### ECOLOGY

**REQUIREMENT 3a3:** Discuss what is an ecosystem. Tell how it is maintained in nature and how it survives.

What is an ecosystem:

How is an Ecosystem maintained and how does it survive:



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**DO ONE OF THE FOLLOWING ACTIVITIES (3B1, 3B2, or 3B3) FOR REQUIREMENT 3B**

### AIR POLLUTION

**REQUIREMENT 3b1:** Perform an experiment to test for particulates that contribute to air pollution. Discuss your findings with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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### AIR POLLUTION

**REQUIREMENT 3b2:** Record the trips taken, mileage, and fuel consumption of a family car for seven days, and calculate how many miles per gallon the car gets.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Trip 1 total miles	_____	_____	_____	_____	_____	_____	_____
Total gallons used	_____	_____	_____	_____	_____	_____	_____
Trip 2 total miles	_____	_____	_____	_____	_____	_____	_____
Total gallons used	_____	_____	_____	_____	_____	_____	_____
Trip 3 total miles	_____	_____	_____	_____	_____	_____	_____
Total gallons used	_____	_____	_____	_____	_____	_____	_____
Trip 4 total miles	_____	_____	_____	_____	_____	_____	_____
Total gallons used	_____	_____	_____	_____	_____	_____	_____
Trip 5 total miles	_____	_____	_____	_____	_____	_____	_____
Total gallons used	_____	_____	_____	_____	_____	_____	_____
Trip 6 total miles	_____	_____	_____	_____	_____	_____	_____
Total gallons used	_____	_____	_____	_____	_____	_____	_____

FORMULA FOR COMPUTING MILES PER GALLON TOTAL MILES / BY TOTAL GALLONS USED = MILES PER GALLON

EXAMPLE 325 MILES DRIVEN / 12 GALLONS USED = 27.083 MILES PER GALLON

Daily Trip total miles	_____	_____	_____	_____	_____	_____	_____
Daily total gallons used	_____	_____	_____	_____	_____	_____	_____
Daily miles per gallon	_____	_____	_____	_____	_____	_____	_____





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**REQUIREMENT 3b2:** Determine whether any trips could have been combined (“chained”) rather than taken out and back.

Notes:

**REQUIREMENT 3b2:** Using the idea of trip chaining, determine how many miles and gallons of gas could have been saved in those seven days.

Notes:



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### AIR POLLUTION

**REQUIREMENT 3b3:** Explain what is acid rain. In your explanation, tell how it affects plants and the environment, and the steps society can take to help reduce its effects.

Notes:



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**DO ONE OF THE FOLLOWING ACTIVITIES (3C1, 3C2, or 3C3) FOR REQUIREMENT 3C**

### WATER POLLUTION

**REQUIREMENT 3c1:** Conduct an experiment to show how living things react to thermal pollution. Discuss your observations with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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## Environmental Science Merit Badge

**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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### WATER POLLUTION

**REQUIREMENT 3c2:** Conduct an experiment to identify the methods that could be used to mediate (reduce) the effects of an oil spill on waterfowl. Discuss your results with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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## Environmental Science Merit Badge

**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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### WATER POLLUTION

**REQUIREMENT 3c3:** Describe the impact of a waterborne pollutant on an aquatic community. Write a 100-word report on how that pollutant affected aquatic life, what the effect was, and whether the effect is linked to biomagnification.

Notes:



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**DO ONE OF THE FOLLOWING ACTIVITIES (3D1, 3D2, or 3D3) FOR REQUIREMENT 3D**

### LAND POLLUTION

**REQUIREMENT 3d1:** Conduct an experiment to illustrate soil erosion by water. Take photographs or make a drawing of the soil before and after your experiment, and make a poster showing your results. Present your poster to your counselor.

**Experiment Title:**

**State the Problem:**

**Gather Information (list sources):**

**Form a Hypothesis:**





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## Environmental Science Merit Badge

Do an Experiment (explain):

Analyze the Data:

Conclusions:

**DON'T FORGET TO MAKE YOUR POSTER**



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## Environmental Science Merit Badge

### LAND POLLUTION

**REQUIREMENT 3d2:** Perform an experiment to determine the effect of an oil spill on land. Discuss your conclusions with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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## Environmental Science Merit Badge

**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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### LAND POLLUTION

**REQUIREMENT 3d3:** Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.

Notes:



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**DO ONE OF THE FOLLOWING ACTIVITIES (3E1, 3E2, or 3E3) FOR REQUIREMENT 3E**

### ENDANGERED SPECIES

**REQUIREMENT 3e1:** Do research on one endangered species found in your state. Find out what its natural habitat is, why it is endangered, what is being done to preserve it, and how many individual organisms are left in the wild.

Endangered Species:

Species' Natural Habitat:

Why is it Endangered?

What is being done to preserve the species?

How many still exist in the wild?



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**REQUIREMENT 3e1:** Prepare a 100-word report about the organism, including a drawing.

**100-word report on the Endangered Species (include a drawing):**

*Use an additional piece of paper if you need more room for your report or drawing*

**REQUIREMENT 3e1:** Present your report to your patrol or troop.

\_\_\_\_\_  
Adult Leader's Name

\_\_\_\_\_  
Presentation Date

\_\_\_\_\_  
Adult Leader's Signature

\_\_\_\_\_  
Date

*presentation completed*



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### ENDANGERED SPECIES

**REQUIREMENT 3e2:** Do research on one species that was endangered or threatened but that has now recovered. Find out how the organism recovered, and what its new status is.

Endangered or Threatened Species:

How the Species Recovered:

What is the Species New Status?



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**REQUIREMENT 3e2:** Write a 100-word report on the species and discuss it with your counselor.

**100-word report on the Endangered or Threatened Species:**

*Use an additional piece of paper if you need more room for your report*





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### ENDANGERED SPECIES

**REQUIREMENT 3e3:** With your parent's and counselor's approval, work with a natural resource professional to identify two projects that have been approved to improve the habitat for a threatened or endangered species in your area. Visit the site of one of these projects and report on what you saw.

**COUNSELOR APPROVAL:** PERHAPS IMPLIED, THIS REQUIREMENT DOES NOT STATE THAT YOU NEED THE COUNSELOR'S APPROVAL AHEAD OF TIME TO PREPARE AND PERFORM THE TASK. PLEASE NOTE, AS WITH ANY REQUIREMENT, ACCEPTANCE IS AT THE DISCRETION AND SATISFACTION OF THE MERIT BADGE COUNSELOR.

**Natural Resource Professional:**

**Associated Organization(s):**

\_\_\_\_\_  
Parent's Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

*approved*

\_\_\_\_\_  
Counselor's Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

*approved*

**Notes:**



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PROJECT #1

Name:

Location:

Notes:

PROJECT #2

Name:

Location:

Notes:

SELECTED PROJECT TO VISIT

PROJECT 1 or PROJECT 2?

Date Visited:

What did you see?



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**DO ONE OF THE FOLLOWING ACTIVITIES (3F1, 3F2, or 3F3) FOR REQUIREMENT 3F**

### POLLUTION PREVENTION, RESOURCE RECOVERY, AND CONSERVATION

**REQUIREMENT 3f1:** Look around your home and determine 10 ways your family can help reduce pollution.

Pollution Reduction Method 1:

Pollution Reduction Method 2:

Pollution Reduction Method 3:

Pollution Reduction Method 4:

Pollution Reduction Method 5:



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Pollution Reduction Method 6:

Pollution Reduction Method 7:

Pollution Reduction Method 8:

Pollution Reduction Method 9:

Pollution Reduction Method 10:



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**REQUIREMENT 3f1:** Practice at least two of these methods for seven days and discuss with your counselor what you have learned.

Selected Method #1:

Selected Method #2:

Notes:



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## Environmental Science Merit Badge

### POLLUTION PREVENTION, RESOURCE RECOVERY, AND CONSERVATION

**REQUIREMENT 3f2:** Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp.

Resource Conservation Method 1:

Resource Conservation Method 2:

Resource Conservation Method 3:

Resource Conservation Method 4:

Resource Conservation Method 5:



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Resource Conservation Method 6:

Resource Conservation Method 7:

Resource Conservation Method 8:

Resource Conservation Method 9:

Resource Conservation Method 10:



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**REQUIREMENT 3f2:** Practice at least two of these methods for seven days and discuss with your counselor what you have learned.

Practiced Method #1:

Practiced Method #2:

Notes:





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## Environmental Science Merit Badge

### POLLUTION PREVENTION, RESOURCE RECOVERY, AND CONSERVATION

**REQUIREMENT 3f3:** Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusion with your counselor.

Experiment Title:

State the Problem:

Gather Information (list sources):

Form a Hypothesis:



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**Do an Experiment (explain):**

**Analyze the Data:**

**Conclusions:**



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**DO ONE OF THE FOLLOWING ACTIVITIES (3G1, 3G2, or 3G3) FOR REQUIREMENT 3G**

### POLLINATION

**REQUIREMENT 3g1:** Using photographs or illustrations, point out the differences between a drone and a worker bee.

Don't forget to bring your photographs / illustrations with you to share with the merit badge counselor.

**This part of the requirement must be reviewed with your merit badge counselor.**

**BE PREPARED!**

**REQUIREMENT 3g1:** Discuss the stages of bee development (eggs, larvae, pupae).

**Eggs:**

**Larvae:**

**Pupae:**



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**REQUIREMENT 3g1:** Explain the pollination process

Notes:

**REQUIREMENT 3g1:** Explain what propolis is and how honey bees use it.

Notes:



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**REQUIREMENT 3g1:** Tell how bees make honey and beeswax, and how both are harvested.

How Honey is Made:

How Beeswax is Made:

How Honey is Harvested:

How Beeswax is Harvested:



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**REQUIREMENT 3g1:** Explain the part played in the life of the hive by the queen, the drones, and the workers.

**Queen:**

**Drones:**

**Workers:**



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### POLLINATION

**REQUIREMENT 3g2:** Present to your counselor a one-page report on how and why honey bees are used in pollinating food crops. In your report, discuss the problems faced by the bee population today, and the impact to humanity if there were no pollinators.

Notes:



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**REQUIREMENT 3g2:** Share your report with your troop or patrol, your class at school, or another group approved by your counselor.

**COUNSELOR APPROVAL:** PERHAPS IMPLIED, THIS REQUIREMENT DOES NOT STATE THAT YOU NEED THE COUNSELOR'S APPROVAL AHEAD OF TIME TO PREPARE AND PERFORM THE TASK. PLEASE NOTE, AS WITH ANY REQUIREMENT, ACCEPTANCE IS AT THE DISCRETION AND SATISFACTION OF THE MERIT BADGE COUNSELOR.

**Group to Present to:**

**Date and Location:**

\_\_\_\_\_  
Counselor's Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

*approved*

\_\_\_\_\_  
Adult Leader's or Teacher's Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Adult Leader's or Teacher's Signature

\_\_\_\_\_  
Date

*presented  
honey-bee  
report*

**Notes:**





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**BEFORE YOU CHOOSE REQUIREMENT 3G(3), YOU WILL NEED TO FIRST FIND OUT WHETHER YOU ARE ALLERGIC TO BEE STINGS. VISIT AN ALLERGIST OR YOUR FAMILY PHYSICIAN TO FIND OUT. IF YOU ARE ALLERGIC TO BEE STINGS, YOU SHOULD CHOOSE ANOTHER OPTION WITHIN REQUIREMENT 3.**

**IN COMPLETING REQUIREMENT 3G(3), YOUR COUNSELOR CAN HELP YOU FIND AN ESTABLISHED BEEKEEPER TO MEET WITH YOU AND YOUR BUDDY. ASK WHETHER YOU CAN HELP HIVE A SWARM OR DIVIDE A COLONY OF HONEY BEES.**

**BEFORE YOUR VISIT, BE SURE YOUR BUDDY IS NOT ALLERGIC TO BEE STINGS. FOR HELP WITH LOCATING A BEEKEEPER IN YOUR STATE, VISIT [WWW.BEECULTURE.COM](http://WWW.BEECULTURE.COM) AND CLICK ON "RESOURCES," THEN SELECT "FIND HELP" AND "FIND A LOCAL BEEKEEPER."**

### POLLINATION

**REQUIREMENT 3g3:** Hive a swarm OR divide at least one colony of honey bees.

*Before you choose requirement 3G(3), you will need to first find out whether you are allergic to bee stings. Visit an allergist or your family physician to find out. If you are allergic to bee stings, you should choose another option within requirement 3. In completing requirement 3G(3), your counselor can help you find an established beekeeper to meet with you and your buddy. Ask whether you can help hive a swarm or divide a colony of honey bees. Before your visit, be sure your buddy is not allergic to bee stings. For help with locating a beekeeper in your state, visit [www.beeeculture.com](http://www.beeeculture.com) and click on "Bee Resources," then "Find a Local Beekeeper."*

**REQUIREMENT 3g3:** Explain how a hive is constructed.

Notes:



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**DO ONE OF THE FOLLOWING ACTIVITIES (3H1, 3H2, or 3H3) FOR REQUIREMENT 3H**

### INVASIVE SPECIES

**REQUIREMENT 3h1:** Learn to identify the major invasive plant species in your community or camp and explain to your counselor what can be done to either eradicate or control their spread.

Notes:



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### INVASIVE SPECIES

**REQUIREMENT 3h2:** Do research on two invasive plant or animal species in your community or camp. Find out where the species originated, how they were transported to the United States, their life history, how they are spread, and the recommended means to eradicate or control their spread. Report your research orally or in writing to your counselor.

INVASIVE SPECIES #1:

Name:

plant

animal

Where the species originated:

How it was transported to the United States:

The species Life History:



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## Environmental Science Merit Badge

How the species spread:

Recommended eradication / control methods:



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INVASIVE SPECIES #2:

Name:

plant

animal

Where the species originated:

How it was transported to the United States:

The species Life History:



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## Environmental Science Merit Badge

How the species spread:

Recommended eradication / control methods:



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### INVASIVE SPECIES

**REQUIREMENT 3h3:** Take part in a project of at least one hour to eradicate or control the spread of an invasive plant species in your community or camp.

**Project:**

**Project Date and Location:**

**Notes:**



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**CHOOSE TWO OUTDOOR STUDY AREAS THAT ARE VERY DIFFERENT FROM ONE ANOTHER (E.G. HILLTOP VS. BOTTOM OF A HILL; FIELD VS. FOREST; SWAMP VS. DRY LAND)  
FOR BOTH STUDY AREAS, DO ONE OF THE FOLLOWING:**

**DO ONE OF THE FOLLOWING (4A OR 4B) FOR REQUIREMENT 4 FOR BOTH STUDY AREAS**

**REQUIREMENT 4a:** Mark off a plot of 4 square yards in each study area, and count the number of species found there. Estimate how much space is occupied by each plant species and the type and number of nonplant species you find. Write a report that adequately discusses the biodiversity and population density of these study areas. Discuss your report with your counselor.

**Study Plot Location #1:**

**Description of Location #1:**

Non-Plant Species	# found	space each species occupies
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plant Species	# found	space each species occupies
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Notes for Study Plot #1:**





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Study Plot Location #2:

Description of Location #2:

Non-Plant Species

# found

space each species occupies

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plant Species

# found

space each species occupies

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Notes for Study Plot #2:



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**REQUIREMENT 4b:** Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Then, write a short report that adequately addresses your observations, including how the differences of the study areas might relate to the differences noted, and discuss this with your counselor.

**Study Area Location #1:**

**Description of Location #1:**

### STUDY LOCATION #1

Study Location #1 visit date #1 \_\_\_\_\_ time started \_\_\_\_\_ time ended \_\_\_\_\_

**Observations of living parts of the ecosystem:**

**Observations of nonliving parts of the ecosystem:**



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Study Location #1 visit date #2 \_\_\_\_\_ time started \_\_\_\_\_ time ended \_\_\_\_\_

**Observations of living parts of the ecosystem:**

**Observations of nonliving parts of the ecosystem:**

**Differences noted since last visit:**



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## Environmental Science Merit Badge

Study Location #1 visit date #3 \_\_\_\_\_ time started \_\_\_\_\_ time ended \_\_\_\_\_

**Observations of living parts of the ecosystem:**

**Observations of nonliving parts of the ecosystem:**

**Differences noted since last visit:**



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### STUDY LOCATION #2

Study Location #2 visit date #1 \_\_\_\_\_ time started \_\_\_\_\_ time ended \_\_\_\_\_

**Observations of living parts of the ecosystem:**

**Observations of nonliving parts of the ecosystem:**



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## Environmental Science Merit Badge

Study Location #2 visit date #2 \_\_\_\_\_ time started \_\_\_\_\_ time ended \_\_\_\_\_

**Observations of living parts of the ecosystem:**

**Observations of nonliving parts of the ecosystem:**

**Differences noted since last visit:**



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## Environmental Science Merit Badge

Study Location #2 visit date #3 \_\_\_\_\_ time started \_\_\_\_\_ time ended \_\_\_\_\_

**Observations of living parts of the ecosystem:**

**Observations of nonliving parts of the ecosystem:**

**Differences noted since last visit:**



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### REQUIREMENT 5:

Using the construction project provided or a plan you create on your own, identify the items that would need to be included in an environmental impact statement for the project planned.

An environmental impact study is usually required before any major project can be started. The study tries to be objective (*not for or against the project*) and tries to list all the **benefits** along with all the **disadvantages**. It considers the effect upon **living** and **non-living** parts of the environment. Your statement should look something like the following:

An Environmental Impact Statement  
for the  
**(Proposed Project Name)** Prepared by  
(Individual's, Patrols, or Troop's Name)  
(Date statement is finished)

#### **Project: Site:**

**Historical Impact:** List information about what has happened previously in this area. What types of people (if any) have lived there? What other construction has gone on before?

**Geological Impact:** What type of land will be affected (desert, grassland, mountain slope, intercity, etc.)? What is the ground like (sand, clay, rocky, etc.)? Is it located near an earthquake fault line?

**Water Impact:** Will the community's water supply support the extra water needed during and after the project is finished? Is there underwater streams or water tables that will be affected?

**Wildlife Impact:** Will the building of the project affect the natural habitat of natural wildlife? Does it restrict or substantially reduce wildlife habitat? Will wildlife still be able to have proper food, water, and shelter? Will the introduction of man into this area force some wildlife to leave the area?

**Economic Impact:** How will this project affect the community's economy? Will it increase, decrease, or be of little affect? Will it affect property values? Will it provide more jobs for the community?

**Visual Impact:** How does the project affect the scenic beauty of the area? Will the structures impact the view for the surrounding homes?

**Transportation Impact:** Will the existing infrastructure (roads, traffic lights, highway access, etc.) be sufficient for the added traffic or will new roads be needed? Who will pay for the cost of any improvement?

**Community Impact:** Does the project fit into the theme of the community? Does it prescribe to the ideals and morals of the community?





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## Environmental Science Merit Badge

Your Environmental Impact Statement:



2024 Edition

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## Environmental Science Merit Badge

**REQUIREMENT 6:** Find out about three career opportunities in environmental science.

Career Opportunity #1:

Career Opportunity #2:

Career Opportunity #3:

**REQUIREMENT 6:** Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor.

Selected Career Opportunity:

Educational Requirements:

Training Requirements:

Experience Requirements:

**REQUIREMENT 6:** Explain why this profession might interest you.

Notes: