

# SCOUTMASTER BUCKY

## Sustainability Merit Badge

2024 Edition



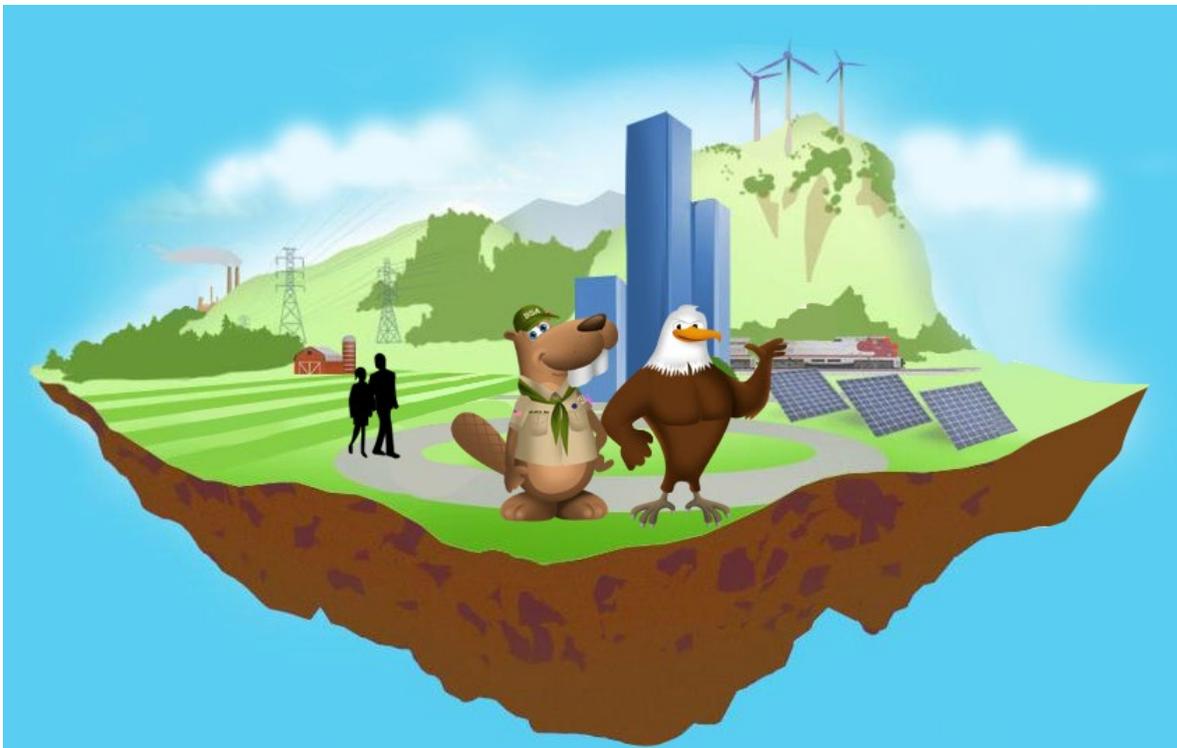
### Expectations

- Active interaction/participation is expected and mandatory.
- Share in your own words – avoid reading your answers.
- Pay attention to the action verbs.
- Bring proof of completion (even partially completed work)



### Things to Remember to Bring

1. Your BSA ID# and / or your Merit Badge Blue Card properly filled out and signed off by your Scout Leader
2. Sustainability Merit Badge Pamphlet
3. Scout Uniform
4. Supporting documentation or project work pertinent to this merit badge which may also include a Merit Badge Workbook for reference with notes.
5. A positive Scouting focus and attitude





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### Requirements Insights

Req	Expectation(s)
1	<p><b>You will be able to successfully complete this requirement during the class if you have prepared ahead of time.</b></p> <ul style="list-style-type: none"><li>• Don't forget to formulate your responses in your own words.</li></ul>
2	<p><b>This requirement specifies a Scout to choose ONE of the three requirement components; each which require some level of preparation work ahead of time at home.</b></p> <ul style="list-style-type: none"><li>• While the merit badge counselor / instructor will facilitate discussion on all three components as a part of the class, only Scouts that have done preparation work ahead of time will have the opportunity to be considered for sign off on this requirement during the class.</li></ul>
3	<ul style="list-style-type: none"><li>• This requirement will be completed during the class.</li></ul>
4	<p><b>This requirement specifies a Scout to choose ONE of the three requirement components; each which require some level of preparation work ahead of time at home.</b></p> <ul style="list-style-type: none"><li>• While the merit badge counselor / instructor will facilitate discussion on all three components as a part of the class, only Scouts that have done preparation work ahead of time will have the opportunity to be considered for sign off on this requirement during the class.</li></ul>
5	<p><b>This requirement specifies a Scout to choose ONE of the three requirement components; each which require some level of preparation work ahead of time at home.</b></p> <ul style="list-style-type: none"><li>• While the merit badge counselor / instructor will facilitate discussion on all three components as a part of the class, only Scouts that have done preparation work ahead of time will have the opportunity to be considered for sign off on this requirement during the class.</li></ul>
6	<p><b>This requirement specifies a Scout to choose ONE of the three requirement components; each which require some level of preparation work ahead of time at home.</b></p> <ul style="list-style-type: none"><li>• While the merit badge counselor / instructor will facilitate discussion on all three components as a part of the class, only Scouts that have done preparation work ahead of time will have the opportunity to be considered for sign off on this requirement during the class.</li></ul>
7	<ul style="list-style-type: none"><li>• This requirement will be completed during the class.</li></ul>
8	<ul style="list-style-type: none"><li>• <b>8a requires preparation work ahead of time.</b> 8a will be reviewed by the counselor for Scouts that have work to share and proof to show. Only those Scouts that meet the satisfaction of the merit badge counselor will be considered for sign off on this requirement component.</li><li>• 8b will be completed during the class.</li><li>• 8c will be completed during the class.</li></ul>
9	<p><b>You will be able to successfully complete this requirement during the class if you have prepared ahead of time.</b></p> <ul style="list-style-type: none"><li>• Time will be allotted for those Scouts who have prepared for this requirement to share their work for sign off consideration.</li></ul>





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### SUSTAINABILITY MERIT BADGE WORKBOOK

**REQUIREMENT 1:** Describe the meaning of sustainability in your own words.

Notes:

**REQUIREMENT 1:** Explain the importance of sustainability to society.

Notes:

**REQUIREMENT 1:** Explain how you can contribute to fulfilling the needs of current generations without compromising the needs of future generations.

Notes:



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**DO ONE OF THE FOLLOWING (2A, 2B, or 2C) FOR REQUIREMENT 2**

**REQUIREMENT 2a:** Evaluate your household water usage. If available, review water bills from the past year and evaluate the seasonal changes in water use. Identify three ways to help reduce water consumption.

Notes:

Reduce Water Consumption Idea #1:

Reduce Water Consumption Idea #2:

Reduce Water Consumption Idea #3:



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**REQUIREMENT 2b:** Explain why water is necessary in our lives.

Notes:

**REQUIREMENT 2b:** Create a diagram to show how your household gets its clean water from a natural source and what happens with the water after you use it.

Notes:



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**REQUIREMENT 2b:** Tell two ways to preserve your community's access to clean water in the future.

How to preserve community access to clean water #1:

How to preserve community access to clean water #2:

**REQUIREMENT 2c:** Different areas of the world are affected by either too much (flooding) or too little (drought) water. Explore whether either or both affect where you live.

Flooding:

Drought:

**REQUIREMENT 2c:** Identify three water conservation or flood mitigation practices (successful or unsuccessful) that have been tried where you live or in an area of the world that interests you.

CONSERVATION / FLOOD MITIGATION #1

Practice:

Location:

CONSERVATION / FLOOD MITIGATION #2

Practice:

Location:

CONSERVATION / FLOOD MITIGATION #3

Practice:

Location:



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**DO ONE OF THE FOLLOWING (3A, 3B, or 3C) FOR REQUIREMENT 3**

**REQUIREMENT 3a:** Explore the sustainability of different types of plant-based, animal-based and aquaculture food. Identify where four different foods (such as milk, eggs, tuna fish, avocados, or ketchup) come from and how they are processed and transported from the source to you.

FOOD #1

Food:

Where it comes from:

How it is processed:

How it is transported:

FOOD #2

Food:

Where it comes from:

How it is processed:



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How it is transported:

FOOD #3

Food:

Where it comes from:

How it is processed:

How it is transported:

FOOD #4

Food:

Where it comes from:

How it is processed:



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How it is transported:

**REQUIREMENT 3b:** Identify four factors that limit the availability of food in different regions of the world. Discuss how each factor influences the sustainability of worldwide food supplies.

FOOD AVAILABILITY LIMITATION #1

**Limitation:**

**Area of the world affected:**

**How this influences worldwide supply sustainability:**

FOOD AVAILABILITY LIMITATION #2

**Limitation:**

**Area of the world affected:**

**How this influences worldwide supply sustainability:**



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### FOOD AVAILABILITY LIMITATION #3

**Limitation:**

**Area of the world affected:**

**How this influences worldwide supply sustainability:**

### FOOD AVAILABILITY LIMITATION #4

**Limitation:**

**Area of the world affected:**

**How this influences worldwide supply sustainability:**

**REQUIREMENT 3b:** Share three ways individuals, families, or your community can create their own food sources.

**Source #1:**

**Source #2:**

**Source #3:**



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**REQUIREMENT 3c:** Develop a plan to reduce your household food waste in a sustainable manner.

Notes:





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**DO ONE OF THE FOLLOWING (4A, 4B, or 4C) FOR REQUIREMENT 4**

**REQUIREMENT 4a:** Create a sketch depicting how you would design a sustainable community and be prepared to explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community.

A large, empty rectangular box with a thin black border, intended for the student to draw a sketch of a sustainable community design.



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**REQUIREMENT 4b:** Identify one unsustainable practice in your community and develop a written plan to fix it.

Identified Unsustainable Practice:

Notes:



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**REQUIREMENT 4c:** Identify five sustainability factors in housing and rate your own home's sustainability against these factors.

HOME SUSTAINABILITY FACTOR #1

**Factor:**

**Our Home Comparison Rating:**

HOME SUSTAINABILITY FACTOR #2

**Factor:**

**Our Home Comparison Rating:**

HOME SUSTAINABILITY FACTOR #3

**Factor:**

**Our Home Comparison Rating:**

HOME SUSTAINABILITY FACTOR #4

**Factor:**

**Our Home Comparison Rating:**

HOME SUSTAINABILITY FACTOR #5

**Factor:**

**Our Home Comparison Rating:**



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**DO ONE OF THE FOLLOWING (5A, 5B, or 5C) FOR REQUIREMENT 5**

**REQUIREMENT 5a:** Learn about the sustainability of different energy sources, including coal, gas, geothermal, hydro power, nuclear, petroleum, solar, and wind.

**Coal:**

**Gas:**

**Geothermal:**

**Hydro Power:**



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**Nuclear:**

**Petroleum:**

**Solar:**

**Wind:**



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**REQUIREMENT 5a:** Identify three common energy sources in the United States and describe how the production and consumption of each of these energy sources affects sustainability.

ENERGY SOURCE #1

Source:

How production and consumption affects sustainability:

ENERGY SOURCE #2

Source:

How production and consumption affects sustainability:

ENERGY SOURCE #3

Source:

How production and consumption affects sustainability:



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**REQUIREMENT 5b:** List eight ways your family consumes energy, such as gas appliances, electricity, heating systems or cooling systems, and transportation.

Family Energy Consumption #1:

Family Energy Consumption #2:

Family Energy Consumption #3:

Family Energy Consumption #4:

Family Energy Consumption #5:

Family Energy Consumption #6:

Family Energy Consumption #7:

Family Energy Consumption #8:



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**REQUIREMENT 5b:** For one home-related energy use, list three ways to help reduce consumption, reduce your carbon footprint, and be a better steward of this resource.

**Selected Home-Related Energy Use:**

### HELP REDUCE CONSUMPTION

**Practice #1:**

**Practice #2:**

**Practice #3:**

### HELP REDUCE YOUR CARBON FOOTPRINT

**Practice #1:**

**Practice #2:**

**Practice #3:**

### BETTER STEWARDSHIP

**Practice #1:**

**Practice #2:**

**Practice #3:**



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**REQUIREMENT 5b:** For one transportation-related energy use, list three ways to help reduce consumption, reduce your carbon footprint, and be a better steward of this resource.

**Selected Transportation-Related Energy Use:**

### HELP REDUCE CONSUMPTION

**Practice #1:**

**Practice #2:**

**Practice #3:**

### HELP REDUCE YOUR CARBON FOOTPRINT

**Practice #1:**

**Practice #2:**

**Practice #3:**

### BETTER STEWARDSHIP

**Practice #1:**

**Practice #2:**

**Practice #3:**



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**REQUIREMENT 5c:** List five ways you and your family could reduce energy consumption in your home, such as adjusting your thermostat, window shades, opening windows, reducing hot-water temperature, and minimizing water consumption. Identify the benefits and risks of each idea and implement if possible.

HOME ENERGY CONSUMPTION REDUCTION #1

Way #1:

Benefits of Way #1:

Risks of Way #1:

Way #2:

Benefits of Way #2:

Risks of Way #2:

Way #3:

Benefits of Way #3:



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Risks of Way #3:

Way #4:

Benefits of Way #4:

Risks of Way #4:

Way #5:

Benefits of Way #5:

Risks of Way #5:



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**DO ONE OF THE FOLLOWING (6A, 6B, or 6C) FOR REQUIREMENT 6**

**REQUIREMENT 6a:** Create a list of 15 items of your personal “stuff.” Classify each item as an essential need (such as soap) or a desirable want (such as a video game). Identify any excess “stuff” you no longer need, working with your family, if possible. Donate, re purpose, or recycle those items you can.

### MY STUFF

Essential	Desired	Donate	Stuff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15



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**REQUIREMENT 6b:** List five ways having too much “stuff” affects you. Consider the financial impact, time spent, maintenance, health, storage, and waste generation.

WAY #1

How having too much “stuff” affects you:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #2

How having too much “stuff” affects you:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #3

How having too much “stuff” affects you:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:



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WAY #4

How having too much “stuff” affects you:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #5

How having too much “stuff” affects you:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

**REQUIREMENT 6b:** List five ways having too much “stuff” affects your family. Consider the financial impact, time spent, maintenance, health, storage, and waste generation.

WAY #1

How having too much “stuff” affects your family:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:



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WAY #2

How having too much “stuff” affects your family:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #3

How having too much “stuff” affects your family:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #4

How having too much “stuff” affects your family:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:



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WAY #5

How having too much “stuff” affects your family:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

**REQUIREMENT 6b:** List five ways having too much “stuff” affects your community. Consider the financial impact, time spent, maintenance, health, storage, and waste generation.

WAY #1

How having too much “stuff” affects your community:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #2

How having too much “stuff” affects your community:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:



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### WAY #3

How having too much “stuff” affects your community:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

### WAY #4

How having too much “stuff” affects your community:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

### WAY #5

How having too much “stuff” affects your community:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:



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**REQUIREMENT 6b:** List five ways having too much “stuff” affects the world. Consider the financial impact, time spent, maintenance, health, storage, and waste generation.

WAY #1

How having too much “stuff” affects the world:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #2

How having too much “stuff” affects the world:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #3

How having too much “stuff” affects the world:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:



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WAY #4

How having too much “stuff” affects the world:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

WAY #5

How having too much “stuff” affects the world:

Consider the financial impact, time spent, maintenance, health, storage, and waste generation:

**REQUIREMENT 6b:** Identify practices that can be used to avoid accumulating too much “stuff.”

Notes:



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**REQUIREMENT 6c:** Research the impact waste has on the environment (land, water, air).

Notes:

**REQUIREMENT 6c:** Find out what the trash vortex is and how it was formed.

Notes:

**REQUIREMENT 6c:** Explain the number system for plastic recyclables and which plastics are more commonly recycled.

Notes:



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**REQUIREMENT 6c:** Identify the average lifespan of one electronic device in your household, and whether it can be recycled in whole or part.

Notes:

**DO TWO OF THE FOLLOWING (7A, 7B, 7C, 7D, 7E, or 7F) FOR REQUIREMENT 7**

**REQUIREMENT 7a:** The United Nations lists 17 Sustainable Development Goals. These include Zero Hunger, Clean Water and Sanitation, Affordable and Clean Energy, Sustainable Cities and Community, Responsible Consumption and Production, Climate Action, Life Below Water, and Life on Land. Pick one of these eight and summarize the goal and its current and future impact on you, your family, community, and the world.

Selected Sustainable Development Goal:

Summary of Goal:

Current and Future impact on you:



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Current and Future impact on your family:

Current and Future impact on your community:

Current and Future impact on the world:

**REQUIREMENT 7b:** Identify how the planetary life-support systems (soil, climate, freshwater, atmospheric, nutrient, oceanic, ecosystems, and species) support life on Earth and interact with one another.

Notes:



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**REQUIREMENT 7b:** Share what happens to the planet's sustainability when these systems are disrupted by natural events or human activity.

Notes:

**REQUIREMENT 7c:** Identify how product life cycles (the cycle of design, sourcing, production, use, and disposal or reuse) influence current and future sustainability.

Notes:

**REQUIREMENT 7c:** Choose one common product to demonstrate how the full product life cycle would apply.

Notes:



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**REQUIREMENT 7d:** Learn how the world's population affects the sustainability of Earth.

Notes:

**REQUIREMENT 7d:** 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.

Human Activity #1:

Human Activity #2:

Human Activity #3:



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**REQUIREMENT 7e:** Explain the term species (plant or animal) decline.

Notes:

**REQUIREMENT 7e:** Share the human activities that contribute to species decline.

Notes:

**REQUIREMENT 7e:** Share what can be done to help reverse species decline.

Notes:

**REQUIREMENT 7e:** Share the impact on a sustainable environment.

Notes:

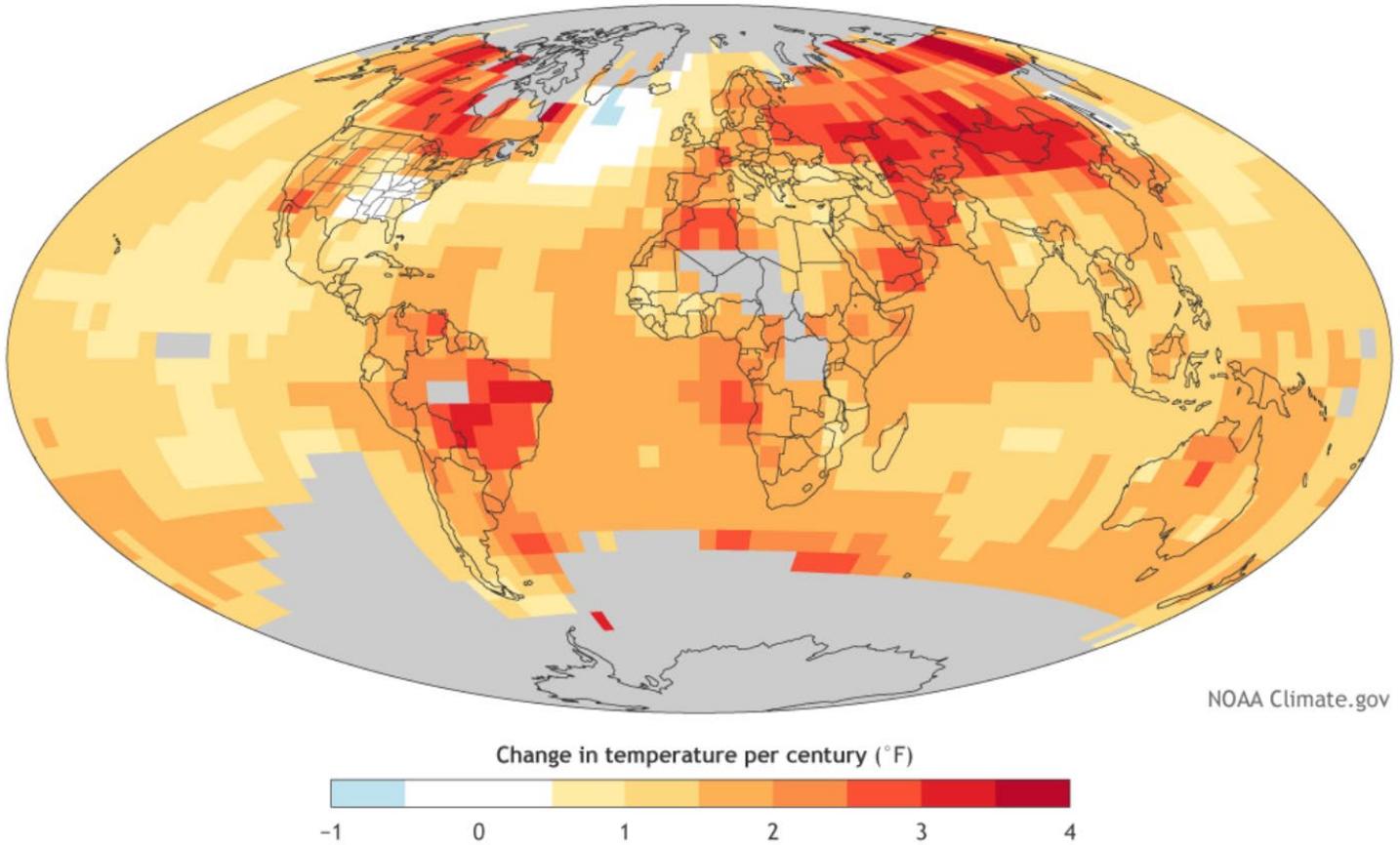


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**REQUIREMENT 7f:** Find a world map that shows the pattern of temperature change for a period of at least 100 years.

Global temperature trend (1900–2014)



**REQUIREMENT 7f:** Identify three factors that scientists believe affect the global weather and temperature.

Factor 1:

Factor 2:

Factor 3:



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**REQUIREMENT 7f:** Discuss how climate change impacts sustainability of food, water, or other resources.

Notes:

**REQUIREMENT 8a:** On a camp out or other outdoor Scouting activity that you attend, make notes on the sustainability practices you and your fellow Scouts practice. Observe transportation, forestry, soil conservation, water resources, habitat, buildings, campsites, and sanitation. Share what you observed and learned with your counselor.

Scouting Camp Out or Activity:

Date and Location:

Notes:



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**REQUIREMENT 8b:** Discuss with your counselor how living by the Scout Oath, Scout Law, and Outdoor Code in your daily life helps promote sustainability.

Consider reviewing the merit badge pamphlet for preparation on this requirement component.

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

Be sure to bring any work you have done in preparation to share with your merit badge counselor.

**REQUIREMENT 8c:** Identify 5 behavioral changes that you and your family can make to improve the sustainability of your household. Share and discuss each with your counselor.

**Behavioral Change #1:**

**Behavioral Change #2:**

**Behavioral Change #3:**

**Behavioral Change #4:**

**Behavioral Change #5:**



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**REQUIREMENT 9:** Learn about career opportunities in the sustainability field.

Career Opportunity #1:

Career Opportunity #2:

Career Opportunity #3:

**REQUIREMENT 9:** Pick one and find out the education, training, and experience required.

Selected Career Opportunity:

Educational Requirements:

Training Requirements:

Experience Requirements:

**REQUIREMENT 9:** Discuss what you have learned with your counselor and explain why this career might interest you.

Notes: