

2025 PA Dutch Council Merit Badge Prerequisite List

Art

Darla Rodriguez

AM Only 15 scouts

4. Render a subject of your choice in FOUR of these ways:

- (a) Pen and ink**
- (b) Watercolors**
- (c) Pencil**
- (d) Pastels**
- (e) Oil paints**
- (f) Tempera**
- (g) Acrylics**
- (h) Charcoal**
- (i) Computer drawing or painting**

6. With your parent or guardian's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.

Automotive Maintenance

David Kinser

AM and PM 12 scouts each session

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Automotive-Maintenance.docx \(usscouts.org\)](#)

Bring something to wear outside that can get greasy/oily.

Review a vehicle owner's manual.

11a. Determine the value of three different vehicles you are interested in purchasing. One must be new, and one must be used; the third vehicle can be new or used. For each vehicle, find out the requirements and cost of automobile insurance to include basic liability and options for collision, comprehensive, towing, and rental car. Using the three vehicles you chose and with your merit badge counselor's assistance, complete the operation/maintenance chart provided in the merit badge pamphlet. Use this information to determine the operating cost per mile for each vehicle and discuss what you learn with your counselor.

12. Find out about three career opportunities in the automotive industry. Pick one and find about the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Citizenship in the Community

Mike Marti

AM Only **30** scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Citizenship-in-the-Community.docx](https://usscouts.org/Citizenship-in-the-Community.docx) (usscouts.org)

1. Prepare a statement to discuss with your counselor what citizenship in the community means and what it takes to be a good citizen in your community. You will discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship, or school.

3. Do the following:
 1. Attend a meeting of your city, town, or county council or school board; OR a municipal; county, or state court session.
 2. Choose one of the issues discussed at the meeting where a difference of opinions was expressed, and explain to your counselor why you agree with one opinion more than you do another one.

4. Choose an issue that is important to the citizens of your community, then do the following:
 - A. Find out which branch of local government is responsible for this issue.
 - B. With your counselor's and a parent's approval, interview one person from the branch of government you identified in requirement 4a. Ask what is being done about this issue and how young people can help.
 - C. Share what you have learned with your counselor.

5. With approval of a parent, watch a movie that shows how the action of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned for the movie about what it means to be a valuable and concerned member of the Community.

****The following are good movies to pick from: Follow Me Boys (1966), 42 (2013), Lincoln (2012), Pay it Forward (2000), Zootopia (2016), Holes (2003), He Named Me Malala (2015), Remember the Titans (2000), Dunkirk (2017), The Blindside (2009), Cars (2006), Facing the Giants (2006), Mr. Hollands Opus (1995), Hidden Figures (2016), The Boy Who Harnessed the Wind (2019), Dark Waters (2019), The Kite Runner (2007).*

7. Do the following:

- a. Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.
- b. Pick ONE of the organizations you chose for requirement 7a. Using a variety of resources (including newspapers, fliers and literature, the Internet, volunteers, and employees of the organization), find out more about this organization.
- c. With your counselor's and your parent's approval, contact the organization you chose for requirement 7b and find out what young people can do to help. While working on this

merit badge, volunteer at least eight hours of your time for the organization. After your volunteer experience is over, discuss what you have learned with your counselor.

8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school. (You may choose to either present at the Merit Badge College, or bring a note from your Scoutmaster that you completed the requirement).

Citizenship in the World

Mike Marti

PM Only **30** scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Citizenship-in-the-World.docx \(usscouts.org\)](https://usscouts.org/Citizenship-in-the-World.docx)

3. Do the following:

- a. Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
- b. Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.

4. Do TWO of the following:

- a. Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
- b. Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
- c. Select TWO of the following organizations and describe their role in the world.
 1. The United Nations and UNICEF
 2. The World Court
 3. Interpol
 4. World Organization of the Scout Movement
 5. The World Health Organization
 6. Amnesty International
 7. The International Committee of the Red Cross
 8. CARE (Cooperative for American Relief Everywhere)
 9. European Union

7. Do TWO of the following and share with your counselor what you have learned:

- a. Visit the Web site (With your parent/guardian's permission) of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this Web site.
- b. Visit the Web site (With your parent/guardian's permission) of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- d. Attend a world Scout jamboree.
- e. Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Communication

Jace Edwards

AM and PM 15 Scouts each session

If Scouts choose to use digital material as part of their presentation for 2a, they will need to bring their own computer.

They will present their prepared speeches for 3 and 4 at the college.

For 5 they are asked to bring a printed report with the date and location of the meeting, signed by their parent attesting that they attended in person.

For 6, they need to bring any necessary teaching aids to teach their skill at the college.

For 7, a copy of the letter (a), the printed material (c), or the internet address (b) should be brought to the college.

For 8, a signed note from the Scoutmaster stating this has been completed will be accepted.

2. (a) Think of a creative way to describe yourself using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.

3. Write a five-minute speech. Give it at a meeting of a group.

4. Interview someone you know fairly well, like, or respect because of his or her position, talent, career, or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak. Show how you would call to invite this person to speak.

5. Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.

6. With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.

7. Do ONE of the following:

(a) Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email, or regular mail.

(b) Create a web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration, and one link to some other web page or blog that would be helpful to someone who visits the web page or blog you have created. *It is not necessary to post your web page or blog to the Internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.*

(c) Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your troop or crew, class at school, or other group. Include at least one article and one photograph or illustration.

8. Plan a troop or crew court of honor, campfire program, or an interfaith worship service. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.

9. Find out about three career opportunities in communication. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Disabilities Awareness

Susan Sharp

PM 10 Scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Disabilities-Awareness.docx \(usscouts.org\)](#)

2. Visit an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education. Discuss what you have learned with your counselor. *Come prepared to give a brief presentation on the above.*

3. Do TWO of the following:

- (a) Talk with a Scout who has a disability and learn about the Scout's experiences taking part in Scouting activities and earning different merit badges. Discuss what you have learned with your counselor.
- (b) Talk to an individual who has a disability and learn about this person's experiences and the activities in which this person likes to participate. Discuss what you have learned with your counselor.
- (d) Learn about independent living aids such as service animals, canes, and augmentative communication devices such as captioned telephones and videophones. Discuss with your counselor how people use such aids.

4. Do EITHER option A or option B:

Option A. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.

- (a) Your school
- (b) Your place of worship
- (c) A Scouting event or campsite
- (d) A public exhibit or attraction (such as a theater, museum, or park)

Option B. Visit TWO of the following locations and take notes while observing features and methods that are used to accommodate people with invisible disabilities. While there, ask staff members to explain any accommodation features that may not be obvious. Note anything you think could be done to better accommodate people who have invisible disabilities. Discuss your observations with your counselor.

- (a) Your school
- (b) Your place of worship
- (c) A Scouting event or campsite
- (d) A public exhibit or attraction (such as a theater, museum, or park)

5. Explain what advocacy is. Do ONE of the following advocacy activities:

- (a) Present a counselor-approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person-first language.
- (b) Find out about disabilities awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours.
- (c) Using resources such as disability advocacy agencies, government agencies, the internet (with your parent's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.

Emergency Preparedness

Carrie Gilles

AM and PM **12** Scouts each session

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Emergency-Preparedness.docx \(usscouts.org\)](#)

1. Earn the First Aid merit badge. (*Bring proof of completed First Aid Merit Badge*)

2 (c) Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

6. Do the following:

- (a) Describe the National Incident Management System (NIMS)/Incident and the Incident Command System (ICS).
- (b) Identify the government or community agencies that normally handle and prepare for emergency services similar to those of the NIMS or ICS. Explain to your counselor ONE of the following:
 - (1) How the NIMS/ICS can assist a Scout troop when responding in a disaster
 - (2) How a group of Scouts could volunteer to help in the event of these types of emergencies
- (c) Find out who is your community's emergency management director and learn what this person does to **prevent, protect, mitigate, respond to, and recover from** emergency situations in your community. Discuss this information with your counselor, utilizing the information you learned from requirement 2b.

7. Do the following:

- (a) Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
- (b) Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.

8. Do the following:

- (b) Prepare a personal emergency service pack for a mobilization call. Prepare a family emergency kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.
(*Either bring your pack or bring pictures of it.*)

9. Do ONE of the following:

- (a) Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected.
- (b) Review or develop a plan of escape for your family in case of fire in your home.

- (c) Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose.

Family Life

Eric Schlosser

AM Only **15** Scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link. [Family-Life.docx \(usscouts.org\)](#)

2. List several reasons why you are important to your family and discuss this with your parents or guardians and with your merit badge counselor.

3. Prepare a list of your regular home duties or chores (at least five) and do them for 90 days. Keep a record of how often you do each of them. Discuss with your counselor the effect your chores had on your family. Bring signed note from a parent indicating the discussion was held.

4. With the approval of your parents or guardians and your merit badge counselor, decide on and carry out a project that you would do around the home that would benefit your family. Submit a report to your merit badge counselor outlining how the project benefited your family.

5. Plan and carry out a project that involves the participation of your family. After completing the project, discuss the following with your merit badge counselor:

- a. The objective or goal of the project
- b. How individual members of your family participated
- c. The results of the project

6 (a) Discuss with your merit badge counselor how to plan and carry out a family meeting.

6 (b) Prepare a meeting agenda that includes the following topics, review it with your parents or guardians, and then carry out one or more of the family meetings:

1. How living the principles of the Scout Oath and Scout Law contributes to your family life
2. The greatest dangers and addictions facing youth in today's society (examples include use of tobacco products, alcohol, or drugs and other items such as debts, social media, etc.)
3. Understanding the growing-up process and how the body changes, and making responsible decisions dealing with sex **This conversation may take place with only one or both of your parents or guardians.*
4. Personal and family finances
5. A crisis situation within your family
6. The effect of technology on your family
7. Good etiquette and manners

First Aid

Tom Sheehan

PM Only 15 scouts

1. Demonstrate to your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class, and First Class ranks. Please bring along your scout book with your first aid requirement signed off for proof.

5. Do the following:

(a) Prepare a first-aid kit for your home. Display and discuss its contents with your counselor. Please bring along to share.

(b) With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader.

Game Design

Eric Schlosser

PM Only **12** scouts

They should bring their designed game to the merit badge college prepared to have the other Scouts playtest it (requirement 8b and 8c). If they are designing an electronic game they must also bring a computer or electronic device to demonstrate the game.

5. Design a new game. Any game medium or combination of mediums is acceptable. Record your work in a game design notebook.

- (a) Write a vision statement for your game. Identify the medium, player format, objectives, and theme of the game. If suitable, describe the setting, story, and characters.
- (b) Describe the reason that someone would want to play your game.
- (c) Make a preliminary list of the rules of the game. Define the resources.
- (d) Draw the game elements.

6. Do the following:

- (a) Prototype your game from requirement 5. If applicable, demonstrate to your counselor that you have addressed player safety through the rules and equipment. Record your work in your game design notebook.
- (b) Test your prototype with as many other people as you need to meet the player format. Compare the play experience to your descriptions from requirement 5b. Correct unclear rules, holes in the rules, dead ends, and obvious rule exploits. Change at least one rule, mechanic, or objective from your first version of the game, and describe why you are making the change. Play the game again. Record in your game design notebook whether or not your change had the expected effect.
- (c) Repeat 6b at least two more times and record the results in your game design notebook.

7. Blind test your game. Do the following:

- (a) Write an instruction sheet that includes all of the information needed to play the game. Clearly describe how to set up the game, play the game, and end the game. List the game objectives.
- (b) Share your prototype from requirement 6a with a group of players that has not played it or witnessed a previous playtest. Provide them with your instruction sheet(s) and any

physical components. Watch them play the game, but do not provide them with instruction. Record their feedback in your game design notebook.

(c) Share your game design notebook with your counselor. Discuss the player reactions to your project and what you learned about the game design process. Based on your testing, determine what you like most about your game and suggest one or more changes.

8. Do ONE of the following:

(a) With your parent or guardian's permission and your counselor's approval, visit with a professional in the game development industry and ask them about their job and how it fits into the overall development process.

(b) Alternatively, meet with a professional in game development education and discuss the skills they emphasize in the classroom.

Law

Jill Welch

AM and PM 12 scouts each session

4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them. Go to a law enforcement officer in your neighborhood and ask about his or her responsibilities and duties. Report your findings.

5. Discuss with your counselor several laws that were passed to protect the consumer and the seller. Describe several organizations that provide help to consumers and sellers.

6. Do ONE of the following:

(a) Attend a session of a civil or criminal court. Write 250 words or more on what you saw.

(b) Plan and conduct a mock trial with your troop or school class. After the trial is over, discuss it with the group.

10. Tell where people can go to obtain the help of a lawyer if they are unable to pay for one. Tell what you can do if you can afford a lawyer but do not know of any in your area.

Orienteering

Tom Sheehan

AM Only **15** scouts

7. Do the following:

(a) Take part in three orienteering events. One of these must be a cross-country course.*

(b) After each event, write a report with (1) a copy of the master map and control description sheet, (2) a copy of the route you took on the course, (3) a discussion of how you could improve your time between control points, and (4) a list of your major weaknesses on this course . Describe what you could do to improve.

8. Do ONE of the following:

(a) Set up a cross-country course that is at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet.

(b) Set up a score orienteering course with at least 12 control points and a time limit of at least 60 minutes. Set point values for each control. Prepare the master map and control description sheet.

9. Act as an official during an orienteering event. This may be during the running of the course you set up for requirement 8.

10. Teach orienteering techniques to your patrol, troop or crew.

Personal Management

Brian Mulroney

AM and PM 12 scouts each session

1. Do the following:

(a) Choose an item that your family might want to purchase that is considered a major expense.

(b) Write a plan that tells how your family would save money for the purchase identified in requirement 1a.

(1) Discuss the plan with your merit badge counselor.

(2) Discuss the plan with your family.

(3) Discuss how other family needs must be considered in this plan.

(c) Develop a written shopping strategy for the purchase identified in requirement 1a.

(1) Determine the quality of the item or service (using consumer publications or rating systems).

(2) Comparison shop for the item. Find out where you can buy the item for the best price. (Provide prices from at least two different price sources.) Call around; study ads. Look for a sale or discount coupon. Consider alternatives. Can you buy the item used? Should you wait for a sale?

2. Do the following:

(a) Prepare a budget reflecting your expected income (allowance, gifts, wages), expenses, and savings for a period of 13 consecutive weeks.

(b) Compare expected income with expected expenses.

(1) If expenses exceed budget income, determine steps to balance your budget.

(2) If income exceeds budget expenses, state how you would use the excess money (new goal, savings).

(c) Track and record your actual income, expenses, and savings for 13 consecutive weeks (the same 13-week period for which you budgeted). (You may use the forms

provided in this pamphlet, devise your own, or use a computer-generated version.)
When complete, present the records showing the results to your merit badge counselor.

(d) Compare your budget with your actual income and expenses to understand when your budget worked and when it did not work. With your merit badge counselor, discuss what you might do differently the next time.

8. Demonstrate to your merit badge counselor your understanding of time management by doing the following:

(a) Write a "to do" list of tasks or activities, such as homework assignments, chores, and personal projects, that must be done in the coming week. List these in order of importance to you.

(b) Make a seven-day calendar or schedule. Put in your set activities, such as school classes, sports practices or games, jobs or chores, and/or Scout or place of worship or club meetings, then plan when you will do all the tasks from your "to do" list between your set activities.

(c) Follow the one-week schedule you planned. Keep a daily diary or journal during each of the seven days of this week's activities, writing down when you completed each of the tasks on your "to do" list compared to when you scheduled them.

(d) With your merit badge counselor, review your "to do" list, one-week schedule, and diary/journal to understand when your schedule worked and when it did not work. Discuss what you might do differently the next time.

9. Prepare a written project plan demonstrating the steps below, including the desired outcome. This is a project on paper, not a real-life project. Examples could include planning a camping trip, developing a community service project or a school or religious event, or creating an annual patrol plan with additional activities not already included in the troop annual plan. Discuss your completed project plan with your merit badge counselor.

(a) Define the project. What is your goal?

(b) Develop a timeline for your project that shows the steps you must take from beginning to completion.

(c) Describe your project.

(d) Develop a list of resources. Identify how these resources will help you achieve your goal.

(e) Develop a budget for your project.

10. Do the following:

(a) Choose a career you might want to enter after high school or college graduation. Discuss with your counselor the needed qualifications, education, skills, and experience.

(b) Explain to your counselor what the associated costs might be to pursue this career, such as tuition, school or training supplies, and room and board. Explain how you could prepare for these costs and how you might make up for any shortfall.

Photography

Darla Rodriguez

PM Only **15** scouts

Scouts will need to bring a camera for this badge

1. Safety. Do the following:

(b) View the [Personal Safety Awareness "Digital Safety" video](#) (with your parent or guardian's permission).

7. Using images other than those created for requirements 4, 5, and 6, produce a visual story to document an event to photograph OR choose a topic that interests you to photograph. Do the following:

(a) Plan the images you need to photograph for your photo story.

(b) Share your plan with your counselor, and get your counselor's input and approval before you proceed.

(c) Select eight to 12 images that best tell your story. Arrange your images in order and mount the prints on a poster board, OR create an electronic presentation. Share your visual story with your counselor.

Pulp and Paper

Susan Sharp

AM 10 scouts

The counselor has suggested bringing along a workbook to take notes and to show your prerequisites, they have provided this link [Microsoft Word - Pulp-and-Paper.docx \(usscouts.org\)](https://usscouts.org/Microsoft%20Word%20-%20Pulp-and-Paper.docx)

***** For Requirement 4:** Bring the following supplies with you: 1 gallon-sized zip-loc baggie, 4 paper towels, and the equivalent of 4 pieces of 8.5x11 paper. These can be small scraps (that put together would equal one piece of larger paper), and they can have writing on them. Colored paper is great and all of your paper can be different colors including plain white. Please do not include newspaper or glossy paper. Excellent sources for this paper include: junk mail, craft scraps (construction paper, scrapbooking paper), flyers or newsletters. If you are not sure if something will work, bring it anyway and bring extra paper scraps.

***** For Requirement 6:** Bring a cardboard box (*which can be one of the 10 items*) containing 9 other examples. Bring a list that has all 15. Examples do not need to be large.

2. Learn about the pulp and paper industry.

- (a) Describe the ways the industry plants, grows, and harvests trees.
- (b) Explain how the industry manages its forests so that the supply of trees keeps pace with the demand.
- (c) Tell how the industry has incorporated the concepts of sustainable forest management (SFM).
- (d) Describe two ways the papermaking industry has addressed pollution.

6. Make a list of 15 pulp or paper products found in your home. Share examples of 10 such products with your counselor.

7. With your parent's and counselor's approval, do ONE of the following:

- (a) Visit a pulp mill. Describe how the mill converts wood to cellulose fibers.
- (b) Visit a paper mill and get a sample of the paper made there. Describe the processes used for making this paper. Tell how it will be used.
- (c) Visit a container plant or box plant. Describe how the plant's products are made.
- (d) Visit a recycled paper collection or sorting facility. Describe the operations there.
- (e) Using books, magazines, your local library, the Internet (with your parent's permission), and any other suitable research tool, find out how paper products are developed. Find out what role research and development play in the papermaking industry. Share what you learn with your counselor.

8. Find out about three career opportunities in the papermaking industry that interest you. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Sustainability

Elizabeth Whitney

AM and PM 12 scouts each session

2. Water. Do ONE of the following and discuss with your counselor:

(a) 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.

(b) Explain why water is necessary in our lives. 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. Tell two ways to preserve your community's access to clean water in the future.

(c) 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. 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.

3. Food. Do ONE of the following and discuss with your counselor:

(a) 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.

(b) 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. Share three ways individuals, families, or your community can create their own food sources.

(c) Develop a plan to reduce your household food waste in a sustainable manner. Establish a baseline and then track and record your results for two weeks.

4. Community. Do ONE of the following and discuss with your counselor:

(a) 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.

(b) Identify one unsustainable practice in your community and develop a written plan to fix it.

(c) Identify five sustainability factors in housing and rate your own home's sustainability against these factors.

5. Energy. Do ONE of the following and discuss with your counselor:

(a) Learn about the sustainability of different energy sources, including coal, gas, geothermal, hydro power, nuclear, petroleum, solar, and wind. Identify three common energy sources in the United States and describe how the production and consumption of each of these energy sources affects sustainability.

(b) List eight ways your family consumes energy, such as gas appliances, electricity, heating systems or cooling systems, and transportation. For one home- and one transportation-related energy use, list three ways to help reduce consumption, reduce your carbon footprint, and be a better steward of this resource.

(c) 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.

6. Stuff. Do ONE of the following and discuss with your counselor:

(a) 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.

(b) List five ways having too much "stuff" affects you, your family, your community, AND the world. For each of the five ways, consider the following aspects: the financial impact, time spent, maintenance, health, storage, and waste generation. Identify practices that can be used to avoid accumulating too much "stuff."

(c) Research the impact waste has on the environment (land, water, air). Find out what the trash vortex is and how it was formed. Explain the number system for plastic recyclables and which plastics are more commonly recycled. Identify the average lifespan of one electronic device in your household, and whether it can be recycled in whole or part.

7. Do TWO of the following and discuss with your counselor:

(a) 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.

(b) 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. Share what happens to the planet's sustainability when these systems are disrupted by natural events or human activity.

(c) Identify how product life cycles (the cycle of design, sourcing, production, use, and disposal or reuse) influence current and future sustainability. Chose one common product to demonstrate how the full product life cycle would apply.

(d) 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.

(e) Explain the term species (plant or animal) decline. Share the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.

(f) Find a world map that shows the pattern of temperature change for a period of at least 100 years. Identify three factors that scientists believe affect the global weather and temperature. Discuss how climate change impacts sustainability of food, water, or other resources.

8. Do the following:

(a) 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.

(b) Discuss with your counselor how living by the Scout Oath, Scout Law, and Outdoor Code in your daily life helps promote sustainability.

(c) 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.

9. Learn about career opportunities in the sustainability field. Pick one and find out the education, training, and experience required. Discuss what you have learned with your counselor and explain why this career might interest you.

New this year!

Fingerprinting

Mike Marti

During Lunch ONLY

20 scouts

No Prerequisites, the counselor will provide all the items and information needed. Scouts can eat while reviewing the material.

Registration for this will be done by emailing our Chair with Scout names AFTER you have registered them for the college and is on a first come first serve basis.

Intercession Badges

American Heritage, ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [American-Heritage.docx](#)

Bird Study, ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Bird-Study.docx](#)

Collections- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Collections.docx \(usscouts.org\)](#)

Digital Technology, ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Digital-Technology.docx](#)

Dog Care- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Dog-Care.docx \(usscouts.org\)](#)

Fingerprinting- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Fingerprinting.docx \(usscouts.org\)](#)

Genealogy- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Genealogy.docx \(usscouts.org\)](#)

Pets- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Pets.docx \(usscouts.org\)](#) (Bring along videos or photos if needed.)

Reading- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Reading.docx \(usscouts.org\)](#)

Scholarship- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Scholarship.docx \(usscouts.org\)](#)

Veterinary Medicine- ALL, The counselor has suggested bringing along a workbook to show your prerequisites, they have provided this link [Veterinary-Medicine.docx \(usscouts.org\)](#)