



Environmental Science

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet (book). No one can add or subtract from the Boy Scout Requirements #33215.

Requirements revised: 2006, Workbook updated: April 2008.

Scout's Name: _____

Unit: _____

Counselor's Name: _____

Counselor's Ph #: _____

1. Make a timeline of the history of environmental science in America.

1500	1600	1700	1800	1900	2000

Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.

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. _____

3. Do ONE activity in EACH of the following categories (using the activities in this pamphlet as the bases for planning and carrying out your projects):

A. Ecology

1. Conduct and experiment to find out how living things respond to changes in their environments. Discuss your observations with your counselor. **-OR-**
2. Conduct an experiment illustrating the greenhouse effect. Keep a journal of your data and observations. Discuss your conclusions with your counselor. **-OR-**

F. Pollution Prevention, Resource Recovery, and Conservation

1. Look around your home and determine 10 ways your family can help reduce pollution. Practice at least two of these methods for seven days and discuss with your counselor what you have learned. **-OR-**
2. Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned. **-OR-**
3. Perform an experiment on packaging materials to find out which ones are biodegradable. Discuss your conclusions with your counselor.

4. 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:
 - a. 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 non-plant species you find.

Study Plot Location: _____ Number of Species: _____

Species	# Found	Space each occupies

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Non-plant species type Number

Non-plant species type Number

-OR- b. 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.

Visit 1 Date: _____ **Time Started:** _____ **Time Ended:** _____

Observations of living parts: _____

Observations of nonliving parts: _____

Differences noted: _____

Visit 2 Date: _____ **Time Started:** _____ **Time Ended:** _____

Observations of living parts: _____

Observations of nonliving parts: _____

Differences noted: _____

Visit 3 Date: _____ **Time Started:** _____ **Time Ended:** _____

Observations of living parts: _____

Observations of nonliving parts: _____

Differences noted: _____

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. _____

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. _____

6. Find out about three career opportunities in environmental science.

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. _____

Online Resources (Use any Internet resource with caution and only with your parent's or guardian's permission.)

Boy Scouts of America: ► scouting.org ► [Guide to Safe Scouting](#) ► [Age-Appropriate Guidelines](#) ► [Safe Swim Defense](#)
 ► [Scout](#) ► [Tenderfoot](#) ► [Second Class](#) ► [First Class](#) ► [Rank Videos](#) ► [Safety Afloat](#)

Boy Scout Merit Badge Workbooks: usscouts.org -or- meritbadge.org Merit Badge Books: www.scoutstuff.org

- Advocacy Organizations: <http://www.saveourevironment.org> Earth 911: <http://www.earth911.org>
- Endangered Species: <http://endangered.fws.gov> Environmental Protection Agency: <http://www.epa.gov>
- Keep America Beautiful: <http://www.kab.org> Leave No Trace Center: <http://www.LNT.org>
- Nat. Climatic Data Center: <http://wf.ncdc.noaa.gov/oa/ncdc.html>
- Nat. Fish and Wildlife Foundation: <http://www.nfwf.org> Nat. Park Service: <http://www.nps.gov>
- Natural Resources Cons. Service: <http://www.nrcs.usda.gov> Sierra Club: <http://www.sierraclub.org>
- Society of American Foresters: <http://www.safnet.org> U.S. Fish and Wildlife Service: <http://www.fws.gov>
- USDA Forest Service: <http://www.fs.fed.us> Wildlife Conservation Society: <http://wcs.org>
- World Wildlife Fund: <http://www.worldwildlife.org>