



## Protecting the Future Today

As Scouts and Scouters, we have unique opportunities to see the majesty of the outdoors. Hikes in state and national parks let us appreciate green space near our homes, and we feel it more keenly than most when pristine areas are degraded. As Scouts and Scouters, we also have a responsibility to care for natural resources so that other people—both today and in future decades—may enjoy them as well.

Our stewardship responsibility doesn't end when we come home from outings. By living more sustainably, and teaching others to do the same, we can leave our planet a little better than we found it. Living sustainably can mean recycling paper and soda cans. It can mean being more discerning consumers. And it can mean getting involved in issues like conservation and climate change. You'll get to do those things and more in this month's activities.

### Objectives

This month's activities should:

- Develop a vocabulary that allows Scouts to talk about and understand various aspects of sustainability.
- Teach Scouts about the triple bottom line of sustainability.
- Encourage Scouts to develop a personal sustainability mindset incorporating all aspects of the Scout Oath and Scout Law.
- Encourage Scouts to look at developing a lifetime commitment to sustainability in their personal activities and lifestyles.
- Help Scouts discover how sustainable the products they use every day are.
- Inspire Scouts to get involved in making a difference in their communities.

### RELATED ADVANCEMENT AND AWARDS

- Sustainability merit badge
- William T. Hornaday Awards
- Leave No Trace Trainer and Master Educator
- Tread Lightly! Trainer



## Leadership Planning

As a leadership team, you may want to discuss the following items when choosing sustainability as your program feature during your planning meetings.

1. How sustainable are our unit activities? What can we do to minimize or eliminate waste or excess during our activities?
2. How much do we want to incorporate the Sustainability merit badge into our activities and meeting events this month?
3. What other topics and activities would fit well with this monthly feature?
4. How can we involve outside subject matter experts in a meaningful manner this month?
5. What outside organizations and agencies can help us learn about sustainability?
6. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE SUSTAINABILITY PROGRAM FEATURE BY:

1. Holding family councils to discuss ways to live a sustainable family lifestyle
2. Helping identify subject matter experts
3. Providing transportation for the main event and other activities requiring travel
4. Helping Scouts and leaders receive training from outside groups such as the Leave No Trace Center for Outdoor Ethics
5. Supporting the development of any program that might arise out of this month's activities

## SPECIFIC SUSTAINABILITY INFORMATION

### What Is Sustainability?

There are many definitions of sustainability, but perhaps the best one comes from the World Commission on Environment and Development (better known as the Brundtland Commission): “Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

People concerned about sustainable development suggest that meeting the needs of the future depends on how well we balance social, economic, and environmental objectives when making decisions today. They talk about the need to focus on the triple bottom line of people, prosperity, and planet.

Sustainability has been a part of the Boy Scouts of America's DNA since the Conservation merit badge was introduced in 1911. Over the intervening century, we've moved from an emphasis on conservation to an emphasis on stewardship, from leaving no trace to leaving a legacy. Today, every Boy Scout who earns the Eagle Scout Award first earns either the Sustainability merit badge or the Environmental Science merit badge, and messages about sustainability are woven through the Scouting program starting in Cub Scouting.

### The Seven R's

The popular phrase “Reduce, Reuse, Recycle” is a handy way to remember how to live sustainably. But those principles are just the beginning. In fact, there are seven R's, not just three:

**Reduce:** Choose organic foods, sustainable products, and products that come with minimal packaging or packaging that can be recycled.

**Reuse:** When buying everything from furniture to clothing to electronics, consider buying used instead of new.

**Recycle:** Recycle everything you can, including paper, plastic, glass, metal, and batteries. Find places that will accept exotic plastics and other hard-to-recycle items.



**Repurpose:** Get creative. Turn a shipping pallet into a bookcase; turn an old bicycle into a garden planter. Have fun making something new out of something old.

**Refuse:** Vote with your dollars. Don't buy products that have a negative impact on natural resources. Encourage companies and retailers to make the extra effort to green up their act.

**Rethink:** Ask yourself whether you really need the latest tablet or smartphone. Do you own your purchases, or do they own you?

**Repair:** Choose products that can be repaired, and learn how to repair them. There is a great deal of pride to be derived from repairing and maintaining products.

## Sustainability and the Scout Law

A Scout is:

**Trustworthy.** Sustainability starts with you and helps you to stand out as a young leader. You can help by recycling and advocating green solutions to everyday issues.

**Loyal.** Demonstrate sustainability by being the voice of reason and reminding others we all share limited resources.

**Helpful.** You can make a difference in your family and in your community—and help our world—by using only what you need. Take time to share with others what you are doing.

**Friendly.** Volunteer in your community at a community garden, recycling center, or other sustainable activity, and encourage others to do the same. This can be a fun and exciting way to see firsthand how, when we all are working together, we can make a difference in this world.

**Courteous.** Always thank people for their help and understanding because we all benefit from sustainability and thinking about how our actions, no matter how small, affect others.

**Kind.** Treat this world with respect, save valuable resources, and set an example for others to follow. Take time to smile; it does make a difference.

## RENEWABLE AND NON-RENEWABLE RESOURCES

Renewable resources grow or replace themselves over some period of time. They include wind, solar, agricultural harvests, trees, water, and air.

You can ask these questions about renewable resources:

- Why are these resources considered renewable?
- How do they replenish themselves?
- Over how long a period do they take to renew themselves?
- What type and amount of energy input is required for each resource to renew itself?

Non-renewable resources will not replace themselves when depleted. They include coal, petroleum products (including gas, oil, and some plastics), minerals, and land.

You can ask these questions about non-renewable resources:

- Why are these resources considered non-renewable?
- What is their origin?
- How long did it take to create these resources, and how long ago were they created?
- What conditions would be required to replace them?

Some renewable resources can become non-renewable. For example, water can become polluted, animal species can become extinct, and soil can become sterile because of poor management.



**Obedient.** To protect the world's resources, you need to be true to yourself and believe in sustainability.

**Cheerful.** Tell your stories of sustainability activities and projects with a smile, knowing you are making a difference, and others just might take action based on how you tell your story.

**Thrifty.** Track your savings from solid sustainability actions at home or in your unit.

**Brave.** You can be a leader at home or in your community when taking the appropriate actions. Stand up for what is right; start with your actions so you and your family can lead others to engage in sustainable living.

**Clean.** Respect our world and the valuable resources we are consuming every day. You can help by using only what you need and talking with others to protect the air we breathe, and the water we drink.

**Reverent.** Always consider other points of view and be true to Earth, as we all live here together.

Remember that sustainability starts with you.

*Developed by Camp Emerald Bay, Catalina Island, California*

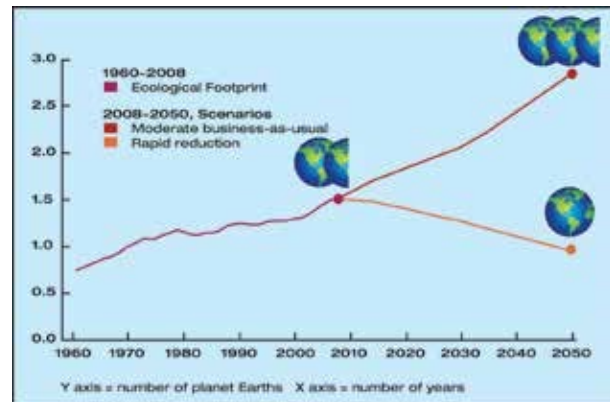
## Ecological Overshoot

You might have heard the term “ecological overshoot” but did not know what it means. Individuals in the United States consume more water, more food, more goods—just about more everything—than most people in other parts of the world. That rate of consumption has increased so much that we now are using resources faster than those resources can be replenished by nature. This is called ecological overshoot.

Think about what would happen if you kept withdrawing money from your bank account but never replenished it. Eventually, the money would run out. The same thing is happening with our water supplies. We are “withdrawing” water faster than it can be replenished. In fact, in some aquifers, the water cannot be replenished and will eventually be depleted. The same thing can happen with other resources, such as minerals, food, fuel, and so on.

When we run out of something, we hardly give a second thought to where we can easily get more. When something gets old, we throw it out and replace it. We continue to create vast amounts of waste and use up our resources with the notion that those resources are unlimited. Now that we are more aware of ecological overshoot, which scientists have determined began in the 1970s, we can do something to change the way we think and behave.

The graphic here shows how in our current state, we are consuming, or “spending,” Earth’s natural resources about 1.4 times faster than they can be replenished. This means it takes us 17 months to replenish what we consume in 12 months. By 2050, that rate will increase to nearly three times faster. If we were to work together to substantially reduce the rate of consumption, we could close that gap and Earth could sustain its current population.



Source: Global Footprint Network



## SUSTAINABILITY GAMES

### Recycle Bin Bonanza

**Equipment:** One full recycling bin per team (Ideally, one of the team members will bring his family's recycling bin from home, but don't explain ahead of time what the purpose is.)

**Method:** Each team has 15 minutes to build the tallest tower possible using only the items in its recycling bin.

**Scoring:** When time is called, measure the towers. The tallest tower is the winner. However, you can deduct points for non-recyclable items (perhaps a half-inch per item).

**Notes:** After the game, point out how seemingly worthless items still have value.



### Sustain-a-Bingo

**Equipment:** Bingo cards (one per player, made or downloaded from the Internet) that list personal/family sustainable actions, such as "buys organic produce," "has weekly meatless meals," "drives a hybrid car," "uses public transportation," "buys green power credits," "has volunteered in the community," "has read a book about sustainability," "uses refillable water bottles," etc.; pens

**Method:** On the leader's signal, players move around the room and get signatures in the blocks on their bingo card of other people who take the listed actions. Each player can sign a given card only once. When a player has filled the card (or has completed a row, column, or diagonal), he or she shouts, "Bingo!"

**Scoring:** The winner is the first person to complete the task. You can continue playing until time expires.

**Notes:** For prizes, give out fair-trade chocolates or similar tokens that demonstrate sustainability.

### Sustainability Matching Game

**Equipment:** For each team, a set of 20 or so cards with sustainability terms on them and a set of 20 or so cards with the definitions of those terms; masking tape

**Method:** Tape each team's set of cards in random order on a wall. Teams line up across the room from the wall where the cards are taped. Players take turns (relay style) running to the wall and pairing the cards showing a term and its definition. (These can be cards that have been previously matched incorrectly.)

**Scoring:** At the end of play, the team with the most correct matches wins. You could also deduct points for incorrect matches.

**Notes:** The *Sustainability* merit badge pamphlet contains a glossary that could be used as the source of information for the cards.

### Water Challenge

**Equipment:** For each team, a bucket of water, an empty bucket, and an assortment of spoons, small cups, and containers with holes in them

**Method:** Teams line up relay style. Place the empty buckets at the far end of the room and the full buckets in front of the teams. Players take turns choosing a container (spoon, cup, etc.), filling it with water, and carrying it to the empty buckets, where they dump the water. Continue rotating players until time is called.

**Scoring:** At the end of the game, the team that has transported the most water wins.

**Notes:** The challenge is to determine which container wastes the least water. For example, a spoon carried slowly and carefully might be more effective than a holey cup carried quickly. After the game, talk about how we waste water and other natural resources.



## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Explain the three R's of sustainability: reduce, reuse, recycle. Discuss that a more comprehensive list, the seven R's, goes even further in encouraging sustainability.
- Compare the energy usage of incandescent, compact fluorescent (CFL), and light-emitting diode (LED) light bulbs.
- Explain the U.S. Environmental Protection Agency's ENERGY STAR program.
- Discuss the difference between renewable and non-renewable resources.
- Explain the difference between energy efficiency and energy conservation.

### DEMONSTRATE

- Review camp menus and demonstrate how sustainable the food items are (based on factors such as the amount of energy that went into their production and transportation to the store).
- Demonstrate how to read a residential utility bill.
- Demonstrate how to implement the three R's during a regular unit outing (day hike, campout, picnic, etc.).

### GUIDE






- Encourage Scouts to adopt their own personal sustainability practices.
- Challenge Scouts to sort discarded items based on whether they are recyclable.
- Have the Scouts discuss the pros and cons of different transportation methods in terms of energy use.
- Have the Scouts visit a grocery store or big-box retailer to rate products based on sustainability.
- Have the Scouts make a list of all of the various products and appliances in their respective homes that have an ENERGY STAR label.
- Have the Scouts practice the three R's during a unit outing.

### ENABLE

- Encourage the Scouts to undertake a community project related to sustainability, such as holding a "light-bulb exchange" to distribute CFL or LED bulbs.
- Hold an outing where the focus is on living as sustainably as possible. Challenge the Scouts to find ways to measure the outing's environmental impact compared with a typical outing.
- Have the Scouts track their home utility usage for a given period of time and discuss the reasons for increases and decreases in usage.
- Have the Scouts teach their family members or younger Scouts the benefits associated with practicing the three R's.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Varied
High/low resources—As a unit, visit a grocery store or big-box retailer and rate various products "high" or "low" according to how sustainable they are.	Eating for the planet—On any overnight activity, develop meal plans that include only organic, non-GMO (genetically modified organism) foods. Do other Scouting activities in between meals.	Sustainability advocacy project—Find a sustainability cause that the group is passionate about and get involved in making a difference. This could involve anything from assisting with home winterization for low-income residents to educating yourselves about alternative energy sources to getting involved in (or hosting) a sustainability festival.

	<h1>SUSTAINABILITY</h1> <h2>Meeting Plan: The Three R's (Reduce, Reuse, Recycle)</h2>		
Week 1 Date _____			
ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Set out a recycling bin, a trash can, and a random assortment of items (cans, newspaper, batteries, pizza boxes, light bulbs, etc.). Challenge early arrivers to put items in the appropriate receptacles based on local recycling policies. Hand out information on local recycling programs.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Introduce the concept of sustainability, and challenge the group to come up with a working definition. A good example is, "Sustainability means the ability to endure. Sustainability requires living within our world's ability to regenerate the things we need to live. Sustainability begins with rethinking your individual lifestyle and becoming more aware of how you can conserve natural resources."  Introduce the concept of the three R's: reduce, reuse, recycle.		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	 Brainstorm ways people can reduce, reuse, and recycle at home, at school, and in religious and community organizations. Discuss how your Scout unit can reduce, reuse, and recycle.		7:25 p.m.
	 Do the above activities. Discuss how the three R's relate to philanthropy.		
	 Do the above activities. Discuss why it is important for the community as a whole to work together to incorporate the three R's into everyday activities.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"><li>• Begin planning for participation in the main event.</li><li>• Work on advancement requirements as needed.</li></ul>		8 p.m.
<b>Game</b> 10 minutes	Play Recycle Bin Bonanza (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SUSTAINABILITY



## Meeting Plan: Sustainable Energy



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Set up a display with the requirements for sustainability-related badges and awards. Encourage early arrivers to make plans to begin working on one of the badges or awards this month.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
<b>Group Instruction</b> 5 minutes	Discuss the difference between energy conservation and energy efficiency: Energy conservation is changing behavior in order to save energy (and money). An example is turning off the lights. Energy efficiency means installing equipment, lighting, or appliances that use less energy. An example is replacing an incandescent light bulb with an energy-efficient compact fluorescent lamp (CFL). Conservation measures cost nothing, while efficiency measures can be low-cost or can require a significant investment. Both energy conservation and efficiency measures help reduce energy usage, energy bills, air pollution, and greenhouse gas emissions.		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	<ul style="list-style-type: none"> <li>Review various household utility bills (electric, gas, etc.). See what is contained in each, including taxes, fees, and credits.</li> <li>If possible, compare usage levels on a month-by-month basis and discuss the reasons for the differences.</li> <li>Discuss ways to realistically reduce usage levels for each utility. See Sustainability merit badge Energy requirement 2B.</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>Discuss the term “miles per gallon” and how it affects energy consumption.</li> <li>Discuss the pros and cons of public transportation versus personal vehicles versus walking, biking, etc.</li> <li>Discuss the values of various fuels in use for transportation.</li> <li>If possible, compare the efficiency levels of several vehicles used by Scouts’ families and discuss ways to improve these levels. See Sustainability merit badge Energy requirement 2C.</li> </ul>		
	<ul style="list-style-type: none"> <li>Introduce the term “carbon footprint.”</li> <li>Discuss the sustainability of various energy sources, such as fossil fuels, solar, wind, geothermal, nuclear, hydro, etc.</li> <li>Discuss the pros and cons of different energy sources and how their usage may affect the environment and your personal lifestyle.</li> <li>Come up with a list of five to 10 ways Scouts can realistically reduce their carbon footprints. See Sustainability merit badge Energy requirement 2A.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Continue planning for participation in the main event. Work on advancement requirements as needed.		8 p.m.
<b>Game</b> 10 minutes	Play Sustain-a-Bingo (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader’s minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.

	<h1>SUSTAINABILITY</h1> <h2>Meeting Plan: The Triple Bottom Line</h2>		
Week 3 Date _____			
ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, give them sheets of used office paper and have them make paper airplanes. They should test their creations by flying them into trash cans or recycle bins. If time allows, they could compete against each other for points.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"><li>Introduce the concept of the “triple bottom line”: people, planet, and prosperity. Discuss how each of these areas benefits from sustainable actions and how balancing the needs of all three is important.</li><li>Call out a sustainability term or concept, and ask Scouts which “P” it relates to. Repeat with a series of additional terms or concepts. Note that some terms or concepts will relate to more than one part of the triple bottom line.</li></ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"><li>Discuss the people aspect of the triple bottom line and how sustainable solutions must take into account opportunities in education, community development, and quality of life for the world’s people.</li><li>Discuss how sustainable practices can both benefit and harm people. Examine how that harm could be minimized.</li></ul>		7:30 p.m.
	<ul style="list-style-type: none"><li>Discuss the prosperity aspect of the triple bottom line and how sustainable solutions must be economically feasible to implement and have a positive financial effect on all communities that they impact.</li><li>Discuss how Scouts and their families can increase their own prosperity while living sustainably. Examine barriers to being prosperous and sustainable at the same time.</li></ul>		
	<ul style="list-style-type: none"><li>Discuss the planet aspect of the triple bottom line and how sustainable solutions must promote stewardship of the earth’s limited natural resources.</li><li>Discuss how the BSA or your chartered organization can improve the management of the earth’s natural resources. Explore how individual Scouts can take part in these efforts.</li></ul>		
<b>Breakout Groups</b> 15 minutes	Instead of having regular breakout groups, form trios with one person each from the Essential, Challenging, and Advanced groups; have members teach each other one thing they learned in the skills portion of this meeting.		8 p.m.
<b>Game</b> 10 minutes	Play Sustainability Matching Game (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader’s minute Closing		8:25 p.m.
Total 90 minutes of meeting			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# SUSTAINABILITY

## Meeting Plan: Stewardship of Our Natural Resources



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, show Internet videos on sustainability and related issues. Preview the videos before the meeting to ensure the content is appropriate.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
<b>Group Instruction</b> 5 minutes	Discuss how there are three types of environmental stewards: doers, donors, and practitioners. <ul style="list-style-type: none"> <li>Doers go out and help the cause by taking action. For example, the doers in an oil spill would be the volunteers who go along the beach and help clean up the oil.</li> <li>Donors help the cause financially. They can do anything from donating their money to having galas or other fundraisers. Donors include governmental agencies.</li> <li>Practitioners work on a day-to-day basis to steer governmental agencies, scientists, stakeholder groups, or any other group toward a stewardship outcome.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 45 minutes     	<ul style="list-style-type: none"> <li>Discuss being a doer.</li> <li>Have each Scout write a personal definition of sustainability.</li> <li>Discuss ways each Scout can become a doer.</li> <li>Develop a list of 10 realistic ways to be a doer of sustainability as a young person.</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>Discuss being a donor and how young people who have limited financial resources can be donors.</li> <li>Develop lists of ways individuals, Scout families, and businesses/governmental agencies can be donors.</li> <li>Discuss how each Scout can assist with a local sustainability fundraising event.</li> </ul>		
	<ul style="list-style-type: none"> <li>Discuss being a practitioner.</li> <li>Discuss an ethical dilemma related to sustainability. Have the Scouts select one or two situations from the news and work through these steps: learn, present, discuss, reverse, and consensus. (See <a href="http://www.crventuring.org/Ethics_In_Action/Ethical_Controversy_Instructions">www.crventuring.org/Ethics_In_Action/Ethical_Controversy_Instructions</a>.)</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Finalize plans for participation in the main event.</li> <li>Work on advancement requirements as needed.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Water Challenge (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SUSTAINABILITY

## Main Event: High/Low Resources



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 3 to 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Tour and activity plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_



### Essential (Tier I)

As a unit, visit a grocery store or big-box retailer and rate various products “high” or “low” according to how sustainable they are.

### Equipment List

- Notepads or sheets of paper
- Pens and pencils
- Smartphones and/or tablets

### Activity

- Travel to a local grocery store or big-box retailer like Walmart or Target. (It’s a good idea to get permission for the project from the store manager ahead of time.)
  - Working in buddy pairs or small groups, rate various products (food, tools, gardening supplies, clothing, detergent, furniture, etc.) high or low according to these factors:
    - The resources that went into producing them
    - The resources that went into getting them to market
    - Their expected longevity or lifecycle
    - The extent to which they and their packages are recyclable or reusable
  - Allow 30–45 minutes for this gathering of information to take place.
  - Gather together and compare results for similar products. Decide which products are the most and least sustainable.
  - If possible, have the store manager or owner talk about how sustainability is a factor in what the store sells.
  - Provide a sustainably sourced snack or meal at the end of the activity.
- Afterward, send a thank you note to the store manager or owner.

### Safety

- Always use the buddy system.
- Have cellphone numbers of leaders in case Scouts get separated.
- Two-deep adult leadership is required.

### Notes

- Scouts may want to use their smartphones or tablets to research the products they’re studying (for example, by calculating the distance from the factory to the store).
- Be sure to obtain any necessary permissions prior to this activity.



# SUSTAINABILITY

## Main Event: Eating for the Planet



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

\_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Tour and activity plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_

### Challenging (Tier II)

On any overnight activity, develop meal plans that include only organic, non-GMO (genetically modified organism) foods. Do other Scouting activities in between meals.

### Equipment List

- Camping gear/equipment (individual and group)
- Water
- Food
- Scout Basic Essentials (Review the list and take what you need.)
- Equipment for other activities

### Activity




- Plan a typical weekend campout.
- Develop a nutritious and flavorful meal plan using only organic and non-GMO foods.
- Using an approved budget plan, purchase food products that are organic or locally grown.
- As needed, shop at local co-ops, natural-food stores, or farmers markets to obtain locally sourced food items.
- Travel to camp and set up as usual.
- During meals, have youth leaders provide quality critiques of the food choices, preparation, and tastefulness of each meal.
- Discuss ways the meal choices and overall meals could be improved in the future.

### Safety

- Always use the buddy system.
- Normal camping safety rules apply.
- Two-deep adult leadership is required.

### Notes

For an even bigger challenge, choose food products that are low-carbon options (non-processed, vegetarian, etc.). Compare this main event to the Challenging-level main event in the Outdoor Ethics module.

	<h1 style="text-align: center; background-color: #4CAF50; color: white; padding: 10px;">SUSTAINABILITY</h1> <h2 style="text-align: center; background-color: #4CAF50; color: white; padding: 5px;">Main Event: Sustainability Advocacy Project</h2>		
	Date _____		
<b>Logistics</b> Location: _____ _____ Departure time: _____ Return time: _____ Duration of activity: Varies Budget: Completed _____ Approved _____ Camping: Duty roster _____ Menu _____ Transportation: Group _____ Self _____ Tour and activity plan: Completed _____ Submitted _____		<div style="display: flex; align-items: center;">  <div> <b>Advanced (Tier III)</b>            Find a sustainability cause that the group is passionate about, and get involved in making a difference. This could involve anything from assisting with home winterization for low-income residents to educating yourselves about alternative energy sources to getting involved in (or hosting) a sustainability festival.         </div> </div>	
<b>Equipment List</b>	<ul style="list-style-type: none"> <li>Books and other resources on the chosen issue</li> <li>Materials to write letters, make posters, etc.</li> <li>For service projects, appropriate tools and safety equipment</li> <li>For travel, Scout Basic Essentials, food, water, Scout uniforms, camping equipment</li> </ul>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>Detailed steps will vary greatly depending on what you decide to do, but here's a starting point:               <ul style="list-style-type: none"> <li>— Poll the Scouts to determine an issue they want to get involved in.</li> <li>— Research the issue.</li> <li>— Invite experts to educate the Scouts on the issue; be sure they present both sides of the issue, as appropriate.</li> <li>— Make plans for how the group will tackle the issue.</li> <li>— Set a goal you want to accomplish and work to reach it.</li> <li>— Get parents and the chartered organization involved, as appropriate.</li> <li>— Send thank you notes to those who have helped with the activity.</li> </ul> </li> </ul>		
<b>Safety</b>	<ul style="list-style-type: none"> <li>Always use the buddy system.</li> <li>Have cellphone numbers of leaders in case Scouts get separated.</li> <li>Two-deep adult leadership is required.</li> </ul>		
<b>Notes</b>			
<p>In choosing groups to present to the Scouts, be cautious to avoid contentious or adversarial groups that might be overly disruptive.</p>			



## REFERENCES

### Books

*Sustainability merit badge pamphlet*

Kaye, Cathryn Berger, and Philippe Cousteau. *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands*. Free Spirit Publishing, 2010.

Petronis, Lexi. *47 Things You Can Do for the Environment*. Zest Books, 2012.

Roa, Michael L. *Environmental Science Activities Kit: Ready-to-Use Lessons, Labs, and Worksheets for Grades 7–12*, 2nd ed. Jossey-Bass, 2008.

Savage, Jenn. *The Green Teen: The Eco-Friendly Teen's Guide to Saving the Planet*. New Society Publishers, 2009.

Sivertsen, Linda, and Tosh Sivertsen. *Generation Green: The Ultimate Teen Guide to Living an Eco-Friendly Life*. Simon Pulse, 2008.

### Organizations and Websites

#### BSA Sustainability Office

Website: [www.greentodeepgreen.org](http://www.greentodeepgreen.org)

#### Center for Biological Diversity

Website: [www.biologicaldiversity.org](http://www.biologicaldiversity.org)

#### Ecological Society of America

Website: [www.esa.org](http://www.esa.org)

#### Environmental Protection Agency

Websites: [www.epa.gov](http://www.epa.gov) and [water.epa.gov](http://water.epa.gov)

#### Global Footprint Network

Website: [www.footprintnetwork.org](http://www.footprintnetwork.org)

#### Going Green Today

Website: [www.goinggreentoday.com](http://www.goinggreentoday.com)

#### Leave No Trace Center for Outdoor Ethics

Website: [www.lnt.org](http://www.lnt.org)

#### NASA Climate Kids

Website: [climatekids.nasa.gov](http://climatekids.nasa.gov)

#### Natural Resources Conservation Service

Website: [www.nrcs.usda.gov](http://www.nrcs.usda.gov)

#### The Nature Conservancy

Website: [www.nature.org](http://www.nature.org)

#### Reuseit

Website: [www.reuseit.com](http://www.reuseit.com)

#### Rustle the Leaf

Website: [www.rustletheleaf.com](http://www.rustletheleaf.com)

#### Sustainable Forestry Initiative

Website: [www.sfipprogram.org](http://www.sfipprogram.org)

#### U.S. Environmental Protection Agency

Website: [www.epa.gov/climatestudents](http://www.epa.gov/climatestudents)

#### U.S. Green Building Council

Website: [www.usgbc.org](http://www.usgbc.org)

### Related Program Features

Ethics, Nature and Environment, Outdoor Ethics, Project Management

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