



Landscape Architecture

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2010 • This workbook was updated in March 2012.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: Workbooks@USScouts.org

- 1. Go to a completed landscape project that a landscape architect has designed.
 - Before you visit the site, obtain a plan of the design from the landscape architect if one is available.
- 2. After completing requirement 1, discuss the following with your merit badge counselor:
 - a. Tell whether the design had separate spaces, a clear path system, and sun and shade variety. _____

 - b. Discuss how the designated seating, eating, or parking area suited the overall design. _____

 - c. Explain how the design reflected consideration for the comfort, shelter, and security of the users. _____

 - d. Discuss how the choice of trees, shrubs, and ground covers used in the project contributed to its appeal and function _____

- 3. Identify five shrubs, five trees, and one ground cover, being sure that you select examples of different shapes, sizes, and textures. With the help of your counselor or a local nursery, choose plants that will grow in your area.

Shrubs:

 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

Trees:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Ground cover: _____

- Bring pictures of the different planting materials or, if possible, examples of their branches, leaves, or flowers to a troop meeting.

Be prepared to tell how you might use each in the design of a landscape. _____

- 4. Look at and study a place of worship or school grounds to find the place where most people arrive by bus or car.

Show you can do the following:

- a. Using a measuring tape, measure and draw the entry and its nearby area using a scale of 1/8 inch equal to 1 foot on an 11-by-17-inch piece of paper. Be sure to include the driveway and the wall and door where people enter the school or place of worship. Indicate any sidewalks, structures, trees, and plants within the study area. Make a copy of this plan to save the original, then do 4b and 4c using the copies.
- b. On one copy, use directional arrows to indicate where the water drains across the site, where ditches occur, and where water stands for a longer period of time.
- c. Decide how you can make the place safer and more comfortable for those using it. _____

- Redesign the area on another copy of the plan. You may want to include new walks, covered waiting areas, benches, space-defining plantings of trees and shrubs, and drainage structures.

5. Find out about three career opportunities in landscape architecture. _____
1. _____
 2. _____
 3. _____

Pick one and find out the education, training, and experience required for this profession.

Career: _____

Education: _____

Training: _____

Experience: _____

Discuss this with your counselor, and explain why this profession might interest you. _____

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Landscape_Architecture#Requirement_resources

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies**
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[7.0.3.2] — Group Instruction**
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.