**Requirements**

1. Before starting work on any other requirements for this project, write in your own words the meaning of sustainability. Explain how you think conservation and stewardship of our natural resources relate to sustainability. Have a group meeting, and ask them to write down what they think sustainability means. Be sure to take notes. You will need this information again for requirement 5. (.25 hours)
2. Do the following:

**Water.** Do A AND either B OR C.

* 1. Develop and implement a plan that attempts to reduce your family's water usage. Examine your family's water bills reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption. Implement those ideas for one month. Share what you learn with your teacher, and tell how your plan affected your family's water usage. (2 hours)

**OR***(Since water bills are not always accessible, any student who wishes to, may use the following as an alternative to 2A above.)*

Develop and implement a plan that attempts to reduce your family's water usage. As a family, discuss water usage. To aid in your discussion, if past water bills are available, you may choose to examine a few. As a family, choose three ways to help reduce water consumption. Implement those ideas for one month. Share what you learn with your teacher, and tell how you think your plan affected your family's water usage. Did it work? Did you water usage go down? How so? (2 hours)

* 1. Using a diagram you have created, explain to your teacher how your household gets its clean water from a natural source and what happens with the water after you use it. Include water that goes down the kitchen, bathroom, and laundry drains, and any runoff from watering the yard or washing the car. Tell two ways to preserve your family's access to clean water in the future. (.5 hours)
	2. Discuss with your teacher two areas in the world that have been affected by drought over the last three years. For each area, identify a water conservation practice (successful or unsuccessful) that has been used. Tell whether the practice was effective and why. Discuss what water conservation practice you would have tried and why. (.5 hours)

**Food.** Do A AND either B OR C.

1. Develop and implement a plan that attempts to reduce your household food waste. Establish a baseline and then track and record your results for two weeks. Report your results to your family and teacher. (2 hours)
2. Discuss with your teacher the ways individuals, families, and communities can create their own food sources (potted plants, family garden, rooftop garden, neighborhood or community garden). Tell how this plan might contribute to a more sustainable way of life if practiced globally. (.5 hours)
3. Discuss with your teacher factors that limit the availability of food and food production in different regions of the world. Tell three ways these factors influence the sustainability of worldwide food supplies. (.5 hours)

**Community.** Do A AND either B OR C.

* 1. Draw a rough sketch depicting how you would design a sustainable community. Share your sketch with your teacher, and explain how the housing, work locations, shops, schools, and transportation systems affect energy, pollution, natural resources, and the economy of the community. (1 hour)
	2. With your parent's permission and your teacher's approval, interview a local architect, engineer, contractor, or building materials supplier. Find out the factors that are considered when using sustainable materials in renovating or building a home. Share what you learn with your teacher. (1 hour)
	3. Review a current housing needs assessment for your town, city, county, or state. Discuss with your teacher how birth and death rates affect sufficient housing, and how a lack of housing—or too much housing—can influence the sustainability of a local or global area. (1 hour)

**Energy.** Do D AND either E OR F.

* 1. Learn about the sustainability of different energy sources, including fossil fuels, solar, wind, nuclear, hydropower, and geothermal. Find out how the production and consumption of each of these energy sources affects the environment and what the term "carbon footprint" means. Discuss what you learn with your teacher, and explain how you think your family can reduce its carbon footprint. (2 hours)
		1. Use the following websites to find your household’s carbon footprint.
			1. <http://www.epa.gov/climatechange/ghgemissions/>
			2. <http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>
			3. <http://www.whatsmycarbonfootprint.com/calculate.htm>
	2. Develop and implement a plan that attempts to reduce consumption for one of your family's household utilities. Examine your family's bills for that utility reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption and be a better steward of this resource. Implement those ideas for one month. Share what you learn with your teacher, and tell how your plan affected your family's usage. (1 hour)
	3. Evaluate your family's fuel and transportation usage. Review your family's transportation-related bills (gasoline, diesel, electric, public transportation, etc.) reflecting usage for three months (past or current). As a family, choose three ways to help reduce consumption and be a better steward of this resource. Implement those ideas for one month. Share what you learn with your teacher, and tell how your plan affected your family's transportation habits. (1 hour)

**Stuff.** Do G AND either H OR I.

* 1. Keep a log of the "stuff" your family purchases (excluding food items) for two weeks. In your log, categorize each purchase as an essential need (such as soap) or a desirable want (such as a DVD). Share what you learned. (1 hour)
	2. Plan a project that involves the participation of your family to identify the "stuff" your family no longer needs. Complete your project by donating, repurposing, or recycling these items. (1 hour)
		1. What did you get rid of?
		2. Did you donate, sell, repurpose, etc.?
		3. Where did you donate if you did?
	3. Discuss with your teacher how having too much "stuff" affects you, your family, and your community. Include the following: the financial impact, time spent, maintenance, health, storage, and waste. Include in your discussion the practices that can be used to avoid accumulating too much "stuff." (1 hour)
1. Explore TWO of the following categories. Have a discussion with your family, teacher, or class about the two you select. In your discussion, include your observations, and best and worst practices. Share what you learn with your teacher. (1 hour each)
	1. **Plastic waste.** Discuss the impact plastic waste has on the environment (land, water, air). Learn about the number system for plastic recyclables, and determine which plastics are more commonly recycled. Find out what the trash vortex is and how it was formed.
	2. **Electronic waste.** Choose three electronic devices in your household. Find out the average lifespan of each, what happens to these devices once they pass their useful life, and whether they can be recycled in whole or part. Discuss the impact of electronic waste on the environment.
	3. **Food waste.** Learn about the value of composting and how to start a compost pile. Start a compost pile appropriate for your living situation. Tell what can be done with the compost when it is ready for use.
	4. **Species decline.** Explain the term species (plant or animal) decline. Discuss the human activities that contribute to species decline, what can be done to help reverse the decline, and its impact on a sustainable environment.
	5. **World population.** 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.
	6. **Climate change.** Find a world map that shows the pattern of temperature change for a period of at least 100 years. Share this map with your teacher, and discuss three factors that scientists believe affect the global weather and temperature.
2. Do the following: (1 hour each)
	1. After completing requirements 1 through 4, have a family meeting. Discuss what your family has learned about what it means to be a sustainable citizen. Talk about the behavioral changes and life choices your family can make to live more sustainably. Share what you learned by writing a reflective paper about what your family decided.
	2. Come up with an idea that your FFA Chapter can do to create more sustainability and bring it up to the FFA Officer team to adopt and try.
3. Learn about career opportunities in the sustainability field. Pick one and find out the education, training, and experience required. (2 hours)