



Pulp and Paper

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 2006 • 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. Tell the history of papermaking. _____

Describe the part paper products play in our society and economy. _____

2. List the trees that are the major sources of papermaking fibers. _____

Then discuss what other uses are made of the trees and of the forestland owned by the pulp and paper industry. _____

Describe the ways the industry plants, grows, and harvests trees. _____

Plant: _____

Grow: _____

Harvest: _____

Explain how the industry manages its forests so that the supply of trees keeps pace with the demand, and tell about one way the industry has incorporated a sustainable forestry concept. _____

Give two ways the papermaking industry has addressed pollution.

1. _____

2. _____

3. Describe two ways of getting fibers from wood, and explain the major differences.

1. _____

2. _____

Tell why some pulps are bleached, and describe this process. _____

4. Describe how paper is made. _____

Discuss how paper is recycled. _____

Make a sheet of paper by hand.

5. Explain what coated paper is and why it is coated. _____

Describe the major uses for different kinds of coated paper. _____

Describe one other way that paper is changed by chemical or mechanical means to make new uses possible? _____

6. Make a list of 15 pulp or paper products found in your home.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

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.
1. _____
 2. _____
 3. _____

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.

Career: _____

Education: _____

Training: _____

Experience: _____

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