



Exploration

Merit Badge Workbook



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

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information. You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535). The requirements were last issued or revised in 2016 • This workbook was updated in November 2016.

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 this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

1. **General Knowledge.**

Do the following:

- a. Define exploration and explain how it differs from adventure travel, trekking or hiking, tour-group trips, or recreational outdoor adventure trips.

- b. Explain how approaches to exploration may differ if it occurs in the ocean, in space, in a jungle, or in a science lab in a city.

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2. **History of Exploration.**

Discuss with your counselor the history of exploration.

Select a field of study with a history of exploration to illustrate the importance of exploration in the development of that field (for example, aerospace, oil industry, paleontology, oceanography, etc.).

Field of Study:	

3. **Importance of Exploration.**

Explain to your counselor why it is important to explore. Discuss the following:

a. Why it is important for exploration to have a scientific basis

b. How explorers have aided in our understanding of our world

c. What you think it takes to be an explorer

4. **Real-Life Exploration.**

Do ONE of the following:

- a. Learn about a living explorer. Create a short report or presentation (verbal, written, or multimedia slide presentation) on this individual's objectives and the achievements of one of the explorer's expeditions. Share what you have learned with your counselor and unit.

Explorer:

- b. Learn about an actual scientific exploration expedition. Gather information about the mission objectives and the expedition's most interesting or important discoveries. Share what you have learned with your counselor and unit. Tell how the information gained from this expedition helped scientists answer important questions.

Expedition:

- c. Learn about types of exploration that may take place in a laboratory or scientific research facility (medicine, biology, chemistry, physics, astronomy, etc.). Explain to your counselor how laboratory research and exploration are similar to field research and exploration.

Type of Exploration:

5. **Exploration in Lab and Field.**

Do ONE of the following, and share what you learn with your counselor:

- a. With your parent's permission and counselor's approval, visit either in person or via the internet an exploration sponsoring organization (such as The Explorers Club, National Geographic Society, Smithsonian Institution, Alpine Club, World Wildlife Fund, or similar organization). Find out what type(s) of exploration the organization supports.

Organization:

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- b. With permission and approval, visit either in person or via the internet a science lab, astronomical observatory, medical research facility, or similar site. Learn what exploration is done in this facility.

Site Visited:

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6. **Expedition Planning.**

Discuss with your counselor each of the following steps for conducting a successful exploration activity. Explain the need for each step.

- a. Identify the objectives (establish goals).

- b. Plan the mission. Create an expedition agenda or schedule.

- List potential documents or permits needed.

- c. Budget and plan for adequate financial resources. Estimate costs for travel, equipment, accommodations, meals, permits or licenses, and other expedition expenses.

- d. Determine equipment and supplies required for personal and mission needs for the length of the expedition.

- e. Determine communication and transportation needs. Plan how to keep in contact with your base or the outside world, and determine how you will communicate with each other on-site.

- f. Establish safety and first aid procedures (including planning for medical evacuation).

- Identify the hazards that explorers could encounter on the expedition, and establish procedures to prevent or avoid those hazards.

Hazard	Procedure to Prevent or Avoid

- g. Determine team selection. Identify who is essential for the expedition to be successful and what skills are required by the expedition leader.

- h. Establish detailed recordkeeping (documentation) procedures. Plan the interpretation and sharing of information at the conclusion of the expedition.

7. **Prepare for an Expedition.**

With your parent's permission and counselor's approval, prepare for an actual expedition to an area you have not previously explored; the place may be nearby or far away. Do the following:

- a. Make your preparations under the supervision of a trained expedition leader, expedition planner, or other qualified adult experienced in exploration (such as a school science teacher, museum representative, or qualified instructor).

- b. Use the steps listed in requirement 6 to guide your preparations. List the items of equipment and supplies you will need.

- Discuss with your counselor why you chose each item and how it will be of value on the expedition.

- Determine who should go on the expedition.

- b. Discuss with your counselor what is outdoor ethics and its role in exploration and enjoying the outdoors responsibly.

- c. After you return, compile a report on the results of your expedition and how you accomplished your objective(s). Include a statement of the objectives, note your findings and observations, include photos, note any discoveries, report any problems or adverse events, and have a conclusion (whether you reached your objective or not). The post-expedition report must be at least one page and no more than three; one page can be photos, graphs, or figures.

9. **Career Opportunities.**

Identify three career opportunities in exploration.

1.	
2.	
3.	

- Pick one and explain to your counselor how to prepare for such a career.

Career	

- Discuss what education and training are required,

Education	
Training	

and why this profession might interest you.

NOTES:

As you work on the Exploration merit badge, remember to always use the buddy system. Whether you are out in the field or meeting with your merit badge counselor, having a buddy will help ensure everyone's safety. You and your buddy can watch out for each other wherever you may be or whatever you may be doing.

Expeditions are widely variable. You do not have to climb Mount Everest or go to a jungle to be an explorer. For this merit badge, an expedition should be viewed like a field trip or science project. While you cannot just hike some place and call it an expedition, you can hike to a location and study an aspect that interests you.

The major difference between an expedition and a field science trip is that you (with your counselor's guidance) have to plan everything. You have to formulate objectives and plan an agenda. As needed, you will need to do things like confirm transportation, arrange communication, plan for food and medical supplies, acquire all food and other supplies, construct safety and possible evacuation procedures, manage any adverse events, and prepare a report after the expedition.

Evaluating the effects of a storm on the local forest or nature preserve, the effects of a drought on a field used by birds and mammals, changes in butterfly populations due to loss of wildflower habitat, incursions by invasive plant or animal species, insect diversity, and presence or absence of amphibians or fish are just some of the examples that can be studied and reported. Your imagination is your only limitation.

Requirement resources can be found here:
http://www.scouting.org/filestore/Merit_Badge_ReqandRes/Exploration.pdf

Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on 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 special needs. For details see section 10, "Advancement for Members With Special Needs".

[Page 2] — 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.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. 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. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (<http://www.scouting.org/Marketing/Resources/SocialMedia>). For example, always copy one or more authorized adults on email messages between counselors and Scouts.

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 verification. 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.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See "Fulfilling More Than One Requirement With a Single Activity," 4.2.3.6.

[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, fairs, clinics, 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.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree to sign off only requirements that Scouts have actually and personally completed.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See "Reporting Merit Badge Counseling Concerns," 11.1.0.0.
- 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.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

[7.0.3.3] — Partial Completions

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. 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, the counselor does not retain his or her 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 unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partial completions have no expiration except the Scout's 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing "worksheets" may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.