

Science Everywhere



Cub Scout Nova Award Workbook

This workbook can help you but you still need to read the Cub Scout Nova Awards Guidebook.

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 the Cub Scout Nova Awards Guidebook (Pub. 34032 – SKU 614935).

	Ti	he requirements we	re issued in 2012 • This	This workbook was updated in April 2014.				
Scout's Name:				Unit: Counselor's Phone No.:				
								S SERVICE PO
		Please submit errors, omissions, comments or suggestions about this workbook to: Workbooks@USScouts.Org Send comments or suggestions for changes to the requirements for the Nova Award to: Program.Content@Scouting.0						
)uting.org		
	This mod	lule is designed	to help you explore ho	help you explore how science affects your life each day				
. Choose	A <i>or</i> B or C ar	nd complete ALL th	he requirements.					
	•	•	(about one hour total) of a	show about anything related	to science.			
	What wa	as watched?	Date	Start Time	Duration			
	Science You m watchi under	Some examples include—but are not limited to—shows found on PBS ("NOVA"), Discovery Channel Science Channel, National Geographic Channel, TED Talks (online videos), and the History Channel You may choose to watch a live performance or movie at a planetarium or science museum instead watching a media production. You may watch online productions with your counselor's approval and under your parent's supervision. I do the following: Make a list of at least two questions or ideas from what you watched.						
	1.	<u> </u>						
	2.							

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2. Discu	es two of the guest	tions or ideas with your coun	selor		
1.	33 two or the quest	aona or racas war your cours	30101.		
-					
2.					
☐ B. Read (abo	out one hour total)	about anything related to se	cience.		
What	was read?	Date	Start Time	Duration	
limite Then do the fo	d to <i>Odyssey, KID</i> llowing:		brary. Examples of magazine ographic Kids, Highlights, and at you read.		
2. Discu	es two of the quest	tions or ideas with your coun	salor		
1.	oo two of the quest	actio of Idodo With your court	50101.		

	2.							
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□ C			nbination of reading and wato was watched or read?	ching (about one hour Date	total) about anything related t Start Time	o science. Duration		
		viiai	was watched of read?	Date	Start Time	Duration		
			the following:	a and days the same that	and and and and a			
	1.	Make a list of at least two questions or ideas from what you read and watched. 1.						
		••						
		2.						
	2.	Disc	uss two of the questions or ide	eas with your counseld	r.			
		1.						
		2.						
Comple	te Ol	NF he	Lit loop or nin from the followi	na list (Choose one t	hat you have not already earn	ed)		
Comple			onomy		Nutrition	ou. _/		
			ecting	_	Pet Care			
			graphy		Photography			
		Geo Map	and Compass		Science Weather			

2.

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Here are some examples only (you may get other ideas from your belt loop or pin activities):						
Why do rockets have fins? Is there any connection between the feathers on arrows and fins on rockets?						
2. Why do some cars have spoilers? How do spoilers work?						
3.	If there is a creek or stream in your neighborhood, where does it go? Does your stream flow to the Atlantic or the Pacific ocean?					
4.	Is the creek or stream in your neighborhood or park polluted?					
5.	What other activity can you think of that involves some kind of scientific questions or investigation?					
app and wat san poll	h your parent's or guardian's permission and assistance, you may want to use an online mapping blication to follow the streams and rivers to the ocean. Keep track of the names of the streams, lakes, I rivers connecting your stream to the ocean. Is it possible for you to find out the name of your tershed? Paddle-to-the-Sea by Holling C. Holling is a fun book on this topic. You can do a stream apple to find out what kinds of things are living in the water and under the rocks. Some things can survive uted water; others can live only in clean water. You can discover if a stream is polluted by finding out what is there.					
/hat	quantian would you like to investigate?					
	question would you like to investigate?					
	question would you like to investigate?					
	question would you like to investigate?					
/ith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records or tion, the information you found, how you investigated, and what you found out about your question.					
/ith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records o					
/ith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records o					
Vith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records o					
/ith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records o					
/ith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records o					
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Vith	a parent or your counselor, use the scientific method/process to investigate your question. Keep records o					

You may do 3B with another Cub Scout if you would like, but you need to do and record your own work.

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3.

Scout's Name:

	C.	Disc	cuss yo	our investigation and finding	s with you	r coun	selor.
4.	plan	t, ob	servat	nere science is being done, ory, science museum, weat	used, or e ther station	xplain n, fish l	ed, such as one of the following: zoo, aquarium, water treatment hatchery, or any other location where science is being done, used
	OI E	кріаі	ined. ☐ 7	00			Aquarium
			_	Vater Treatment Plant			Observatory
				cience Museum			Weather Station
			□ F	ish Hatchery			Other Location:
	_	A.		g your visit, talk to someone			
		B.	Discu	ss with your counselor the s	science do	ne, us	ed, or explained at the place you visited.
5.	Disc	uss	with yo	our counselor how science	affects you	ır ever	yday life.

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Attachment - (NOTE: It is not necessary to print this page.)

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.