

# Dr. Sally Ride



# Venturer Supernova Award Workbook

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

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

No one may add or subtract from the official requirements found in the Venturer Nova Awards Guidebook (Pub. 34031 – SKU 614934).

The requirements were issued in 2012 • This workbook was updated in April 2014.

Venture	r's Name:		Unit:							
Counselor's Name:				Counselor's Phone No.:						
	http	://www.USScouts	://www.USScouts.Org • http://www.MeritBadge.Org							
	Please submit errors, omissions, comments or suggestions about this workbook to: Workbooks@USScouts.Org									
Send comments or suggestions for changes to the <u>requirements</u> for the <u>Nova Award</u> to: <u>Program.Content@Scouting.Org</u>										
	First-Level Supernova Award for Venturers									
<u> </u>	1. Complete THREE of the Venturer Nova Awards. (Note: These may be done at any time after becoming a Venturer.)									
	Launch!		☐ Hang On!							
	Power Up			ie						
<b>2</b> .	Complete the Scholarship S	STEM exploration.								
☐ 3.	Using the guidelines found topics listed above (below).				TEM explorations for four of the g a Venturer.)					
	☐ Animal Science		Electronics		Pulp and Paper					
	Archaeology		Energy		Radio					
	Architecture		Engineering		Robotics					
	Astronomy		Farm Mechanics		Scholarship					
	☐ Chemistry		Geocaching		Scuba Diving					
	☐ Composite Materials	; 🗆	Geology		Space Exploration					
	☐ Computers		Medicine		Surveying					
	☐ Dentistry		Nuclear Science		Veterinary Medicine					
	☐ Drafting		Oceanography		Weather					
	Electricity		Plant Science		Welding					
☐ 4.	Complete TWO Supernova	activity topics, one	each in two differen	t STEM areas.						
	Science	☐ Technolo	ogy $\square$	Engineering						
<u> </u>					any equally challenging STEM- be an X-Prize type competition.					
	Competition:									

Dr. Sally	/ Rid	е				Venturer's Name:
	D - 1	ONE -C	de e Celler de en			
			the following: at least one day "shad	dowina" :	a local scientist	or angineer
Ш	Λ.		at least one day shat	_		or engineer.
		Date:			on Shadowed:	
		After yo	our visit, discuss with	your mer	ntor your experie	ence and what you learned about STEM careers.
	B.	Learn a	about a career that is I	neavily ir	nvolved with STI	ΞM.
		Career	:			
	П	Make a	presentation to your	mentor a	about what you I	earned.
			· · · · · · · · · · · · · · · · · · ·		•	
□ 7	۱۸/۵۰	leina viit	h vour montor: organi		rocent a Neva a	award or other CTFM related program at a Cub Coout don or
	pac	k meetir	ng. Be sure to receive	permissi	ion from the app	ward or other STEM-related program at a Cub Scout den or propriate unit leader, and plan accordingly. If a Cub Scout den on another youth group.
		ate:		Group:		
		ıbject:			<u> </u>	

Dr.	Sally	/ Ride	e Venturer's Name:
8.		theo esta envi	iew the scientific method (you may know this as the scientific process) and note how scientists establish hypotheses, ories, and laws. Compare how the establishment of "facts" or "rules" using the scientific method differs from the ablishment of "facts" or "rules" in other environments, such as legal, cultural, religious, military, mathematical, or social frontents.  In do each of the following:  Choose a current subject with at least two competing theories on the subject and learn as much as possible about each theory. Analyze the competing theories, decide which one is most convincing to you, and explain why to your mentor.
		B.	Make a presentation to your mentor that describes the controversy, the competing theories, and your conclusions about how the scientific method can or cannot contribute to the resolution of the controversy.
	9.	Sub	mit an application to the district Nova or advancement committee for approval.

#### 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.