



Shoot!

Projectiles and Space



Boy Scout Nova Award Workbook

This workbook can help you but you still need to read the Boy 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 Boy Scout Nova Awards Guidebook (Pub. 34033 – SKU 614936).

The requirements were issued in 2012 • This workbook was updated in February 2015.

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
Send comments or suggestions for changes to the **requirements** for the **Nova Award** to: Program.Content@Scouting.Org

This module is designed to help you explore how science affects your life each day

1. Choose A or B or C and complete ALL the requirements.

- A. Watch about three hours total of science-related shows or documentaries that involve projectiles, aviation, weather, astronomy, or space technology.

What was watched?	Date	Start Time	Duration

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 of watching a media production. You may watch online productions with your counselor's approval and under your parent's supervision.

Then do the following:

1. Make a list of at least five questions or ideas from the show(s) you watched.

1.	
2.	

3. _____

4. _____

5. _____

2. Discuss two of the questions or ideas with your counselor.

1. _____

2. _____

B. Read (for about three hours total) about projectiles, aviation, space, weather, astronomy, or space technology.

What was read?	Date	Start Time	Duration

Examples of magazines include—but are not limited to—*Odyssey*, *Popular Mechanics*, *Popular Science*, *Science Illustrated*, *Discover*, *Air & Space*, *Popular Astronomy*, *Astronomy*, *Science News*, *Sky & Telescope*, *Natural History*, *Robot*, *Servo*, *Nuts and Volts*, and *Scientific American*.

Then do the following:

1. Make a list of at least two questions or ideas from each article.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2. Discuss two of the questions or ideas with your counselor.

1. _____

2. _____

C Do a combination of reading and watching (about three hours total).

What was watched or read?	Date	Start Time	Duration

Then do the following:

1. Make a list of at least two questions or ideas from each article or show.

1.	
2.	
3.	
4.	
5.	
6.	

2. Discuss two of the questions or ideas with your counselor.

1.	
2.	

2. Complete ONE merit badge from the following list. (Choose one that you have not already used toward another Nova award.)

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Archery | <input type="checkbox"/> Aviation | <input type="checkbox"/> Shotgun Shooting |
| <input type="checkbox"/> Astronomy | <input type="checkbox"/> Rifle Shooting | <input type="checkbox"/> Space Exploration |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Robotics | <input type="checkbox"/> Weather |

Helpful Links

Be sure you have your parent's or guardian's permission before using the Internet. Some of these websites require the use of Java runtime environments. If your computer does not support this program, you may not be able to visit those sites.

Projectile Motion Applets Website:

<http://www.mhhe.com/physsci/physical/qiambattista/proj/projectile.html>

Fowler's Physics Applets Website:

http://galileoandstein.physics.virginia.edu/more_stuff/AppletsProjectileMotion/enapplet.html

Java Applets on Physics Website:

<http://www.walter-fendt.de/ph14e/projectile.htm>

3. Discuss with your counselor

a. What a projectile is

b. What projectile motion is

c. The factors affecting the path of a projectile

d. The difference between forward velocity and acceleration due to gravity.

- B. **Discover.** Explain to your counselor the difference between escape velocity (not the game), orbital velocity, and terminal velocity.

Then answer TWO of the following questions. (With your parent's or guardian's permission, you may wish to explore websites to find this information.)

- 1. Why are satellites usually launched toward the east, and what is a launch window?

- 2. What is the average terminal velocity of a skydiver? (What is the fastest you would go if you were to jump out of an airplane?)

- 3. How fast does a bullet, baseball, airplane, or rocket have to travel in order to escape Earth's gravitational field? (What is Earth's escape velocity?)

4. Choose A or B and complete ALL the requirements.

- A. Visit an observatory or a flight, aviation, or space museum.

Location visited:

- 1. During your visit, talk to a docent or person in charge about a science topic related to the site

- 2. Discuss your visit with your counselor.

- B. Discover the latitude and longitude coordinates of your current position.

Latitude: Longitude:

Then do the following:

- 1. Find out what time a satellite will pass over your area. (A good resource to find the times for satellite passes is the Heavens Above website at www.heavens-above.com.)

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- 2. Watch the satellite using binoculars.

Record the time of your viewing, the weather conditions, how long the satellite was visible, and the path of the satellite.

The time of your viewing	
The weather conditions	
How long the satellite was visible	
Path of the satellite	

Then discuss your viewing with your counselor.

5. Choose A or B or C and complete ALL the requirements.

- A. Design and build a catapult that will launch a marshmallow a distance of 4 feet.

Then do the following:

1. Keep track of your experimental data for every attempt. Include the angle of launch and the distance projected.
2. Make sure you apply the same force each time, perhaps by using a weight to launch the marshmallow.

Discuss your design, data, and experiments—both successes and failures—with your counselor.

- B. Design a pitching machine that will lob a softball into the strike zone. Answer the following questions, and discuss your design, data, and experiments—both successes and failures—with your counselor.

1. At what angle and velocity will your machine need to eject the softball in order for the ball to travel through the strike zone from the pitchers mound?

2. How much force will you need to apply in order to power the ball to the plate?

3. If you were to use a power supply for your machine, what power source would you choose and why?

Discuss your design, data, and experiments—both successes and failures—with your counselor.

- C. Design and build a marble run or roller coaster that includes an empty space where the marble has to jump from one part of the chute to the other. Do the following, then discuss your design, data, and experiments—both successes and failures—with your counselor.

1. Keep track of your experimental data for every attempt. Include the vertical angle between the two parts of the chute and the horizontal distance between the two parts of the chute.

2. Experiment with different starting heights for the marble.

How do the starting heights affect the velocity of the marble?

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.