



# Nature

## 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 2009 • This workbook was updated in August 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 this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Name three ways in which plants are important to animals. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name a plant that is protected in your state or region, and explain why it is at risk. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Name three ways in which animals are important to plants. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name an animal that is protected in your state or region, and explain why it is at risk. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Explain the term "food chain." \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Give an example of a four-step land food chain and a four-step water food chain.

land food chain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

water food chain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do all of the requirements in FIVE of the following fields:

a. **Birds**

1. In the field, identify eight species of birds.

- 1. \_\_\_\_\_ 5. \_\_\_\_\_
- 2. \_\_\_\_\_ 6. \_\_\_\_\_
- 3. \_\_\_\_\_ 7. \_\_\_\_\_
- 4. \_\_\_\_\_ 8. \_\_\_\_\_

2. Make and set out a birdhouse OR a feeding station OR a birdbath.

List what birds used it during a period of one month.

MONTH(S):						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**b. Mammals**

- 
1. In the field, identify three species of wild animals.

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_

- 
2. Make plaster casts of the tracks of a wild mammal.

 **c. Reptiles or Amphibians**

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1. Show that you can recognize the venomous snakes in your area.

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2. In the field, identify three species of reptiles or amphibians.

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_

- 
3. Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.

 **d. Insects or Spiders**

- 
1. Collect, mount, and label 10 species of insects or spiders.

1. \_\_\_\_\_ 6. \_\_\_\_\_  
 2. \_\_\_\_\_ 7. \_\_\_\_\_  
 3. \_\_\_\_\_ 8. \_\_\_\_\_  
 4. \_\_\_\_\_ 9. \_\_\_\_\_  
 5. \_\_\_\_\_ 10. \_\_\_\_\_

- 
2. Hatch an insect from the pupa or cocoon; OR hatch adults from nymphs; OR keep larvae until they form pupae or cocoons; OR keep a colony of ants or bees through one season.

 **e. Fish**

- 
1. Catch and identify two species of fish.

1. \_\_\_\_\_ 2. \_\_\_\_\_

- 
2. Collect four kinds of animal food eaten by fish in the wild.

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

 **f. Mollusks and Crustaceans**

- 
1. Identify five species of mollusks and crustaceans.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_

- 
2. Collect, mount, and label six shells.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_ 6. \_\_\_\_\_

**g. Plants**

1. In the field, identify 15 species of wild plants.

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

2. Collect and label the seeds of six plants OR the leaves of 12 plants.

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

**h. Soils and Rocks**

1. Collect and identify soils found in different layers of a soil profile. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Collect and identify five different types of rocks from your area.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

**Note:** In most cases all specimens should be returned to the wild at the location of original capture after the requirements have been met. Check with your merit badge counselor for those instances where the return of these specimens would not be appropriate.

Under the Endangered Species Act of 1973, some plants and animals are or may be protected by federal law. The same ones and/or others may be protected by state law. Be sure that you do not collect protected species.

Your state may require that you purchase and carry a license to collect certain species. Check with the wildlife and fish and game officials in your state regarding species regulations before you begin to collect.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Nature#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Nature#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.