

Exploration

Prepared By:

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Target Group:

2nd Year Scouts and Above

Times Offered

One, One-Hour block

Pre-Requisites

None

Materials Needed– Staff

Exploration Merit Badge Book
Printed Out History of the Explorer's Club

Materials Needed– Scouts

None

Instructional Outcomes

Upon completion of this activity, scouts will know the history and real-life applications of exploration and expeditions. They will plan their own exploration outing and learn the safety precautions required for the field.

Monday

Materials:

Orienteering Merit Badge Book

Objectives:

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.

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

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.

Directions

Open a discussion about exploration and how it differs from adventure travel, trekking or hiking, tour-group trips, or recreational outdoor adventure trips. Ask the group how they define exploration, then give them the definition after a few answers.

Discuss various approaches to exploration and how they can be different from each other.

Discuss why exploration is important, and its contribution to society.

Discuss famous explorers (Neil Armstrong, Amelia Earhardt, Lewis and Clark, etc.) talk about qualities they had that made them great explorers.

Using the history of the Explorer's Club history and the World Wildlife Fund, have the scouts research what kinds of exploration they support. Share out with the group their findings. Split the group in two, and each group takes one exploration organization.

Tuesday

Materials

Orienteering Merit Badge Book

History of Aerospace print out

Objectives

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.).

4a. 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.

9. Career Opportunities: Do ONE of the following:

(a) Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include-with your parent or guardian's permission-an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.

(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby. Research any training needed, expenses, and organizations that promote or support it. Discuss with your counselor what short-term and long-term goals you might have if you pursued this.

Directions

While in the museum, the scouts will research living explorer, their objectives, and achievements. They will talk about their findings following the museum visit.

Outside of the museum, the group will discuss the history of aerospace and its importance using the history of aerospace print out.

Based on the knowledge gained from the previous two days, the group will discuss career opportunities in exploration and why it interests them. Education and training will be discussed as well.

Wednesday

Materials:

Orienteering Merit Badge Book

Objectives:

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.
- (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.
- (c) Conduct a pre-expedition check, covering the steps in requirement 6, and share the results with your counselor. With your counselor, walk through the Sweet Sixteen of BSA Safety for your expedition. Ensure that all foreseeable hazards for your expedition are adequately addressed.

Directions

The group will plan for an expedition down the nature trail. Go through each step of requirement 6, and their significance. During each step, the group will apply it to the expedition down the nature trail.

List the items that are needed for your expedition.

Thursday**Materials:**

None

Objectives:

8. Go on an Expedition. Complete the following:

(a) With your parent's permission and under the supervision of your merit badge counselor or a counselor-approved qualified person, use the planning steps you learned in requirement 6 and the preparations you completed in requirement 7 to personally undertake an actual expedition to an area you have not previously explored.

(b) Discuss with your counselor about the vital role of outdoor ethics in exploration, explaining how they promote responsible and mindful adventuring. Explain how you applied the outdoor code, Leave No Trace and Tread Lightly! principles during your expedition.

(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.

Directions:

Meet at the nature lodge. Go on the expedition. Have them take notes or pictures of what they found. Take pictures of the nature and discoveries around.

Friday**Materials:**

None

Objectives

(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.

Directions

Discuss the expedition and the group's findings. Share any pictures they got from the expedition. If time remains: Plan another expedition for a dream expedition location.