<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 math affects your life each day**

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

⬜ A. Watch about three hours total of math-related shows or documentaries that involve scientific models and modeling, physics, sports equipment design, bridge building, or cryptography.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 two questions or ideas from each show.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

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

|  |  |
| --- | --- |
| 1. |  |
|  |
|  |
|  |
|  |
|  |
|  |
| 2. |  |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ B. Research (about three hours total) several websites (with your parent's or guardian's permission) that discuss and explain cryptography or the discoveries of people who worked extensively with cryptography.

**Helpful Link**

"The Mathematics of Cryptology": University of Massachusetts Website: <http://www.math.umass.edu/~gunnells/talks/crypt.pdf>

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Start Time | End Time | Duration |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Then do the following:

1. List and record the URLs of the websites you visited and major topics covered on the websites you visited. (You may use the copy and paste function—eliminate the words—if you include your sources.)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

2. Discuss with your counselor how cryptography is used in the military and in everyday life and how a cryptographer uses mathematics.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ C Read at least three articles (about three hours total) about physics, math, modeling, or cryptography. You may wish to read about how technology and engineering are changing sports equipment, how and why triangles are used in construction, bridge building, engineering, climate and/or weather models, how banks keep information secure, or about the stock market.

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*.

|  |  |  |  |
| --- | --- | --- | --- |
| What was read? | Date | Start Time | Duration |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Then do the following:

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

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

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

|  |  |
| --- | --- |
| 1. |  |
|  |
|  |
|  |
|  |
|  |
| 2. |  |
|  |
|  |
|  |
|  |

⬜ C Do a combination of reading, watching, and researching (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, website, or show..

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

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

|  |  |
| --- | --- |
| 1. |  |
|  |
|  |
|  |
|  |
|  |
|  |
| 2. |  |
|  |
|  |
|  |
|  |
|  |
|  |

2. Choose ONE STEM field of interest from the following list. Complete [ALL the requirements for a Venturing STEM exploration](http://usscouts.org/advance/nova/venturing_stem_explorations.asp#req) in that field. (If you have already completed a Venturing STEM exploration in one of these fields, please choose a different field for this award.)

⬜ American Business ⬜ Entrepreneurship ⬜ Radio

⬜ Chess ⬜ Orienteering ⬜ Surveying

⬜ Computers ⬜ Personal Management ⬜ Weather

⬜ Drafting

After completion, discuss with your counselor how the Venturing STEM exploration you completed uses mathematics.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

3. Choose TWO from A *or* B *or C or* D or E and complete ALL the requirements. (Write down your data and calculations to support your explanation to your counselor. You may use a spreadsheet. Do not use someone else's data or calculations.)

⬜ A. Calculate your horsepower when you run up a flight of stairs.

⬜ 1. How does your horsepower compare to the power of a horse?

|  |
| --- |
|  |
|  |
|  |
|  |

⬜ 2. How does your horsepower compare to the horsepower of your favorite car?

|  |
| --- |
|  |
|  |
|  |
|  |

Share your calculations with your counselor, and discuss what you learned about horsepower.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Helpful Links**"How to Calculate Your Horsepower": wikiHowWebsite: <http://www.wikihow.com/Calculate-Your-Horsepower>"Lab Power": Haplosciences.netWebsite: <http://onlinephys.com/labpower1.html> |

⬜ B. Attend at least two track, cross-country, or swim meets.

|  |  |  |
| --- | --- | --- |
| Date | Type of Meet | Competitors |
|  |  |  |
|  |
|  |  |  |
|  |
|  |  |  |
|  |

⬜ 1. For each meet, time at least three racers. (Time the same racers at each meet.)

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Distance | Racer | Time |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

⬜ 2. Calculate the average speed of the racers you timed. (Make sure you record your data and calculations.)

|  |
| --- |
|   |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ 3. Compare the average speeds of your racers to each other, to the official time, and to their times at the two meets you attended.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Share your calculations with your counselor, and discuss your conclusions about the racers’ strengths and weaknesses

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ C. Attend a soccer, baseball, softball, or basketball game. Choose two players and keep track of their efforts during the game. (Make sure you write down your data and calculations.) Calculate their statistics using the following as examples:

1. Soccer—Goals, assists, corner kicks, keeper saves, fouls, offsides

2. Baseball or softball—Batting average, runs batted in, fielding statistics, pitching statistics

3. Basketball—Points. baskets attempted, rebounds, steals, turnovers, and blocked shots

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date |  | Sport: |  | Teams: |  |
|  |  |
| Player 1: |  | Player 2: |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Share your calculations with your counselor, and discuss your conclusions about the players' strengths and weaknesses.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ D. Attend a football game or watch one on TV. (This is a fun activity to do with a parent or friend.) Keep track of the efforts of your favorite team during the game. (Make sure you write down your data and calculations.) Then calculate your team's statistics using the following as examples:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date |  | Teams: |  |  |

1. Kicks/punts

a. Kickoff—Kick return yards

|  |  |
| --- | --- |
| Kicks |  |
| Return Yards |  |

b. Punt—Number, yards

|  |  |
| --- | --- |
| Punts |  |
| Yards |  |
| Return Yards |  |

c. Field goals—Attempted, percent completed, yards

|  |  |
| --- | --- |
| Attempts |  |
| Completed |  |
| Yards |  |

d. Extra point—Attempted, percent completed

|  |  |
| --- | --- |
| Attempts |  |
| Competed |  |

2. Offense

a. Number of first downs

|  |  |
| --- | --- |
| First Downs |  |

b. Forward passes—Attempted, percent completed, total length of passes, longest pass, number and length of passes caught by each receiver, yardage gained by each receiver after catching a pass

|  |  |  |
| --- | --- | --- |
| Attempted |  |  |
| Completed |  |  |
| Yards |  |  |
| Longest |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Receptions  |  |  |  |  |
| Yards gained after |  |  |  |  |

c. Running plays—Number, yards gained or lost for each run, longest run from scrimmage line, total yards gained or lost, and number of touchdowns

|  |  |
| --- | --- |
| Plays |  |
| Yards Gained |  |
| Yards Lost |  |
| Longest run |  |
| Total Yards |  |
| Touchdowns |  |

3. Defense—Number of quarterback sacks, interceptions, turnovers, and safeties

|  |  |
| --- | --- |
| Sacks |  |
| Interceptions |  |
| Turnovers |  |
| Safeties |  |

Share your calculations with your counselor, and discuss your conclusions about your team's strengths and weaknesses.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ E. How starry are your nights? Participate in a star count to find out. This may he done alone but is more fun with a group. Afterward, share and discuss your results with your counselor.

 1. Visit NASA's Student Observation Network website (with your parent's or guardian's permission) at [www.nasa.gov/audience/foreducators/son/energy/starcount/](http://www.nasa.gov/audience/foreducators/son/energy/starcount/) for instructions on performing a star count.

 2. Do a star count on five clear nights at the same time each night.

|  |  |
| --- | --- |
| Date: | Number |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

⬜ 3. Report your results on NASA's Student Observation Network website (with your parent's or guardian's permission) and see how your data compares to others.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

4. Do ALL of the following:

⬜ A. Investigate your calculator and explore the different functions.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

⬜ B. Discuss the functions, abilities, and limitations of your calculator with your counselor. Talk about how these affect what you can and cannot do with a calculator. (See your counselor for some ideas to consider.)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

5. Discuss with your counselor how math affects your everyday life.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**When working on Nova and Supernova awards, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088).Important excerpts from that publication can be downloaded from** [**http://usscouts.org/advance/docs/GTA-Excerpts-nova.pdf**](http://usscouts.org/advance/docs/GTA-Excerpts-nova.pdf)**.**

**You can download a complete copy of the *Guide to Advancement* .from** [**http://www.scouting.org/filestore/pdf/33088.pdf**](http://www.scouting.org/filestore/pdf/33088.pdf)**.**