



# Architecture

## 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 2010 • This workbook was updated in March 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 improving this workbook to: [Workbooks@USScouts.org](mailto:Workbooks@USScouts.org)

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1. Do the following:

a. Tour your community and list the different building types you see. \_\_\_\_\_

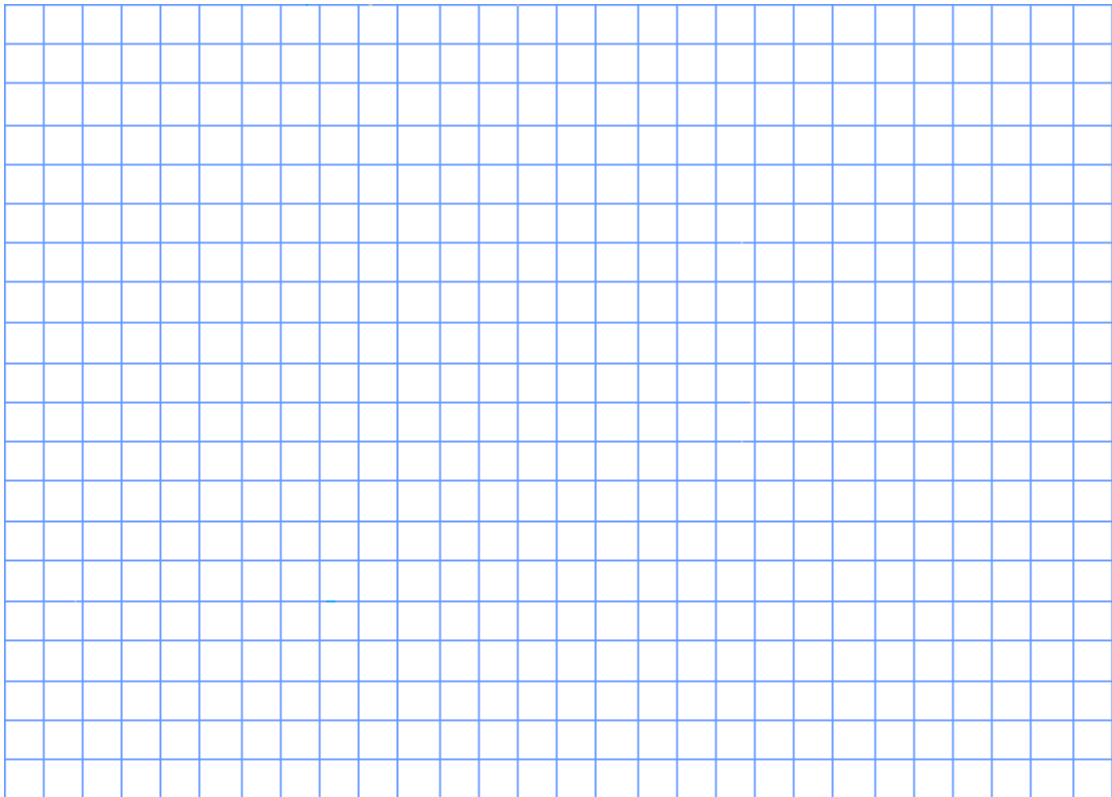
\_\_\_\_\_

Try to identify buildings that can be associated with a specific period of history or style of architecture. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Make a sketch of the building you most admire.



b. Select an architectural achievement that has had a major impact on society. \_\_\_\_\_

Using resources such as the Internet (with your parent's permission), books, and magazines, find out how this achievement has influenced the world today. Tell your counselor what you learned. \_\_\_\_\_

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2. In the Outdoor Code, a Scout pledges to "be conservation-minded." Discuss the following with your counselor:

a. The term *sustainable architecture*. \_\_\_\_\_

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\_\_\_\_\_

Identify three features typical of green buildings. \_\_\_\_\_

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b. The difference between renewable building materials and recycled building materials, and how each can be used in construction. \_\_\_\_\_

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c. The relationship of architecture with its surrounding environment and the community. \_\_\_\_\_

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\_\_\_\_\_

d. How entire buildings can be reused rather than torn down when they no longer serve their original purpose. \_\_\_\_\_

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

3. Do ONE of the following:

a.  With your parent's and counselor's permission and approval, arrange to meet with an architect.

Ask to see the scale model of a building and the drawings that a builder would use to construct this building.

Discuss why the different building materials were selected. \_\_\_\_\_

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Look at the details in the drawings and the scale model to see how the materials and components are attached to each other during construction. \_\_\_\_\_

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- b.  With your parent's and counselor's permission and approval, arrange to meet with an architect at a construction site.
- Ask the architect to bring drawings that the builder uses to construct the building.

While at the site, discuss why the different building materials being used were selected. \_\_\_\_\_

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Discuss how the different building materials and components are attached to each other during construction. \_

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Note: To visit a construction site will require advance planning. You will need permission from your parents, counselor, the architect, and the construction site manager. A construction site is a very dangerous place. While there, you will need to closely follow the site manager's directions and comply with all the safety procedures, including wearing a hard hat protective eyewear, and proper footwear.

- c.  Interview someone who might be your client (such as a prospective homeowner or business owner) if you were an architect.

Find out what your client's requirements would be for designing a new home or business building. Write a short program including a list of requirements for the project, the functions of the building and site, how the functions relate to one another, and the goals of the project.

Requirements \_\_\_\_\_

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\_\_\_\_\_  
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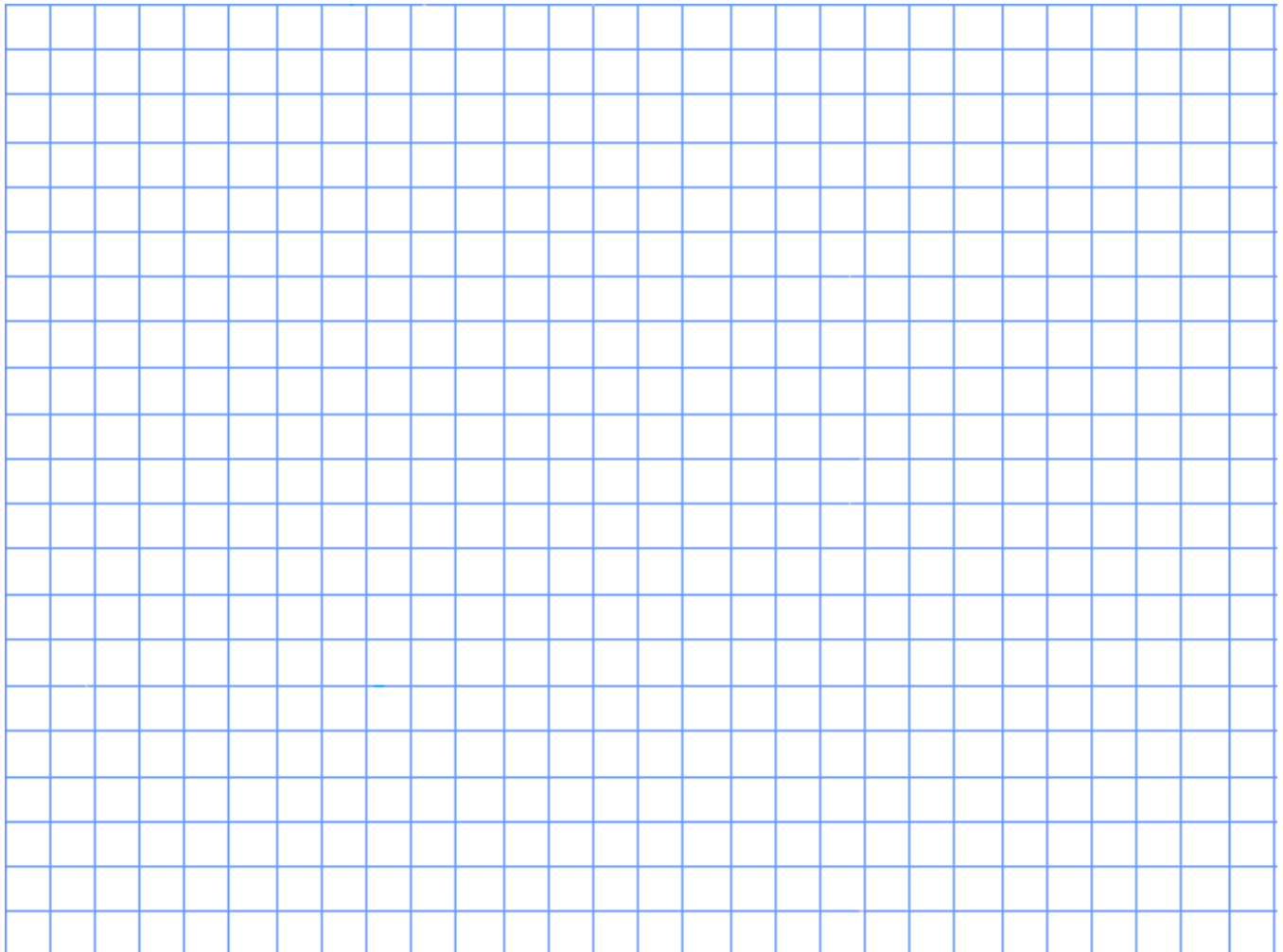
Functions of the building and site, \_\_\_\_\_

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

How the functions relate to one another, \_\_\_\_\_  
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\_\_\_\_\_  
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Goals of the project. \_\_\_\_\_  
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- 4. Measure a room such as one where you live or where your troop meets. Make an accurately scaled drawing of the room's floor plan showing walls, doors, closets, windows, and any built-in furniture or cabinets. Neatly label your drawing with the following: your name, the date, what room you drew, and the scale of the drawing. (Drawing scale: 1/4 inch = 1 foot)



5. Find out about three career opportunities in architecture.

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

Pick one and find out the education, training, and experience required for this profession. \_\_\_\_\_

Education: \_\_\_\_\_

Training: \_\_\_\_\_

Experience: \_\_\_\_\_

Discuss this with your counselor, and explain why this profession might interest you. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**The Outdoor Code**

As an American, I will do my best to—

**Be clean in my outdoor manners.** I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

**Be careful with fire.** I will prevent wildfire. I will build my fires only when and where they are appropriate. When I have finished using a fire, I will make sure it is cold out. I will leave a clean fire ring, or remove all evidence of my fire.

**Be considerate in the outdoors.** I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoor activities.

**Be conservation-minded.** I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

## 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.