

Scouting America

Moraine Trails Council



Summer Merit Badge Program 2026 Prerequisites

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Aviation

1. Aviation Basics and Mechanics of Flight. Do the following:

- (a) Define "aircraft." Describe three kinds of aircraft today, and their typical uses.
- (b) Provide a brief overview of the evolution of flight, and discuss three notable times in history important to aviation.
- (c) Explain the difference between a fixed wing and a rotary wing aircraft, and the benefits of each.
- (d) Explain the operation of piston, turbine, and jet engines.
- (e) Using a model aircraft, describe the four forces that act on an aircraft in flight.
- (f) Explain how an airfoil generates lift, specifically noting Bernoulli's principle.
- (g) Identify and describe the aerodynamic control surfaces on the aircraft of your choice, and explain how they operate to control its attitude and direction of flight.
- (h) Explain the purposes and functions of the various instruments found in a typical single-engine aircraft: attitude indicator, heading indicator, altimeter, airspeed indicator, turn and bank indicator, vertical speed indicator, compass, navigation, communication, and engine performance indicators.

2. Principles of Flight. Do ONE of the following:

- (a) Build a model FPG-9. Get others in your troop or patrol to make their own model, then organize a competition to test the precision of flight and landing of the models.
- (b) Build a rubber-band driven balsa wood airplane. Fly the plane for 25 feet in a straight line, with a smooth landing.
- (c) Build (or obtain) a fuel-driven or battery-powered electric model aircraft or drone. Obtain The Recreational UAS Safety Test (TRUST) certification, and fly the aircraft with a successful take-off and landing.

3. Flight Operations. Do TWO of the following:

- (d) Obtain and learn how to read an aeronautical chart. Measure a true course on the chart; correct it for magnetic variation, compass deviation, and wind drift to determine a navigational heading for an aircraft.
- (e) With your parent or guardian's permission, take a discovery flight in an aircraft. Record the date, place,

5. Personal & Professional Aviation Opportunities. Do the following:

- (a) Explain the following: the student pilot, the recreational pilot, the remote pilot, and the private pilot certificates.
- (b) Describe the benefits of the instrument rating.
- (c) Explain the following: the commercial pilot certificate, the airline transport pilot certificate, and certified flight instructor (CFI).
- (d) Identify an Aviation Exploring Post and/or Civil Air Patrol facility in your area. Learn about their activities and membership requirements.
- (e) Identify three career opportunities that would use skills and knowledge in aviation. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

Citizenship in the Nation

5. Watch the national evening news for five days in a row or read the main stories in a national media organization (e.g., a newspaper or news website) for five days in a row. Discuss the national issues that you learned about with your counselor. Choose one issue and explain how it affects you, your family, and community.

7. Do TWO of the following:

(a) Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.

(b) Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.

(c) Tour a federal facility. Explain to your counselor what you saw and what you learned about its function in the local community and how it serves this nation.

(d) Choose a United States national monument that interests you. Using books, brochures, the internet (with your parent or guardian's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.

8. Name your representatives in the United States Congress. Write to your representative in Congress explaining your views on a national issue. Show your correspondence, along with any response you receive, to your counselor.

Citizenship in the World

3. Do the following:

- (a) Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
- (b) Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.

7. Do TWO of the following (with your parent or guardian's permission) and share with your counselor what you have learned:

- (a) Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.
- (b) Visit the website of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.
- (c) Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.
- (d) Attend or participate in a World Organization of the Scouting Movement (WOSM) event such as the World Scout Jamboree, World Scout Moot, World Scout Congress, Jamboree Over The Air, or Jamboree Over The Internet. Attendance at a national or regional Jamboree sponsored by a WOSM-National Scout Organization is also allowed.
- (e) Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.

Cooking

2. Nutrition. Do the following:

(c) Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.

Resource: MyPlate Food Plan (website)

4. Cooking at Home. Do the following:

Note: The meals for requirement 4 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.

Resource: The Five Tastes (video)

(a) Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Resource: MyPlate Kitchen (website)

(b) Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.

Resource: MyPlate Kitchen (website)

(c) Share and discuss your meal plan and shopping list with your counselor.

Resource: MyPlate Kitchen (website)

(d) Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.

(e) Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.

Resource: Timing Your Meals (video)

(f) After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.

5. Camp Cooking. Do the following:

(a) Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Resource: MyPlate Tools (website)

(b) Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.

Resource: MyPlate Tools (website)

(c) Share and discuss your menu plans and shopping list with your counselor.

(d) In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpacking stove. Use a skillet OR a Dutch oven over campfire coals for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.

Resources: How to Use a Propane Stove (video)

How to Use a Liquid Fuel Stove (video)

6 Tips to Master Foil Packet Cooking (video)

Dutch Oven Basics for Beginners (video)

(e) In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.

(f) After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

(g) Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.

Resource: How to Wash Dishes at Camp (video)

6. Trail and backpacking meals. Do the following:

(a) Using the MyPlate food guide or the current USDA nutrition model, plan a day of meals for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.

Resource: MyPlate Kitchen (website)

(b) Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.

(c) Share and discuss your menu and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.

Resource: Repackaging Food for Backpacking (video)

(d) While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).

Resource: Lighting a Liquid Fuel Stove (video)

(e) After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.

(f) Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.

Resource: Cleaning Up & Washing Dishes (video)

Dentistry

3. Arrange for a visit with a dentist. Before you go, ask whether your visit can include a dental examination and a plaque-control demonstration. Afterward, ask questions about things you want to know. Then tell your counselor what the dentist does during a checkup examination.

4. Do the following:

(c) Keep a record of everything you eat for three days. Circle those items that may provide the sugars that bacterial plaque needs to make acid. List snacks that you should avoid to help maintain the best oral health.

5. Discuss with your counselor the following:

(a) How fluorides help prevent tooth decay and the ways fluorides can be provided to the teeth.

(b) How the mouth is related to the rest of the body. Topics might include chewing, saliva, enzymes, nutrition, and speech.

6. Do TWO of the following:

(a) Make a model tooth out of soap, clay, paper-mache, or wax. Using a string and a large hand brush, show your troop or a school class proper tooth-brushing and flossing procedures.

(b) Make a poster on the prevention of dental disease. Show the importance of good oral health.

(c) Collect at least five advertisements for different toothpastes. List the claims that each one makes. Tell about the accuracy of the advertisements.

(d) Write a feature story for your school newspaper on the proper care of teeth and gums. Include in your story how the use of tobacco products can negatively affect a person's oral health.

(e) Make drawings and write about the progress of dental decay. Describe the types of dental filling and treatments a dentist can use to repair dental decay problems.

7. Identify three career opportunities that would use skills and knowledge in dentistry. Pick one and research the training, education, certification requirements, experience,

and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

Emergency Preparedness

1. Complete First Aid merit badge

Environmental Science

2. Ecology. Do the following and discuss with your counselor:

Resources: Merlin Bird App Description (video)

INaturalist App Description (video)

Observing Nature Through SMELL (video)

(a) Choose an area approved by your counselor and observe (sight, sound, and smell) its ecosystem over a two-day period.

Resources: Observe Nature Like a Scientist! (video)

Observing Nature (video)

Backyard Nature (video)

(b) Make notes about the living, nonliving (e.g. rocks) and formerly living components. Include information about interactions among the components, including the food chain, predators, native species, and invasive species) and identify how human activities have affected the ecosystem.

6. Rare, Threatened, or Endangered Species. Do ONE of the following and discuss with your counselor:

(a) Do research on one endangered species found in your state. Learn about its natural habitat, why it is endangered, what is being done to preserve it, and how many individual species are left in the wild. Prepare a 100-word report about the species and include a drawing or photo. Present your report to your patrol or troop.

Resources: Endangered Species by US State (video)

Are Endangered Species Worth Saving? (video)

Saving Threatened Plants (video)

(b) Do research on one species that was endangered or threatened but that has now recovered. Learn about how the species recovered, and what its new status is. Prepare a 100-word report on the species and include a drawing or photo. Present your report to your patrol or troop.

Resources: 10 Success Stories (video)

Condor Saved! (video)

Whooping Cranes Saved! (video)

(c) With your parent or guardian and counselor's approval, work with a natural resource professional to identify a completed project that has been designed to improve the habitat for a threatened or endangered species in your area. Visit the site and report on what you saw to your patrol or troop.

Resources: Butterfly Habitat Restoration (video)

Fisheries Habitat Restoration (video)

Everglades Restoration (video)

First Aid

2. Preparing for First Aid Emergencies. Do the following:

(b) Using checklists provided in the *First Aid* merit badge pamphlet or ones approved by your counselor, do the following:

(1) Assemble a personal first-aid kit for hiking and backpacking. Demonstrate the proper use of each item in your first-aid kit to your counselor.

Resources: Personal, Family, and Troop First Aid Kit Checklist (PDF)

First Aid Kit Checklists (website)

NOTE: Must be the rank of Tenderfoot or higher to attend this class

Forestry

1. Prepare a field notebook, make a collection, and identify 15 species of trees, wild shrubs, or vines in a local forested area. Write a description in which you identify and discuss the following:

Resources: How to Press Leaves (video)

Best Tree ID Apps Reviewed (video)

- (a) The characteristics of leaf, twig, cone, or fruiting bodies
- (b) The habitat in which these trees, shrubs, or vines are found.
- (c) The important ways each tree, shrub, or vine is used by humans or wildlife and whether the species is native or was introduced to the area. If it is not native, explain whether it is considered invasive or potentially invasive.

Horsemanship

1. All participants must fill out the [participant packet](#) for the stable facility and bring it with them to class.
2. For the second day of the class everyone is required to wear long pants (preferably jeans) and close-toed shoes with preferably with some form of heel. Helmets are provided by the stable.
3. **NOTE:** Badge Class costs an extra \$50 to cover the cost of going to the Storm Harbor Equestrian Center.

Mammal Study

3. Do ONE of the following:

(a) Spend three hours in two different kinds of natural habitats or at different elevations for a total of 6 hours. List the different mammal species and how many of each you identified by sight or sign. Tell why all mammals do not live in the same kind of habitat.

Resources: How to Find Mammal Signs (video)

Animal Tracks Identification Guide | Animal Footprint ID Charts (website)

(b) Spend three hours on five different days in at least a 4-acre area (about the size of 3 football fields) for a total of 15 hours. List the mammal species you identified by sight or sign.

(c) From study and reading, write a simple life history of one nongame mammal that lives in your area. Tell how this mammal lived before its habitat was affected in any way by humans. Tell how it reproduces, what it eats, and its natural habitat. Describe its dependency upon plants and other animals (including humans), and how they depend upon it. Describe how humans have benefited from the mammal you have chosen and whether the mammal has benefited from association with humankind.

4. Do ONE of the following:

(a) Under the guidance of a nature center or natural history museum, make two study skins of rats or mice. Tell the uses of study skins and mounted specimens respectively.

Resources: Skinning Your Rat (video)

Preparing Mammal Specimens (video)

Natural History Museums in the US (website)

(b) Take good pictures of two kinds of mammals in the wild. Record the date(s), time of day, weather conditions, approximate distance from the animal, habitat conditions, and any other factors you feel may have influenced the animal's activity and behavior.

Resources: Top 10 Wildlife Photography Shortcuts (video)

The Most Important Wildlife Photography (video)

The Ultimate Wildlife Photography Tutorial (website)

Wildlife Photography (website)

(c) Write a life history of a native game mammal that lives in your area, covering the points outlined in requirement 3(c). List sources for this information.

(d) Make and bait a tracking pit. Report what mammals and other animals came to the bait.

Resources: Build Animal Track Station (video)

Creating a Backyard Animal Track Trap With Household Items (video)

Animal Tracking Basics - Track Traps, Measurements, Following Sign (video)

(e) Visit a natural history museum. Report on how specimens are prepared and cataloged. Explain the purposes of museums.

Resource: Natural History Museums in the US (website)

(f) Write a report of 500 words on a book about a mammal species.

(g) Trace two possible food chains of carnivorous mammals from the soil through four stages to the mammal.

Resources: Animal of the Week: Food Chains (video)

Food Chains & Food Webs (video)

Tundra Food Chain (website)

7. 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.

Resource: 10+ Wildlife Biology Careers You Should Know About (& Salaries) (video)

(b) Explore how you could use knowledge and skills from this merit badge to pursue a hobby or healthy lifestyle. 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.

Resources: Top Tips to get into Wildlife Photography (video)

A Look Inside the Life of a Wildlife Rehab Volunteer (video)

Reptile & Amphibian Study

8. Do ONE of the following:

(a) Take custody of one or more reptiles or amphibians in a manner approved by your counselor. Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders). Whichever you chose, keep records of and report to your counselor how you cared for your animal/eggs/larvae to include lighting, habitat, temperature and humidity maintenance and any veterinary care requirements. Unless you are the long-term owner, at the conclusion of this study, turn the animal(s) over to another responsible party approved by your counselor.

Resource: Pet Journaling: Track Your Pet's Needs and Your Time Efficiently (website)

(b) Choose a reptile or amphibian that you can observe or foster at a local zoo, aquarium, nature center, local rescue, or other such exhibit (such as your classroom or school). Study the specimen weekly for a period of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Discuss with your counselor how the animal you observed was cared for to include its housing and habitat, how the lighting, temperature, and humidity were maintained, and any veterinary care requirements.

Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators.

Also, identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.

9. Do TWO of the following:

(a) Identify at night three kinds of toads or frogs by their voices. Imitate the song of each for your counselor. Stalk each with a flashlight and discover how each sings and from where.

Resource: Frog Sounds: Why They Make Them (Examples) (video)

(b) Identify by sight eight species of reptiles or amphibians.

Resources: Reptiles of the United States (website)

Amphibians of the United States (website)

(c) Using visual aids, give a brief talk to a small group on three different reptiles and amphibians.

Rifle Shooting

1. **NOTE:** Students bring binoculars. Wear weather appropriate clothing.

Robotics

1. Safety. Do the following:

(a) Explain to your counselor the most likely hazards you may encounter while working with robots and what you should do to anticipate, mitigate and prevent, and respond to these hazards. Describe the appropriate safety gear and clothing that should be used when working with robotics.

Resource: Hazards and Robot Safety (video)

(b) Discuss first aid and prevention for the types of injuries that could occur while participating in robotics activities and competitions, including cuts, eye injuries, and burns (chemical or heat).

Resource: How to Treat Cuts and Scrapes (video)

2. Robotics Industry. Discuss the following with your counselor:

(a) The kinds of things robots can do and how robots are best used today.

Resource: TYPES OF ROBOTS | Robots Classification (video)

(b) The similarities and differences between remote-control vehicles, telerobots, and autonomous robots.

Resources: What's The Difference Between Autonomous Robots and Controlled Robots? (video)

What Is the Difference Between Autonomous and Teleoperated Robots? (video)

(c) Three different methods robots can use to move themselves other than wheels or tracks. Describe when it would be appropriate to use each method.

Resource: The No Wheel, Circular Gear, or Sprocket Robot Race (video)

3. General Knowledge. Discuss with your counselor three of the five major fields of robotics (human-robot interface, mobility, manipulation, programming, sensors) and their importance to robotics development. Discuss either the three fields as they relate to a single robot system OR talk about each field in general. Find pictures or at least one video to aid your discussion.

Resource: 5 Sub-Disciplines of Robotics (video)

6. Competitions. Do ONE of the following.

Resources: About FIRST Robotics Competition (2021) (video)

About VEX Robotics (video)

- (a) Attend a robotics competition and report to your counselor what you saw and learned about the competition and how teams are organized and managed.
- (b) Learn about three youth robotics competitions. Tell your counselor about these, including the type of competition, time commitment, age of the participants, and how many teams are involved.

7. Do ONE of the following:

- (a) Identify three career opportunities that would use skills and knowledge in Robotics. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

Resources: Learn About the Careers of Robotics Technicians (video)
Careers in Robotics (video)

- (b) Identify how you might use the skills and knowledge in robotics to pursue a personal hobby. Research the additional training required, expenses, and affiliation with organizations that would help you maximize the enjoyment and benefit you might gain from it. Discuss what you learned with your counselor and share what short-term and long-term goals you might have if you pursued this.

Resources: How to Make Anything - Learn to Think Like an Engineer (video)
Why Try Computer Quilting ? (video)
How I Built a Difference | My Engineering Journey (video)
Tertill Weeding Robot Overview Video (video)

Shotgun Shooting

NOTE: Badge Class costs an extra \$20 to cover the cost of shotgun shells used by the Scouts.

Small Boat Sailing

2. Before doing the following requirements, successfully complete the Scouting America swimmer test.

Note: See the *Swimming* merit badge pamphlet for details about the Scouting America swimmer test.

NOTE: Read the pamphlet before class day: [Small Boat Sailing Merit Badge Pamphlet](#)

Space Exploration

2. Design a collector's card, with a picture on the front and information on the back, about your favorite space pioneer. Share your card and discuss four other space pioneers with your counselor.

Resources: [Here's How I Make Custom Trading Cards \(video\)](#)

How to Make Trading Cards By Hand (video)

5. Do TWO of the following:

(a) Discuss with your counselor a robotic space exploration mission and a historic crewed mission. Tell about each mission's major discoveries, its importance, and what was learned from it about the planets, moons, or regions of space explored.

Resources: [Voyager \(video\)](#)

[Putting Man on The Moon in 11 Years | The Apollo Program \(video\)](#)

[NASA SpaceX Crew Dragon Launch \(video\)](#)

[Mars Perseverance Rover \(video\)](#)

(b) Using articles from the internet, photographs and text, create a blog, website, or slide show about a current planetary mission or use magazine photographs, news clippings, and articles from the internet to make a scrapbook about a current planetary mission.

(c) Design a robotic mission to another planet, moon, comet, or asteroid that will return samples of its surface to Earth. Name the planet, moon, comet, or asteroid your spacecraft will visit. Show how your design will cope with the conditions of the environments of the planet, moon, comet, or asteroid.

6. Describe the purpose, operation, and components of ONE of the following:

(a) Space shuttle or any other crewed orbital vehicle, whether government-owned (U.S. or foreign) or commercial

Resources: [First Space Shuttle \(video\)](#)

[How the Space Shuttle Worked \(video\)](#)

[NASA SpaceX Crew Dragon Launch \(video\)](#)

[Soyuz \(video\)](#)

(b) International Space Station

Resources: What is the International Space Station? (website)

How to Spot the International Space Station (ISS) (website)