



# Reptile & Amphibian Study

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet (book). No one can add or subtract from the Boy Scout Requirements #33215. Merit Badge Workbooks and much more are below: [Online Resources](#).

Workbook developer: [craig@craiglincoln.com](mailto:craig@craiglincoln.com). Requirements revised: 2006, Workbook updated: April 2008.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Ph #: \_\_\_\_\_

### 1. Describe the identifying characteristics of six species of reptiles

**Reptile Species 1** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Reptile Species 2** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Reptile Species 3** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Reptile Species 4** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Reptile Species 5** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Reptile Species 6** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**and four species of amphibians found in the United States.**

**Amphibian Species 1** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Amphibian Species 2** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Amphibian Species 3** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**Amphibian Species 4** \_\_\_\_\_

Identifying Characteristics \_\_\_\_\_

Habits: \_\_\_\_\_

Habitat: \_\_\_\_\_

**For any four of these, make sketches from your own observations or take photographs. Show markings, color patterns, or other characteristics that are important in the identification of each of the four species. Discuss the habits and habitats of all ten species (see above).**

**2. Discuss with your merit badge counselor the approximate number of species and general geographic distribution of reptiles and amphibians in the United States.**



Prepare a list of the most common species found in your local area or state.

**Reptiles**

**Amphibians**

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
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<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

**3. Describe the main differences between:**

A. Amphibians and reptiles. \_\_\_\_\_

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

B. Alligators and crocodiles. \_\_\_\_\_

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

C. Toads and frogs. \_\_\_\_\_

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

D. Salamanders and lizards. \_\_\_\_\_

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

E. Snakes and lizards. \_\_\_\_\_

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

**4. Explain how reptiles and amphibians are an important component of the natural environment.** \_\_\_\_\_

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

List four species that are officially protected by the federal government or state you live in, and tell why each is protected.

**Protected Species 1** \_\_\_\_\_

Why protected? \_\_\_\_\_

Food habits: \_\_\_\_\_

**Protected Species 2** \_\_\_\_\_

Why protected? \_\_\_\_\_

Food habits: \_\_\_\_\_

**Protected Species 3** \_\_\_\_\_

Why protected? \_\_\_\_\_

Food habits: \_\_\_\_\_

**Protected Species 4** \_\_\_\_\_

Why protected? \_\_\_\_\_

Food habits: \_\_\_\_\_

**List three species of reptiles and three species of amphibians found in your local area that are not protected. Discuss the food habits of all ten species.**

**Unprotected Reptile 1:** \_\_\_\_\_

Food habits: \_\_\_\_\_

**Unprotected Reptile 2:** \_\_\_\_\_

Food habits: \_\_\_\_\_

**Unprotected Reptile 3:** \_\_\_\_\_

Food habits: \_\_\_\_\_

**Unprotected Amphibian in Area 1:** \_\_\_\_\_

Food habits: \_\_\_\_\_

**Unprotected Amphibian in Area 2:** \_\_\_\_\_

Food habits: \_\_\_\_\_

**Unprotected Amphibian in Area 3:** \_\_\_\_\_

Food habits: \_\_\_\_\_

**5. Describe how reptiles and amphibians reproduce.** \_\_\_\_\_

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

**6. From observation, describe how snakes move forward.** \_\_\_\_\_

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

**Describe the functions of the muscles,** \_\_\_\_\_

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

**and belly plates.** \_\_\_\_\_  
\_\_\_\_\_

**7. Describe in detail six venomous snakes and the one venomous lizard found in the United States. Describe their habits and geographic range.**

**Venomous Snake 1** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Venomous Snake 2** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Venomous Snake 3** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Venomous Snake 4** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Venomous Snake 5** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Venomous Snake 6** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Venomous Lizard 1** \_\_\_\_\_

Description: \_\_\_\_\_

Habits: \_\_\_\_\_

Range: \_\_\_\_\_

**Tell what you should do in case of a bite by a venomous species.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**8. Do ONE of the following:**

**A.** Maintain one or more reptiles or amphibians for at least a month. Record the 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).

**Reptile or Amphibians Maintained:** \_\_\_\_\_

**Dates:** \_\_\_\_\_

Day	Food Accepted	Eating Methods	Color Changes	Skin Shedding	General Habits
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____

7	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____
9	_____	_____	_____	_____	_____
10	_____	_____	_____	_____	_____
11	_____	_____	_____	_____	_____
12	_____	_____	_____	_____	_____
13	_____	_____	_____	_____	_____
14	_____	_____	_____	_____	_____
15	_____	_____	_____	_____	_____
16	_____	_____	_____	_____	_____
17	_____	_____	_____	_____	_____
18	_____	_____	_____	_____	_____
19	_____	_____	_____	_____	_____
20	_____	_____	_____	_____	_____
21	_____	_____	_____	_____	_____
22	_____	_____	_____	_____	_____
23	_____	_____	_____	_____	_____
24	_____	_____	_____	_____	_____
25	_____	_____	_____	_____	_____
26	_____	_____	_____	_____	_____
27	_____	_____	_____	_____	_____
28	_____	_____	_____	_____	_____
29	_____	_____	_____	_____	_____
30	_____	_____	_____	_____	_____

**B.** Choose a reptile or amphibian that you can observe at a local zoo, aquarium, nature center, 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. 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.
- B.** Identify by sight eight species of reptiles or amphibians.
- C.** Using visual aids, give a brief talk to a small group on three different reptiles and amphibians. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**10. Give five superstitions about reptiles and amphibians and a correct explanation for each.**

**Superstition 1** \_\_\_\_\_

Explanation: \_\_\_\_\_

**Superstition 2** \_\_\_\_\_

Explanation: \_\_\_\_\_

**Superstition 3** \_\_\_\_\_

Explanation: \_\_\_\_\_

**Superstition 4** \_\_\_\_\_

Explanation: \_\_\_\_\_

**Superstition 5** \_\_\_\_\_

Explanation: \_\_\_\_\_

**Give seven examples of unusual behavior or other true facts about reptiles and amphibians.**

Behavior or fact 1 \_\_\_\_\_

Behavior or fact 2 \_\_\_\_\_

Behavior or fact 3 \_\_\_\_\_

Behavior or fact 4 \_\_\_\_\_

Behavior or fact 5 \_\_\_\_\_

Behavior or fact 6 \_\_\_\_\_

Behavior or fact 7 \_\_\_\_\_

***NOTE:** Scouts must not use venomous reptiles in fulfilling requirements 8 and 9. Species listed by federal or state law as endangered, protected, or threatened must not be used as live specimens in completing requirements 8 or 9c unless official permission has been given. 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.*

**Online Resources** (Use any Internet resource with caution and only with your parent's or guardian's permission.)

**Boy Scouts of America:** ► [scouting.org](http://scouting.org) ► [Guide to Safe Scouting](#) ► [Age-Appropriate Guidelines](#) ► [Safe Swim Defense](#)  
► [Scout](#) ► [Tenderfoot](#) ► [Second Class](#) ► [First Class](#) 📺 [Rank Videos](#) ► [Safety Afloat](#)

**Boy Scout Merit Badge Workbooks:** [usscouts.org](http://usscouts.org) -or- [meritbadge.org](http://meritbadge.org) **Merit Badge Books:** [www.scoutstuff.org](http://www.scoutstuff.org)  
► [Leave No Trace](#) ► [Outdoor Code](#) ► [Wilderness Use Policy](#) ► [Youth Protection Training](#)

**ExpertVillage.com Lesson Videos:** 📺 [Terrariums](#) 📺 [Snakes](#) 📺 [Snake Care](#) 📺 [Water Monitor](#)  
📺 [Turtles](#) 📺 [Lizards](#)

Amer. Museum of Natural History: <http://www.amnh.org>  
Conservation and Resource Center: <http://www.si.edu/crc>  
Leave No Trace Center: <http://www.LNT.org>  
Nat. Geographic Society: <http://www.nationalgeographic.com>  
Nat. Wildlife Federation: <http://www.nwf.org>  
Wildlife Conservation Society: <http://wcs.org>

Ameri. Zoo and Aquarium Association: <http://www.aza.org>  
Discover Magazine: <http://www.discover.com>  
Nat. Fish and Wildlife Foundation: <http://www.nfwf.org>  
Nat. Park Service: <http://www.nps.gov>  
U.S. Fish and Wildlife Service: <http://www.fws.gov>