



# Skating

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in January 2016.

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 this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Do the following:

- a. Explain to your counselor the most likely hazards associated with skating and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.


- b. Show that you know first aid for injuries or illnesses that could occur while skating, including hypothermia, frostbite, lacerations, abrasions, fractures, sprains and strains, blisters, heat-related reactions, and shock.

Hypothermia:


Frostbite:


Lacerations:


Abrasions:


Fractures:


Sprains and strains:


Blisters:


Heat-related reactions:


Shock:


2. Complete ALL of the requirements for ONE of the following options,

**Ice Skating Option**

a. Do the following:

1. Give general safety and courtesy rules for ice skating.


Discuss preparations that must be taken when skating outdoors on natural ice.


Explain how to make an ice rescue.


2. Discuss the parts and functions of the different types of ice skates.


3. Describe the proper way to carry ice skates.


4. Describe how to store skates for long periods of time, such as seasonal storage.


b. Do the following:

- 1. Skate forward at least 40 feet and come to a complete stop. Use either a two-footed snowplow stop or a one-footed snowplow stop.
- 2. After skating forward, glide forward on two feet, then on one foot, first right and then left.
- 3. Starting from a T position, stroke forward around the test area, avoiding the use of toe picks if wearing figure skates,

c. Do the following:

- 1. Glide backward on two feet for at least two times the skater's height.
- 2. Skate backward for at least 20 feet on two skates.
- 3. After gaining forward speed, glide forward on two feet, making a turn of 180 degrees around a cone, first to the right and then to the left.

d. Do the following:

- 1. Perform a forward shoot-the-duck until you're nearly stopped. Rise while still on one foot.
- 2. Explain to your counselor the safety considerations for running or participating in an ice skating race.


- 3. Take part in a relay race.
- 4. Perform a hockey stop.

**Roller Skating Option**

a. Do the following:

1. Give general safety and etiquette rules for roller skating.


2. Discuss the parts and functions of the roller skate.


3. Describe five essential steps to good skate care.

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- b. Do the following:
  - 1. Skate forward with smooth, linked strokes on two feet for at least 100 feet in both directions around the rink and demonstrate proper techniques for stopping.
  - 2. Skate forward and glide at least 15 feet on one skate, then on the other skate.
- c. Do the following:
  - 1. Perform the crosscut.
  - 2. Skate backward for at least 40 feet on two skates, then for at least 15 feet on one skate.
  - 3. Skate forward in a slalom pattern for at least 40 feet on two skates, then for at least 20 feet on one skate.
  - 4. Skate backward in a slalom pattern for at least 15 feet on two skates.
- d. Do the following:
  - 1. Shuttle skate once around the rink, bending twice along the way without stopping.
  - 2. Perform a widespread eagle.
  - 3. Perform a mohawk.
  - 4. Perform a series of two consecutive spins on skates, OR hop, skip, and jump on skates for at least 10 feet.
- e. Do the following:
  - 1. Race on a speed track, demonstrating proper technique in starting, cornering, passing, and pacing.
  - 2. Perform the limbo under a pole placed at least chest-high OR shoot-the-duck under a waist-high pole and rise while still on one foot.
  - 3. Perform the stepover.
  - 4. While skating, dribble a basketball the length of the floor, then return to your starting position, OR push a hockey ball with a stick around the entire rink in both directions.



4. Describe four essential steps to good skate care.

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b. Do the following:

- 1. Skate forward with smooth, linked strokes on two feet for at least 100 feet.
- 2. Skate forward and glide at least 15 feet on one skate, then on the other skate.
- 3. Stop on command on flat pavement using the heel brake.

c. Do the following:

- 1. Perform the forward crossover.
- 2. Perform a series of forward, linked swizzles for at least 40 feet.
- 3. Skate backward for at least 40 feet in a series of linked, backward swizzles.
- 4. From a strong pace, perform a lunge turn around an object predetermined by your counselor.
- 5. Perform a mohawk.

d. Do the following:

- 1. Perform a series of at least four one-footed downhill slaloms on pavement with a gentle slope.
- 2. Describe how to pass a pedestrian or another skater from behind.




3. Describe at least three ways to avoid an unforeseen obstacle while skating.

1.	
2.	
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4. Describe two ways to get on and off a curb, and demonstrate at least one of these methods.

1.	
2.	

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

## **Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)**

### **[1.0.0.0] — Introduction**

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

### **[Page 2, and 5.0.1.4] — Policy on 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 special needs. For details see section 10, "Advancement for Members With Special Needs".

### **[Page 2] — 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.

### **[7.0.3.1] — The Buddy System and Certifying Completion**

A youth member must not meet one-on-one with an adult. 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. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (<http://www.scouting.org/Marketing/Resources/SocialMedia>). For example, always copy one or more authorized adults on email messages between counselors and Scouts.

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 verification. 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.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See "Fulfilling More Than One Requirement With a Single Activity," 4.2.3.6.

### **[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, fairs, clinics, 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.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree to sign off only requirements that Scouts have actually and personally completed.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See "Reporting Merit Badge Counseling Concerns," 11.1.0.0.
- 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.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

### **[7.0.3.3] — Partial Completions**

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. 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, the counselor does not retain his or her 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 unit leader 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 Scout's 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

### **[7.0.4.8] — Unofficial Worksheets and Learning Aids**

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing "worksheets" may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.