



Archery

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 2012 • This workbook was updated in June 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 this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

1. Do the following:

a. State and explain the Range Safety Rules:

1. Three safety rules when on the shooting line

Rule: _____

Explanation: _____

Rule: _____

Explanation: _____

Rule: _____

Explanation: _____

2. Three safety rules when retrieving arrows

Rule: _____

Explanation: _____

Rule: _____

Explanation: _____

Rule: _____

Explanation: _____

3. The four whistle commands used on a range and their related verbal commands

Whistle Command: _____

Verbal Command: _____

Whistle Command: _____

Verbal Command: _____

Whistle Command: _____

Verbal Command: _____

Whistle Command: _____

Verbal Command: _____

b. State and explain the general safety rules for archery. _____

Demonstrate how to safely carry arrows in your hands.. _____

c. Tell about your local and state laws for owning and using archery tackle. _____

2. Do the following:

a. Name and point to the parts of an arrow. _____



b. Describe three or more different types of arrows.

Type & Description: _____

Type & Description: _____

Type & Description: _____

Type & Description: _____

c. Name the four principle materials for making arrow shafts.

1 _____

2 _____

3 _____

4 _____

d. Make a complete arrow from a bare shaft.

e. Explain how to properly care for and store arrows. _____

3. Do the following:

a. Explain how to properly care for and store tabs, arm guards, shooting gloves, and quivers. _____

 Tabs: _____

 Arm guards: _____

 Shooting gloves: _____

 Quivers: _____

- b. Explain the following terms: cast, draw weight, string height (fistmele), aiming, spine, mechanical release, freestyle, and barebow.

Cast: _____

Draw weight: _____

String height (fistmele): _____

Aiming: _____

Spine: _____

Mechanical release: _____

Freestyle: _____

Barebow: _____

- c. Make a bowstring.

4. Explain the following:

a. The importance of obedience to a range officer or other person in charge of a range _____

b. The difference between an end and a round. _____

c. The differences among field, target, and 3-D archery _____

d. How the five-color National Archery Association (NAA) or Federation Internationale de Tir a l'Arc (FITA) target is scored.

e. How the National Field Archery Association (NFAA) black and-white field targets and blue indoor targets are scored.

Black and-white field targets: _____

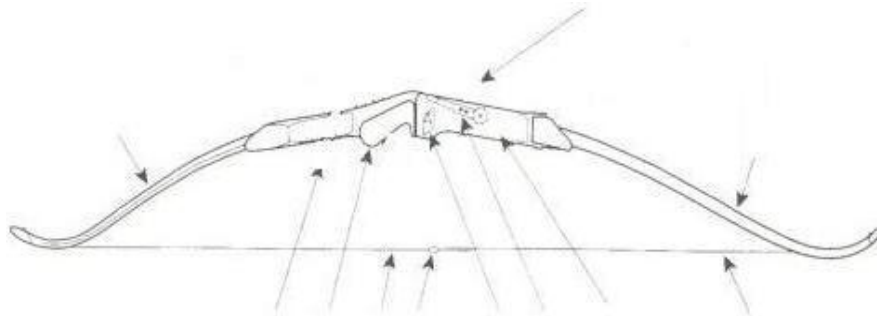
Blue indoor targets: _____

f. The elimination system used in Olympic archery competition _____

5. Do ONE of the following options:

Option A-Using a Recurve Bow or Longbow

a. Name and point to the parts of the recurve or longbow you are shooting.



b. Explain how to properly care for and store recurve bows and longbows. _____

c. Show the nine steps of good shooting for the recurve bow or longbow you are shooting.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

- d. Demonstrate the proper way to string a recurve bow or longbow.
- e. Locate and mark with dental floss, crimp-on, or other method, the nocking point on the bowstring of the bow that you are using.

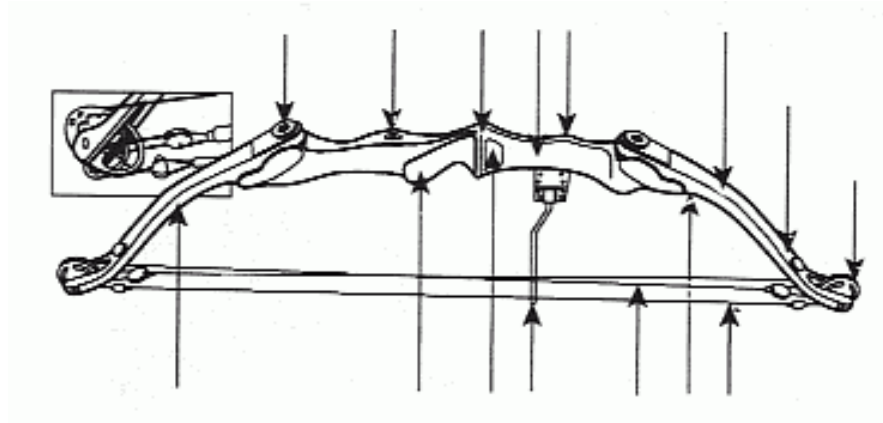
f. Do ONE of the following:

- 1. Using a recurve or longbow and arrows with a finger release, shoot a single round of ONE of the following BSA, NAA, or NFAA rounds:
 - a. An NFAA field round of 14 targets and make a score of 60 points
Date: _____ Score _____
 - b. A BSA Scout field round of 14 targets and make a score of 80 points
Date: _____ Score _____
 - c. A Junior 900 round and make a score of 180 points
Date: _____ Score _____
 - d. A FITA/NAA indoor* round I and make a score of 80 points
Date: _____ Score _____
 - e. An NFAA indoor* round and make a score of 50 points
Date: _____ Score _____
- 2. Shooting 30 arrows in five-arrow ends at an 80-centimeter (32-inch) five-color target at 15 yards and using the 10 scoring regions, make a score of 150.
- 3. As a member of the NAA's Junior Olympic Development Program (JOAD), qualify as a Yeoman, Junior Bowman, and Bowman.
- 4. As a member of the NFAA's Junior Division, earn a Cub or Youth 100-score Progression Patch.

* The indoor rounds may be shot outdoors if this is more convenient.

Option B-Using a Compound Bow

a. Name and point to the parts of the compound bow you are shooting.



b. Explain how to properly care for and store compound bows. _____

c. Show the nine steps of good shooting for the compound bow you are shooting.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

d. Explain why it is necessary to have the string on a compound bow replaced at an archery shop. _____

- e. Locate and mark with dental floss, crimp on, or other method, the nocking point on the bowstring of the bow that you are using.
- f. Do ONE of the following:
1. Using a compound bow and arrows with a finger release, shoot a single round of one of the following BSA, NAA, or NFAA rounds.
- a. An NFAA field round of 14 targets and make a score of 70 points
Date: _____ Score _____
- b. A BSA Scout field round of 14 targets and make a score of 90 points
Date: _____ Score _____
- c. A Junior 900 round and make a score of 200 points
Date: _____ Score _____
- d. A FITA/NAA indoor* round I and make a score of 90 points
Date: _____ Score _____
- e. An NFAA indoor* round and make a score of 60 points
Date: _____ Score _____
2. Shooting 30 arrows in five-arrow ends at an 80-centimeter (32-inch) five-color target at 10 yards and using the 10 scoring regions, make a score of 160. _____
3. As a member of the NAA's Junior Olympic Development Program (JOAD), qualify as a Yeoman, Junior Bowman, and Bowman.
4. As a member of the NFAA's Junior Division, earn a Cub or Youth 100-score Progression Patch.

* The indoor rounds may be shot outdoors if this is more convenient.

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/Archery#Requirement_resources

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.