



Skating

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 2006 • 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

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1. Show that you know first aid for injuries or illnesses that may occur while skating, including hypothermia, frostbite, lacerations, abrasions, fractures, sprains and strains, blisters, heat reactions, shock, and cardiac arrest.

Hypothermia: _____

Frostbite: _____

Lacerations: _____

Abrasions: _____

Fractures: _____

Sprains and strains: _____

Blisters: _____

Heat reactions: _____

Shock: _____

Cardiac arrest: _____

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. Perform forward crossovers in a figure eight pattern.
- 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. _____

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.

In-Line Skating Option

- a. Do the following:
 - 1. Give general and in-line skating safety rules and etiquette. _____

 - 2. Describe the parts and functions of the in-line skate. _____

 - 3. Describe the required and recommended safety equipment. _____

 - 4. Describe four essential steps to good skate care. _____
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____

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. _____

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

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Skating#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.