



Rifle Shooting

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 2002 • This workbook was updated in October 2013.

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. Explain why BB and pellet air guns must always be treated with the same respect as firearms.

- b. Describe how you would react if a friend visiting your home asked to see your or your family's firearm(s).

- c. Explain the need for, and use and types of, eye and hearing protection.

- d. Give the main points of the laws for owning and using guns in your community and state.

- e. Explain how hunting is related to the wise use of renewable wildlife resources.

- f. Obtain a copy of the hunting laws for your state. Explain the main points of hunting laws in your state and give any special laws on the use of guns or ammunition.

- g. Identify and explain how you can join or be a part of shooting sports activities.

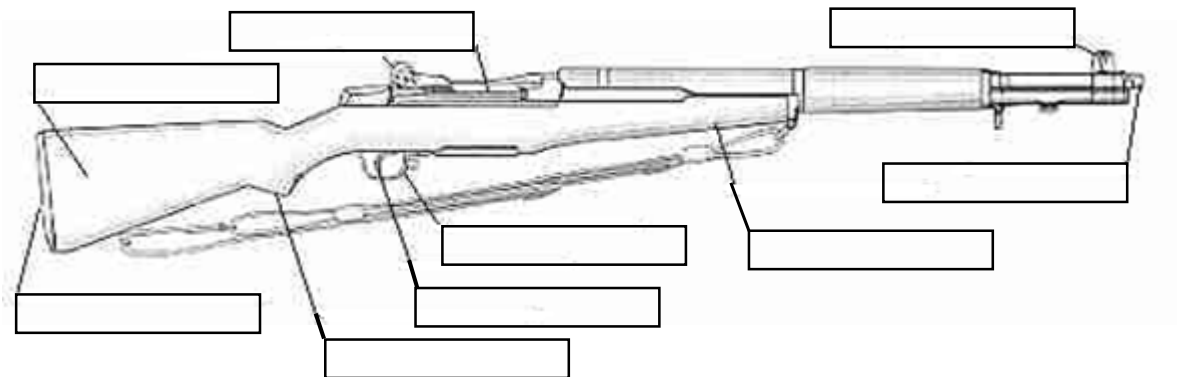
- h. Explain to your counselor the proper hygienic guidelines used in shooting.

- i. Give to your counselor a list of sources that you could contact for information on firearms and their use.

2. Do ONE of the following options:

☐ **OPTION A --- RIFLE SHOOTING (Modern Cartridge Type)**

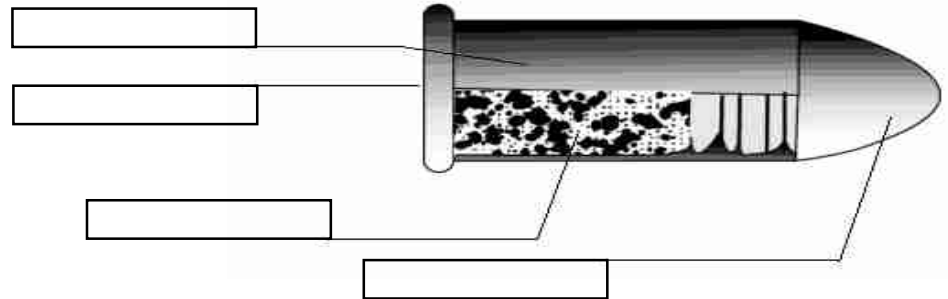
- a. Identify the three main parts of a rifle, and tell how they function.



- b. Identify and demonstrate the three fundamental rules for safe gun handling.

<input type="checkbox"/> 1.	
<input type="checkbox"/> 2.	
<input type="checkbox"/> 3.	

- ☐ c. Identify the two types of cartridges, their parts, and how they function.



1.	
2.	

- d. Explain to your counselor what a misfire, hangfire, and squib fire are, and explain the procedures to follow in response to each.

Misfire:	
Hangfire:	
Squib fire:	

Explain the procedures to follow in response to each.

Misfire:

Hangfire:

Squib fire:

e. Identify and demonstrate the five fundamentals of shooting a rifle safely.

☐ 1.

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☐ 2.

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☐ 3.

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☐ 4.

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☐ 5.

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f. Identify and explain each rule for safe shooting.

☐ g. Demonstrate the knowledge, skills, and attitude necessary to safely shoot a rifle from the bench rest position or supported prone position while using the five fundamentals of rifle shooting.

- h. Identify the basic safety rules for cleaning a rifle, and identify the materials needed

- ☐ i. Demonstrate how to clean a rifle properly and safely.
- ☐ j. Discuss what points you would consider in selecting a rifle

- ☐ k. Using a .22 caliber rimfire rifle and shooting from a bench rest or supported prone position at 50 feet, fire five groups (three shots per group) that can be covered by a quarter. Using these targets, explain how to adjust sights to zero a rifle.
- ☐ l. Adjust sights to center the group on the target* and fire five groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score:
- ☐ 1. A-32 targets - 9
- ☐ 2. A-17 or TQ-1 targets - 7
- ☐ 3. A-36 targets - 5.

** Note: It is not always practical to adjust the sights (i.e. when using a borrowed fixed-sight rifle). For requirement 2l, you may demonstrate your ability to use the shooting fundamentals by shooting five shot groups (five shots per group) in which all shots can be covered by a quarter and then explain how to adjust the sights to zero the rifle used.*

☐ **OPTION B --- AIR RIFLE SHOOTING (BB or Pellet)**

- a. Identify the three main parts of an air rifle, and tell how they function.



- b. Identify and demonstrate the three fundamental rules for safe gun handling.

<input type="checkbox"/> 1.	
<input type="checkbox"/> 2.	
<input type="checkbox"/> 3.	

- ☐ c. Identify the two most common types of air rifle ammunition.

1.	
2.	

- d. Identify and demonstrate the five fundamentals of shooting a rifle safely.

<input type="checkbox"/> 1.	
<input type="checkbox"/> 2.	
<input type="checkbox"/> 3.	
<input type="checkbox"/> 4.	
<input type="checkbox"/> 5.	

- e. Identify and explain each rule for shooting an air rifle safely.

- ☐ f. Demonstrate the knowledge, skills and attitude necessary to safely shoot a target from the bench rest position or supported prone position while using the five fundamentals of rifle shooting.
- ☐ g. Identify the basic safety rules for cleaning an air rifle, and identify the materials needed.

[illegible]

- ☐ h. Demonstrate how to clean an air rifle safely.
- ☐ i. Discuss what points you would consider in selecting an air rifle.

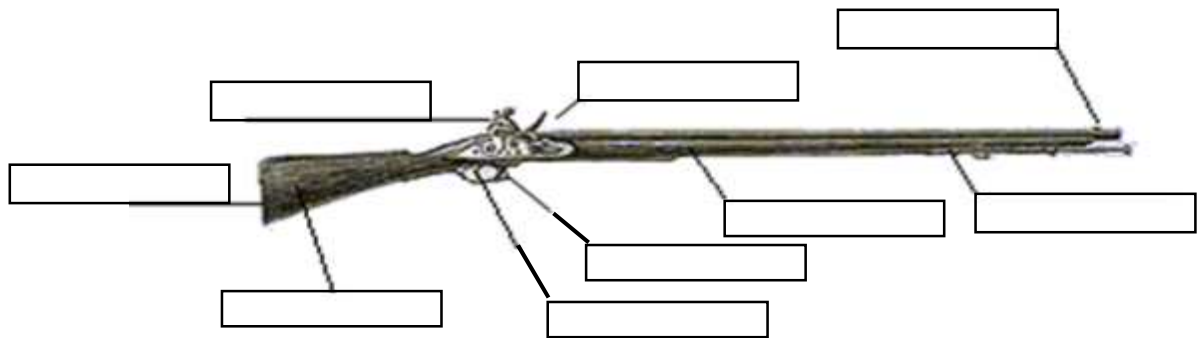
[illegible]

- ☐ j. Using a BB gun or pellet air rifle and shooting from a bench rest or supported prone position at 15 feet for BB guns or 33 feet for air rifles, fire five groups (three shots per group) that can be covered by a quarter.
- ☐ k. Adjust sights to center the group on the target and fire five groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score:
 - ☐ 1. BB rifle at 15 feet or 5 meters using TQ - 5 targets - 8.
 - ☐ 2. Pellet air rifle at 25 feet using TQ - 5 target - 8,
at 33 feet or 10 meters using AR-1 targets - 6.

☐ **OPTION C --- MUZZLE - LOADING RIFLE SHOOTING**

- a. Discuss a brief history of the development of muzzle-loading rifles.

- b. Identify principal parts of percussion and flintlock rifles and discuss how they function.



- c. Demonstrate and discuss the safe handling rules of muzzle-loading rifles.

- d. Identify the various grades of black powder and their proper use.

- e. Discuss proper safety procedures pertaining to black powder use and storage.

- f. Discuss proper components of a load.

- g. Identify proper procedures and accessories used for loading a muzzle-loading rifle.

- ☐ h. Demonstrate the knowledge, skills, and attitude necessary to safely shoot a muzzle-loading rifle on a range, including range procedures.
- ☐ i. Shoot a target with a muzzle-loading rifle using the five fundamentals of firing the shot.

- j. Identify the materials needed to clean a muzzle-loading rifle safely. Using these materials, demonstrate how to clean a muzzle loading rifle safely.

- k. Identify the causes of a muzzle-loading rifle's failure to fire and explain or demonstrate proper correction procedures.

- l. Discuss what points you would consider in selecting a muzzle-loading rifle.

- ☐ m. Using a muzzle-loading rifle of .45 or .50 caliber and shooting from a bench rest or supported prone position, fire three groups (three shots per group) that can be covered by the base of a standard-size soft drink can.
- ☐ n. Center the group on the target and fire three groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score:
- ☐ 1. at 25 yards using NRA A-23 or NMLRA 50-yard targets - 7;
- ☐ 2. at 50 yards using NRA A-25 or NMLRA 100 yard targets - 7.

Requirement resources can be found here:

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

Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

[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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

[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.