

# **Climbing**

## 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 requ	irements were last issued or re	rised in 2012 • This workbook was updated in December 2013.			
Sc	out's l	Name:		Unit:			
Со	unsel	or's Name:					
	C		mit errors, omissions, comment	<ul> <li>http://www.MeritBadge.Org</li> <li>or suggestions about this workbook to: Workbooks@USScouts.Org</li> <li>irements for the merit badge should be sent to: Merit.Badge@Scouting.Org</li> </ul>			
1.	Do 1	Do the following:					
	a.	Explain to your		zards you may encounter while participating in climbing activities, and what tigate, and respond to these hazards.			
	b. Show that you know first aid for and how to prevent inju		and cold reactions, dehydrati	prevent injuries or illnesses that could occur during climbing activities, on, stopped breathing, sprains, abrasions, fractures, rope burns, blisters,			

Climbing Scout's Name: \_ Dehydration: Stopped breathing: Sprains: Abrasions: Fractures: Rope burns Blisters: Snakebite:

Climbing		J	Scout's Name:				
		Insect bites or stings					
	b.	Identify the conditions that must exist before performing CPR on a person.					
2.	Lea	rn the Leave No	Trace principles and Outdoor Code, and explain what they mean.				
3.	Ш		If properly dressed for belaying, climbing, and rappelling (i.e., appropriate clothing, footwear and a helmet; also wear gloves).				
4.	Loc	ation. Do the fo					
	a.	Explain how the demonstrate yo	e difficulty of climbs is classified, and apply classifications to the rock faces or walls where you will our climbing skills.				
		Class 1					
		Class 2					
		Class 3					
		Class 4					
		Class 5					

Climbing	Scout's Name:		
Classification	3:		
b. Explain the fo	ollowing: top-rope climbing, lead climbing, and bouldering.		
Top-rope clim	bing:		
Lead climbing			
Bouldering:			
c. Evaluate the any environm	safety of a particular climbing area. Consider weather, visibility, the condition of the climbing surface and ental hazards.		
Weather:			
Visibility:			
Condition of t			
climbing surfa	ice:		
Environmenta			
hazards:			

bing		Scout's Name:					
d. <u>Det</u>	ermine how to sum	nmon aid to the climbing area in case of an emergency.					
Verbal signals. Explain the importance of using verbal signals during every climb and rappel, and while bou							
With the	help of the merit b	padge counselor or another Scout, demonstrate the verbal signals used by each of the following					
□ a.	Climbers						
b.	Rappellers						
П с.	Belayers						
_	·						
☐ d.	Boulderers and						
	their spotters						
Rope. [	Do the following:						
a. Describe the kind of rope acceptable for use in climbing and rappelling.							
, , <u>5 </u>							

bing		Scout's Nan	ne:
c. Discuss ways to prev	ent a rope from being damaged.		
d. Explain when and ho	w a rope should be retired.		
e. Properly coil a ro  Knots. Demonstrate the	ope. ability to tie each of the following	y knots.	
Knots. Demonstrate the Give at least one example	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	T
Knots. Demonstrate the	ability to tie each of the following		Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight follow-through	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight follow-through	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight follow-through  c. Water knot	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight follow-through  c. Water knot  d. Double fisherman's knot	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling
Knots. Demonstrate the Give at least one example  Knot  a. Figure eight on a bight  b. Figure eight follow-through  c. Water knot  d. Double fisherman's knot	ability to tie each of the following of how each knot is used in bel	aying, climbing or rappelling.	Use in Rappelling

Climbing				Scout's Name:				
9.	Bel	elaying. Do the following:						
	a.	Explain the importance of belaying climbers and rappellers and when it is necessary.						
	b.	Belay three	elay three different climbers ascending a rock face or climbing wall.					
			Climbers	Date	What/where			
		<u> </u>						
		<u> </u>						
		☐ 3.						
	C.	Belay three	e different rappellers descending a rock face or climbing wall using a top rope.					
			Rapellers	Date	What/where			
		<u> </u>						
		<u> </u>						
		☐ 3.						
10. Climbing.								
	a.	☐ Show the	ne correct way to tie into a belay ro	pe.				
	b.	Climb at least three different routes on a rock face or climbing wall, demonstrating good technique and using verbal						
signals with a belayer.								
11.	<ul> <li>Rappelling.</li> <li>a. Using a carabiner and a rappel device, secure your climbing harness to a rappel rope.</li> </ul>							
b. Tie into a belay rope set up to protect rappellers.								
	C.							
	with a belayer, and demonstrate good rappelling technique.							
	Verbal Signals							
		<u> </u>						

Climbing			Scout's Name:	
<u> </u>				
☐ 3.				
12. Demonstrate	e ways to store rope, hardware, and	other gear used for o	climbing, rappelling and belaying.	

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

### The Principles of Leave No Trace

- 1. Plan Ahead and Prepare
- 2. Travel and Camp on Durable Surfaces
- 3. Dispose of Waste Properly (Pack It In, Pack It Out)
- 4. Leave What You Find
- 5. Minimize Campfire Impacts
- 6. Respect Wildlife
- 7. Be Considerate of Other Visitors

#### **Outdoor Code**

As an American, I will do my best to-

**Be clean in my outdoor manners.** I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

**Be careful with fire.** I will prevent wildfire. I will build my fires only when and where they are appropriate. When I have finished using a fire, I will make sure it is cold out. I will leave a clean fire ring, or remove all evidence of my fire.

**Be considerate in the outdoors.** I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoor activities.

**Be conservation-minded.** I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

#### 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, Versity 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.