



Orienteering

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 616334).

The requirements were last issued or revised in 2013 • This workbook was updated in January 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. Show that you know first aid for the types of injuries that could occur while orienteering, including cuts, scratches, blisters, snakebite, insect stings, tick bites, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), and dehydration

Cuts and scratches: _____

Blisters: _____

Snakebite: _____

Insect stings: _____

Tick bites: _____

Sunburn: _____

Heatstroke: _____

Heat exhaustion: _____

Hypothermia: _____

Dehydration: _____

Explain to your counselor why you should be able to identify poisonous plants and poisonous animals that are found in your area.

2. Explain what orienteering is. _____

3. Do the following:

a. Explain how a compass works. _____

Describe the features of an orienteering compass. _____

b. In the field, show how to take a compass bearing and follow it.

4. Do the following:

a. Explain how a topographic map shows terrain features. _____

Point out and name five terrain features on a map and in the field.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

b. Point out and name 10 symbols on a topographic map.

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

c. Explain the meaning of declination. _____

Tell why you must consider declination when using map and compass together. _____

- d. Show a topographic map with magnetic north-south lines.
- e. Show how to measure distances on a map using an orienteering compass.
- f. Show how to orient a map using a compass.

5. Set up a 100-meter pace course. _____

Determine your walking and running pace for 100 meters.

Walking pace: _____ Running pace: _____

Tell why it is important to pace-count. _____

6. Do the following:

a. Identify 20 international control description symbols. Tell the meaning of each symbol.

Symbol	Meaning
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____

b. Show a control description sheet and explain the information provided.

- c. Explain the following terms and tell when you would use them: attack point, collecting feature, catching feature, aiming off, contouring, reading ahead, handrail, relocation, rough versus fine orienteering.

Attack point: _____

Collecting feature: _____

Catching feature: _____

Aiming off: _____

Contouring: _____

Reading ahead: _____

Handrail: _____

Relocation: _____

Rough orienteering: _____

Fine orienteering: _____

7. Do the following:

- a. Take part in three orienteering events. One of these must be a cross-country course.*
- b. After each event, write a report with (1) a copy of the master map and control description sheet, (2) a copy of the route you took on the course, (3) a discussion of how you could improve your time between control points, and (4) a list of your major weaknesses on this course. Describe what you could do to improve.

Event 1: _____

1. Copy of the master map and control description sheet.

2. Copy of the route you took on the course.

3. How you could improve your time: _____

4. Your major weaknesses: _____

Event 2: _____

- 1. Copy of the master map and control description sheet.
- 2. Copy of the route you took on the course.
- 3. How you could improve your time: _____

- 4. Your major weaknesses: _____

Event 3: _____

- 1. Copy of the master map and control description sheet.
- 2. Copy of the route you took on the course.
- 3. How you could improve your time: _____

- 4. Your major weaknesses: _____

- 8. Do ONE of the following:
 - a. Set up a cross-country course that is at least 2,000 meters long with at least five control markers.
 - Prepare the master map and control description sheet.
 - b. Set up a score orienteering course with at least 12 control points and a time limit of at least 60 minutes.
 - Set point values for each control.
 - Prepare the master map and control description sheet.
- 9. Act as an official during an orienteering event.
This may be during the running of the course you set up for requirement 8.
- 10. Teach orienteering techniques to your patrol, troop, or crew.

* Note to the Counselor: While orienteering is primarily an individual sport, BSA Youth Protection procedures call for using the buddy system. Requirement 7a can be completed by pairs or groups of Scouts.

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