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 34765).
The requirements were last issued or revised in 2004 • This workbook was updated in March 2012.

Scout’s Name: ____________________________________________ Unit: __________________________
Counselor’s Name: ________________________________________ Counselor’s Phone No.: __________________________


Please submit errors, omissions, comments or suggestions about improving this workbook to: Workbooks@USScouts.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: _____________________________________________
Orienteering

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.

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<tr>
<th>Symbol</th>
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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, aiming off, contouring, reading ahead, handrail, relocation, rough versus fine orienteering.

   Attack point: ____________________________________________________________

   Collecting 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:
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. Partial have no expiration except the 18th birthday.