



# Athletics

## 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 2012 • This workbook was updated in March 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 improving this workbook to: [Workbooks@USScouts.org](mailto:Workbooks@USScouts.org)

1. Do the following:

- a. Explain to your counselor the most likely hazards you may encounter while participating in athletics activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

Hazards: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What you should do: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. Show that you know first aid for injuries or illnesses that could occur while participating in athletic events, including sprains, strains, contusions, abrasions, blisters, dehydration, and heat reactions.

Sprains: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strains: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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Contusions: \_\_\_\_\_

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Abrasions: \_\_\_\_\_

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Blisters: \_\_\_\_\_

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\_\_\_\_\_

Dehydration: \_\_\_\_\_

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Heat reactions: \_\_\_\_\_

\_\_\_\_\_

2. Explain the following:

a. The importance of the physical exam \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. The importance of maintaining good health habits, especially during training - and how the use of tobacco products, alcohol, and other harmful substances can negatively affect your health and performance in athletic activities. \_\_\_\_\_

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c. The importance of maintaining a healthy diet. \_\_\_\_\_

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\_\_\_\_\_

3. Select an athletic activity to participate in for one season (or four months). \_\_\_\_\_

Then do the following:

a. With guidance from your counselor, establish a personal training program suited to the activity you have chosen. \_\_\_\_\_

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Mental and Physical effects: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do the following:

- a. Give the rules for two athletic activities, one of which is the activity you chose for requirement 3.

Activity: \_\_\_\_\_

Rules: \_\_\_\_\_  
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Activity: \_\_\_\_\_

Rules: \_\_\_\_\_  
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b. Discuss the importance of warming up and cooling down. \_\_\_\_\_

Warming up: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cooling down: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Explain to your counselor what an amateur athlete is and the differences between an amateur and a professional athlete.

Amateur: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Differences between amateur and professional: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

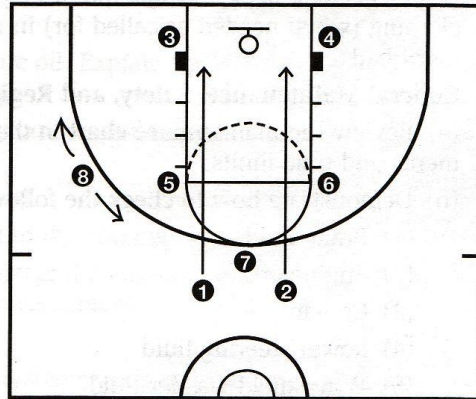
d. Discuss the traits and importance of good sportsmanship. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tell what role sportsmanship plays in both individual and group athletic activities. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Complete the activities in FOUR of the following groups and show improvement over a three-month period.

Activities	Beginning	Three Months Later
<input type="checkbox"/> Group 1: Sprinting		
a. 100-meter dash		
b. 200-meter dash		
<input type="checkbox"/> Group 2: Long-Distance Running		
a. 3k run		
b. 5k run		
<input type="checkbox"/> Group 3: Long Jump OR High Jump		
a. Running long jump OR running high jump (best of three tries)		
b. Standing long jump OR standing high jump (best of three tries)		
<input type="checkbox"/> Group 4: Swimming		
a. 100-meter swim		
b. 200-meter swim		
<input type="checkbox"/> Group 5: Pull-Ups AND Push-Ups		
a. Pull-ups in two minutes		
b. Push-ups in two minutes		
<input type="checkbox"/> Group 6: Baseball Throw		
a. Baseball throw for accuracy, 10 throws		
b. Baseball throw for distance, five throws (total distance)		
<input type="checkbox"/> Group 7: Basketball Shooting		
a. Basketball shot for accuracy, 10 free-throw shots		
b. Basketball throw for skill and agility, the following shots as shown on the diagram ( <i>on next page</i> )		
1. Left-side layup		
2. Right-side layup		
3. Left side of hoop, along the key line		
4. Right side of hoop, along the key line		
5. Where key line and free-throw line meet, left side		
6. Where key line and free-throw line meet, right side		
7. Top of the key		
8. Anywhere along the three-point line.		
<input type="checkbox"/> Group 8: Football Kick OR Soccer Kick		
a. Goals from the 10-yard line, eight kicks		
b. Football kick or soccer kick for distance, five kicks (total distance)		
<input type="checkbox"/> Group 9: Weight Training		
a. Chest/bench press, two sets of 15 repetitions each		
b. Leg curls, two sets of 15 repetitions each		



6. Do the following:

- a. Prepare plans for conducting a sports meet or field day that includes 10 activities, at least five of which must come from the groups mentioned in requirement 5. Outline the duties of each official needed and list the equipment the meet will require.

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- b. With your parent's and counselor's approval, serve as an official or volunteer at a sports meet to observe officials in action. Tell your counselor about your responsibilities at the meet and discuss what you learned.

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**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Athletics#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Athletics#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.