



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 requirements were last issued or revised in 2012 • This workbook was updated in April 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 improving this workbook to: Workbooks@USScouts.org

1. Do the following:

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

b. Show that you know first aid for and how to prevent injuries or illnesses that could occur during climbing activities, including heat and cold reactions, dehydration, stopped breathing, sprains, abrasions, fractures, rope burns, blisters, snakebite, and insect bites or stings.

Heat and cold reactions: _____

Dehydration: _____

Stopped breathing: _____

Sprains: _____

Abrasions: _____

Fractures: _____

Rope burns: _____

Blisters: _____

Snakebite: _____

Insect bites or stings: _____

b. Identify the conditions that must exist before performing CPR on a person. _____

2. Learn the Leave No Trace principles and Outdoor Code, and explain what they mean. _____

3. Present yourself properly dressed for belaying, climbing, and rappelling (i.e., appropriate clothing, footwear and a helmet; rappellers can also wear gloves).

4. **Location.** Do the following:

a. Explain how the difficulty of climbs is classified, and apply classifications to the rock faces or walls where you will demonstrate your climbing skills.

Class 1 _____

Class 2 _____

Class 3 _____

Class 4 _____

Class 5 _____

Classifications: _____

b. Explain the following: top-rope climbing, lead climbing, and bouldering.

Top-rope climbing: _____

Lead climbing _____

Bouldering: _____

c. Evaluate the safety of a particular climbing area. Consider weather, visibility, the condition of the climbing surface and any environmental hazards.

Weather: _____

Visibility: _____

Condition of the climbing surface: _____

Environmental hazards: _____

d. Determine how to summon aid to the climbing area in case of an emergency. _____

5. **Verbal signals.** Explain the importance of using verbal signals during every climb and rappel, and while bouldering.

With the help of the merit badge counselor or another Scout, demonstrate the verbal signals used by each of the following:

- a. Climbers _____

- b. Rappellers _____

- c. Belayers _____

- d. Boulderers and their spotters _____

6. **Rope.** Do the following:

- a. Describe the kind of rope acceptable for use in climbing and rappelling. _____

- b. Show how to examine a rope for signs of wear or damage.
- c. Discuss ways to prevent a rope from being damaged. _____

- d. Explain when and how a rope should be retired. _____

- e. Properly coil a rope.

7. **Knots.** Demonstrate the ability to tie each of the following knots.

Give at least one example of how each knot is used in belaying, climbing or rappelling.

Knot	Use in Belaying	Use in Climbing	Use in Rappelling
a. Figure eight on a bight			
b. Figure eight follow-through			
c. Water knot			
d. Double fisherman's knot (Grapevine knot)			
e. Safety Knot			

8. **Harnesses.** Correctly put on at least ONE of the following:

- a. Commercially made climbing harness
- b. Tied harness

9. **Belaying.** Do the following:

- a. Explain the importance of belaying climbers and rappellers and when it is necessary. _____
- _____
- _____

- b. Belay three different climbers ascending a rock face or climbing wall.

Climbers	Date	What/where
1.		
2.		
3.		

- c. Belay three different rappellers descending a rock face or climbing wall using a top rope.

Climbers	Date	What/where
1.		
2.		
3.		

10. **Climbing.**

- a. Show the correct way to tie into a belay rope.
- 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. **Rappelling.**

- a. Using a carabiner and a rappel device, secure your climbing harness to a rappel rope.
- b. Tie into a belay rope set up to protect rappellers.
- c. Rappel down three different rock faces or three rappel routes on a climbing wall. Use verbal signals to communicate with a belayer, and demonstrate good rappelling technique.

Face or Route	Date	Verbal Signals
1.		
2.		
3.		

12. Demonstrate ways to store rope, hardware, and other gear used for 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,

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.