



Snow Sports

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 2007 • This workbook was updated in January 2014.

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. Discuss winter sports safety, and *show* that you know first aid for injuries or illnesses that could occur while skiing or riding , including hypothermia, frostbite, shock, dehydration, sunburn, fractures, bruises, sprains, and strains.

Winter sports safety:

Hypothermia:

Frostbite:

Shock:

Dehydration:

Sunburn:

Fractures:

Bruises:

Sprains:

Strains:

Tell how to apply splints.

2. Explain why every skier or snowboarder should be prepared to render first aid in the event of an accident.

3. Explain the procedure used to report an accident to the local ski patrol for the area where you usually ski or ride.

4. Do EACH of the following:

a. Tell the meaning of the Your Responsibility Code for skiers and snow-boarders.

(A copy of Your Responsibility Code can be found at the end of this workbook.)

Explain why each rider must follow this code.

b. Explain the Smart Style safety program.

(A copy of Smart Style can be found at the end of this workbook.)

Tell why it is important and how it applies to skiers and snowboarders in terrain parks and pipes.

- c. Explain the precautions pertaining to avalanche safety, including the responsibility of individuals regarding avalanche safety

- d. Tell the meaning of the Wilderness Use Policy.
(A copy of the Wilderness Use Policy can be found at the end of this workbook.)

Explain why each skier and snowboarder must adopt this policy.

5. Complete all of the requirements for ONE of the following options: downhill (Alpine) skiing or cross-country (Nordic) or snowboarding.

Downhill (Alpine) Skiing Option

a. Show how to use and maintain your own release bindings and explain the use of two others.

Explain the international DIN standard and what it means to skiers.

b. Explain the American Teaching System and a basic snow-skiing progression.

c. Name the major ski organizations in the United States and explain their functions.

Organization	Functions

d. Discuss the five types of Alpine skis. Demonstrate two ways to carry skis and poles safely and easily.

1.

2.

3.

4.

5.

e. Explain the importance of strength, endurance, and flexibility in downhill skiing.

Strength:

Endurance:

Flexibility:

- Demonstrate exercises and activities you can do to get fit for skiing.

- f. Present yourself properly clothed and equipped for downhill skiing.
Discuss how the clothing you have chosen will keep you warm and protected.

- g. Demonstrate how to ride one kind of lift and explain how to ride two others.

- h. Explain the international trail-marking system.

- i. On a gentle slope, demonstrate some of the beginning maneuvers learned in skiing. Include the straight run, gliding wedge, wedge stop, sidestep, and herringbone maneuvers.
 - straight run
 - gliding wedge
 - wedge stop
 - sidestep
 - herringbone
- j. On slightly steeper terrain, show linked wedge turns.
- k. On a moderate slope, demonstrate five to 10 christies.
- l. Make a controlled run down an intermediate slope and demonstrate the following:
 1. Short-, medium-, and long-radius parallel turns
 2. A sideslip and safety (hockey) stop to each side
 3. Traverse across a slope
- m. Demonstrate the ability to ski in varied conditions, including changes in pitch, snow conditions, and moguls. Maintain your balance and ability to turn.
- Cross-Country (Nordic) Skiing Option**
- a. Show your ability to select, use, and repair, if necessary, the correct equipment for ski touring in safety and comfort.
- b. Discuss classical and telemark skis.

Classical	
Telemark:	

- Demonstrate two ways to carry skis safely and easily.
- c. Discuss the basic principles of waxing for cross-country ski touring.

d. Discuss the differences between cross-country skiing, ski touring, ski mountaineering, downhill skiing.

Cross-country skiing:

Ski touring:

Ski mountaineering:

Downhill skiing:

e. Explain the importance of strength, endurance, and flexibility in cross-country skiing.

Strength

Endurance	
Flexibility	

Demonstrate exercises and activities you can do to get fit for skiing.

f. List items you would take on a one-day ski tour.

g. Present yourself properly clothed and equipped for a one-day ski tour.

Discuss the correct use of your clothing and equipment, and how the clothing you have chosen will keep you warm and protected.

h. Demonstrate the proper use of a topographic map and compass.

i. Show a degree of stamina that will enable you to keep up with an average ski-touring group your age.

j. On a gentle, packed slope, show some basic ways to control speed and direction. Include the straight run, traverse, sideslip, step turn, wedge stop, and wedge turn maneuvers.

- straight run
- traverse
- sideslip
- step turn
- wedge stop
- wedge turn

k. On a cross-country trail, demonstrate effective propulsion by showing proper weight transfer from ski to ski, pole timing, rhythm, flow, and glide.

- l. Demonstrate your ability, on a tour, to cope with an average variety of snow conditions.
- m. Demonstrate several methods of dealing with steep hills or difficult conditions. Include traverses and kick turns going uphill and downhill, sidesteps, pole drag, and ski-pole "glissade."
 - traverses going uphill
 - traverses going downhill
 - kick turns going uphill
 - kick turns going downhill
 - sidesteps
 - pole drag
 - ski-pole "glissade."

Snowboarding Option

- a. Discuss forward-fall injuries.

Tell about prevention and what action must be taken in the event of any type of injury or accident.

b. Do the following:

- 1. Demonstrate your ability to select the correct equipment for snowboarding and to use it for safety and comfort.
- 2. Present yourself properly clothed and equipped for snowboarding.

Discuss how the clothing you have chosen will keep you warm and protected.

c. Show how to use and maintain your own bindings, and explain the use of the different binding methods. Explain the need for leashes.

d. Discuss the four types of snowboards.

1.	
2.	

3.		
4.		

- Demonstrate how to carry a snowboard easily and safely.
- e. Demonstrate exercises and activities that will get you fit for snowboarding.
- f. Demonstrate how to ride one kind of lift and explain how to ride two others.
- g. Explain the international trail-marking system.

- h. Demonstrate the basic principles of waxing a snowboard.
 - i. Do the following
 - 1. On a gentle slope, demonstrate beginning snowboarding maneuvers. Show basic ways to control speed and direction. Include the sideslipping maneuver.
 - 2. On slightly steeper terrain, show traversing.
 - j. On a moderate slope, demonstrate an ollie, a nose-end grab, and a wheelie.
 - Ollie
 - Nose-end grab
 - Wheelie
 - k. Make a controlled run down an intermediate slope and demonstrate the following:
 - 1. Skidded, carved, and jump turns
 - 2. Stops
 - 3. Riding fakie
- l. Demonstrate your ability to ride in varied conditions, including changes in pitch, snow conditions, and moguls. Maintain your balance and ability to turn.

m. Name the major snowboarding organizations in the United States and explain their functions.

Organization	Functions

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

Your Responsibility Code

Skiing and snowboarding can be enjoyed in many ways. At areas you may see people using alpine skis, snowboards, telemark skis, cross country skis, and other specialized equipment, such as that used by the disabled. Regardless of how you decide to enjoy the slopes, always show courtesy to others and be aware that there are elements of risk in skiing that common sense and personal awareness can help reduce. Observe the code listed below and share with other skiers and riders the responsibility for a great skiing experience.

1. Always stay in control, and be able to stop or avoid other people or objects.
2. People ahead of you have the right of way. It is your responsibility to avoid them.
3. You must not stop where you obstruct a trail, or are not visible from above.
4. Whenever starting downhill or merging into a trail, look uphill and yield to others.
5. Always use devices to help prevent runaway equipment.
6. Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
7. Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.

Know the code. It's your responsibility.

This is a partial list. Be safety conscious.

The Smart Style Program

There are four main messages that are associated with Smart Style:

1. MAKE A PLAN

Every time you use freestyle terrain, make a plan for each feature you want to use. Your speed, approach and take off will directly affect your maneuver and landing

2. LOOK BEFORE YOU LEAP

Scope around the jumps first, not over them. Know your landings are clear and clear yourself out of the landing area.

3. EASY STYLE IT

Start small and work your way up. (Inverted aerials not recommended).

4. RESPECT GETS RESPECT

From the lift line through the park.

Wilderness Use Policy of the Boy Scouts of America

All privately or publicly owned backcountry land and designated wildernesses are included in the term "wilderness areas" in this policy. The Outdoor Code of the Boy Scouts of America and the principles of Leave No Trace apply to outdoor behavior generally, but for treks into wilderness areas, minimum-impact camping methods must be used. Within the outdoor program of the Boy Scouts of America, there are many different camping-skill levels. Camping practices that are appropriate for day outings, long-term Scout camp, or short-term unit camping might not apply to wilderness areas. Wherever they go, Scouts need to adopt attitudes and patterns of behavior that respect the rights of others, including future generations, to enjoy the outdoors.

- In wilderness areas, it is crucial to minimize human impact, particularly on fragile ecosystems such as mountains, lakes and streams, deserts, and seashores. Because our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions to avoid damaging the environment.
- The Boy Scouts of America emphasizes these practices for all troops, teams, and crews planning to use wilderness areas:
- Contact the landowner or land-managing agency (USDA Forest Service, National Park Service, Bureau of Land Management, U.S. Fish and Wildlife Service, U.S. Army Corps of Engineers, state and private agencies, etc.) well before an outing to learn the regulations for that area, including group size limits, to obtain required permits and current maps, and to discuss ways Scouts can fulfill the expectations of property owners or land managers.
- Obtain a tour permit (available through local council service centers), meet all of its conditions, and carry it during the trip.
- Review the appropriate BSA safety literature relating to planned activities. (See Safe Swim Defense, Safety Afloat, Climb On Safely, and Trek Safely.) Also see the Guide to Safe Scouting on the BSA Web site at <http://www.scouting.org/pubs/gss/toc.html> for more information on current BSA policies and procedures for ensuring safe activities, as well as the Fieldbook Web site at <http://www.bsafieldbook.org>.
- Match the ruggedness of high-adventure experiences to the skills, physical ability, and maturity of those taking part. Save rugged treks for older unit members who are more proficient and experienced in outdoor skills.
- Conduct pretrip training for your group that stresses proper wilderness behavior, rules, and skills for all of the conditions that may be encountered, including lightning, missing person, wildfire, high winds, flooding, and emergency medical situations.
- Participate in training in how to apply the principles of Leave No Trace, and be proficient and experienced in the leadership and skills required for treks into wilderness areas.
- Adhere to the principles of Leave No Trace.

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.

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

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, Varsity 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.