



Pioneering

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 2013 • This workbook was updated in October 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. Do the following:

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

Hazards:

What you should do :

Anticipate

Prevent

Mitigate

Respond

- b. Discuss the prevention of, and first aid treatment for, injuries and conditions that could occur while working on pioneering projects, including cuts, scratches, insect bites and stings, rope burns, hypothermia, dehydration, heat exhaustion, heatstroke, sunburn, and falls.

Cuts:

Scratches:

Insect bites
and stings:

Rope burns:

Hypothermia:

Dehydration:

Heat
Exhaustion:

Heat Stroke:

Sunburn:

Falls:

2. Do the following:

- a. Successfully complete Tenderfoot requirements 4a and 4b and First Class requirements 7a, 7b, and 7c. (These are the rope-related requirements.)

Tenderfoot requirements 4a and 4b

- 4a. Demonstrate how to whip and fuse the ends of a rope.
- 4b. Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch

- two half hitches

- taut-line hitch

First Class requirements 7a, 7b, and 8a

- 7a. Discuss when you should and should not use lashings.

- Then demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.

- 7b. Use lashing to make a useful camp gadget.

- 8a. Demonstrate tying the bowline knot and describe several ways it can be used.

b. Tie the following: square knot, bowline, sheepshank, sheet bend, and roundturn with two half hitches.

- Square knot
- Bowline
- Sheepshank
- Sheet bend
- Roundturn with two half hitches

c. Demonstrate the following: tripod and round lashings.

- Tripod lashing
- Round lashing

3. Explain why it is useful to be able to throw a rope, then demonstrate how to coil and throw a 40-foot length of 1/4- or 3/8-inch rope.

Demonstrate how to coil and throw a 40-foot length of 1/4- or 3/8-inch rope

Explain how to improve your throwing distance by adding weight to the end of your rope.

4. Explain the differences between synthetic ropes and natural-fiber ropes.

Synthetic ropes

Natural-fiber ropes

Discuss which types of rope are suitable for pioneering work and why. Include the following in your discussion: breaking strength, safe working loads, and the care and storage of rope.

Type of rope:

Why suitable:

Breaking strength

Safe working loads

Care & storage

Type of rope:

Why suitable:

Breaking strength

Safe working loads

Care & storage

Type of rope:	
Why suitable:	
Breaking strength	
Safe working loads	
Care & storage	

Type of rope:	
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Type of rope:	
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5. Explain the uses for the back splice, eye splice, and short splice.

Back splice:

Eye splice:

Short splice:

Using 1/4- or 3/8-inch three-stranded rope, demonstrate how to form each splice.

Back splice

Eye splice

Short splice

6. Using a rope-making device or machine, make a rope at least 6 feet long consisting of three strands, each having three yarns.

7. Build a scale model of a signal tower or a monkey bridge. Correctly anchor the model using either the 1-1-1 anchoring system or the log and stake anchoring method. Describe the design of your project and explain how the anchoring system works.

- 8. Demonstrate the use of rope tackle to lift a weight of 25 pounds and pulling a log at least 6 inches in diameter and 6 feet long with the tackle. Use the tackle to put tension on a line.

Explain the advantages, disadvantages, and limitations of using a rope tackle.

Advantages:	
Disadvantages:	
Limitations:	

In your explanation, describe the potential damage that friction can do to a rope.

- 9. By yourself, build an **A**-trestle OR **X**-trestle OR **H**-trestle using square and diagonal lashings.

Explain the application of the trestle you build.

- Demonstrate how to tie two spars together using a shear lashing.

- 10. With a group of Scouts, OR on your own, select a pioneering project and get your counselor's approval before you begin building. Your project must not result in anyone reaching a height of greater than 6 feet off the ground. With your counselor's guidance, create a rough sketch of the project. Make a list of the ropes and spars needed, then build the project. (Note: This requirement may be done at summer camp, at district or council events, or on a troop camp outing.)

Project selected:

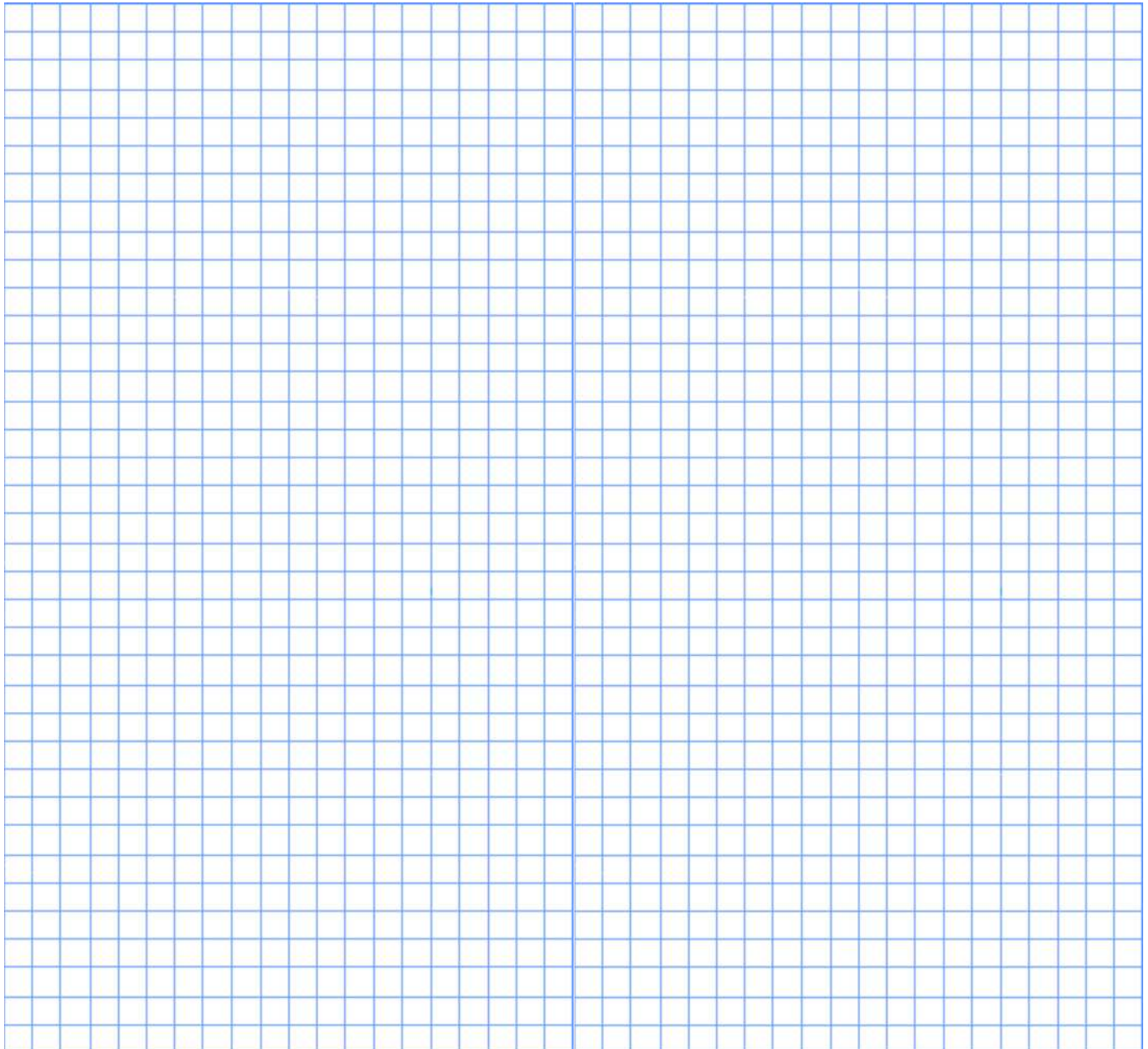
Counselor's approval:

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Date:

--

Create a rough sketch of the project



Make a list of the ropes and spars needed

Ropes			Spars	
Number	Length	Diameter	Number	Length

Build the project

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

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.