



Skating

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.
This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor

Merit Badge Counselors may not require the use of this or any similar workbooks.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.
You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

No one may add or subtract from the official requirements found on [Scouting.org/meritbadges/](https://www.scouting.org/meritbadges/).
The requirements were last revised on January 1, 2024 • This workbook was updated in February 2024.

Scout's Name: _____ Unit _____ Date Started _____

Counselor's Name: _____ Phone No.: _____ Email: _____

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 associated with skating and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

- b. Show that you know first aid for injuries or illnesses that could occur while skating, including hypothermia, frostbite, lacerations, abrasions, fractures, sprains and strains, blisters, heat-related reactions, and shock.

Hypothermia:

Frostbite:

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Lacerations:

Abrasions:

Fractures:

Sprains and strains:

Blisters:

Heat-related reactions:

Shock:

2. Working under the supervision of an experienced adult, complete ALL of the requirements for ONE of the following options,

☐ **Ice Skating Option**

a. Do the following:

1. Give general safety and courtesy rules for ice skating.

Discuss preparations that must be taken when skating outdoors on natural ice.

Explain how to make an ice rescue.

2. Discuss the parts and functions of the different types of ice skates.

3. Describe the proper way to carry ice skates.

4. Describe how to store skates for long periods of time, such as seasonal storage.

- b. Do the following:

- ☐ 1. Skate forward at least 40 feet and come to a complete stop. Use either a two-foot snowplow stop or a one-foot snowplow stop.
- ☐ 2. After skating forward, glide forward on two feet, then on one foot, first right and then left.
- ☐ 3. Starting from a T position, stroke forward around the test area, avoiding the use of toe picks if wearing figure skates,

- c. Do the following:

- ☐ 1. Glide backward on two feet for at least two times the skater's height.
- ☐ 2. Skate backward for at least 20 feet on two skates.
- ☐ 3. After gaining forward speed, glide forward on two feet, making a turn of 180 degrees around a cone, first to the right and then to the left.

- d. Do the following:

- ☐ 1. Perform forward crossovers in a figure eight pattern
- ☐ 2. Explain to your counselor the safety considerations for participating in an ice skating race.

- ☐ 3. Perform a hockey stop.

☐ **Roller Skating Option**

a. Do the following:

1. Give general safety and etiquette rules for roller skating.

2. Discuss the parts and functions of the roller skate.

3. Describe five essential steps to good skate care.

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b. Do the following:

- ☐ 1. Skate forward with smooth, linked strokes on two feet for at least 100 feet in both directions around the rink and demonstrate proper techniques for stopping.
- ☐ 2. Skate forward and glide at least 15 feet on one skate, then on the other skate.

c. Do the following:

- ☐ 1. Perform the forward crossover.
- ☐ 2. Skate backward for at least 40 feet on two skates, then for at least 15 feet on one skate.
- ☐ 3. Skate forward in a slalom pattern for at least 40 feet on two skates, then for at least 20 feet on one skate.
- ☐ 4. Skate backward in a slalom pattern for at least 15 feet on two skates.

d. Do the following:

- ☐ 1. Shuttle skate once around the rink, bending twice along the way without stopping.
- ☐ 2. Perform a series of two consecutive spins on skates, OR hop, skip, and jump on skates for at least 10 feet.

e. Do the following:

- ☐ 1. Race on a speed track, demonstrating proper technique in starting, cornering, passing, and pacing.
- ☐ 2. Perform the limbo under a pole placed at least chest-high OR shoot-the-duck under a waist-high pole and rise while still on one foot.
- ☐ 3. Perform the stepover.
- ☐ 4. While skating, dribble a basketball the length of the floor, then return to your starting position, OR push a hockey ball with a stick around the entire rink in both directions.

☐ **In-Line Skating Option**

a. Do the following:

1. Give general and in-line skating safety rules and etiquette.

2. Describe the parts and functions of the in-line skate.

3. Describe the required and recommended safety equipment.

4. Describe four essential steps to good skate care.

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b. Do the following:

- ☐ 1. Skate forward with smooth, linked strokes on two feet for at least 100 feet.
- ☐ 2. Skate forward and glide at least 15 feet on one skate, then on the other skate.
- ☐ 3. Stop on command on flat pavement using the heel brake.

c. Do the following:

- ☐ 1. Perform the forward crossover.
- ☐ 2. Perform a series of forward, linked swizzles for at least 40 feet.
- ☐ 3. Skate backward for at least 40 feet in a series of linked, backward swizzles.
- ☐ 4. From a strong pace, perform a lunge turn around an object predetermined by your counselor.
- ☐ 5. Perform a mohawk.

d. Do the following:

- ☐ 1. Perform a series of at least four one-footed downhill slaloms on pavement with a gentle slope.
- 2. Describe how to pass a pedestrian or another skater from behind.

3. Describe at least three ways to avoid an unforeseen obstacle while skating.

1.

2.

3.

4. Describe two ways to get on and off a curb, and demonstrate at least one of these methods.

1.

2.

☐ Skateboarding Option

a. Explain the following to your counselor:

1. History and evolution of skateboarding

2. Benefits of skateboarding (physical fitness, balance, coordination, perseverance, and creativity)

3. Purpose of skateboarding safety and protective gear (helmets, knee pads, elbow pads, wrist guards)

b. Explain the following to your counselor:

1. Rules and regulations of skateparfcs

2. Understanding skatepark zones (street, bowl, and ramp)

3. Right-of-way and respect for others

4. Communication signals and warnings

c. Do the following:

1. Explain skateboard anatomy (deck, trucks, wheels, bearings)

☐ 2. Build a board by assembling all pieces (deck, wheels, trucks, bearing, and grip tape) in the proper order☐ 3. Explain skateboard maintenance (cleaning, tightening bolts, and replacing parts)

d. Demonstrate the following skateboarding skills:

☐ 1. Stance and foot placement (regular and goofy)☐ 2. Pushing and balance☐ 3. Turning and carving☐ 4. Braking and stopping techniques☐ 5. Ollies (basic and variations)

e. Demonstrate a total of three skateboarding tricks from the following types:

- ☐ 1. Flatland tricks
- ☐ 2. Flip and shove-it tricks
- ☐ 3. Grind and slide tricks
- ☐ 4. Air, grab, bowl and ramp tricks
- ☐ 5. Footplant tricks
- ☐ 6. Balance tricks

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from

<http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>.

You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.