



Woodwork

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 June 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 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 may encounter while participating in woodwork activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards. _____

Explain what precautions you should take to safely use your tools. _____

- b. Show that you know first aid for injuries that could occur while woodworking, including splinters, scratches, cuts, severe bleeding, and shock.

Splinters _____

Scratches: _____

Cuts: _____

Severe bleeding: _____

Shock: _____

Tell what precautions must be taken to help prevent loss of eyesight or hearing, and explain why and when it is necessary to use a dust mask. _____

c. Earn the Totin' Chip recognition. _____

2. Do the following:

a. Describe how timber is grown, harvested, and milled.

Grown: _____

Harvested: _____

Milled: _____

Tell how lumber is cured, seasoned, graded, and sized.

Cured: _____

Seasoned: _____

Graded: _____

Sized: _____

- b. Collect and label blocks of six kinds of wood useful in woodworking. Describe the chief qualities of each. Give the best uses of each.

Kind of wood _____

Chief qualities _____

Best uses _____

Kind of wood _____

Chief qualities _____

Best uses _____

Kind of wood _____

Chief qualities _____

Best uses _____

Kind of wood _____

Chief qualities _____

Best uses _____

Kind of wood _____

Chief qualities _____

Best uses _____

Kind of wood _____

Chief qualities _____

Best uses _____

- 3. Do the following:

- a. Show the proper care, use, and storage of all working tools and equipment that you own or use at home or school.

- b. Sharpen correctly the cutting edges of two different tools.

- 4. Using a saw, plane, hammer, brace, and bit, make something useful of wood.

- Cut parts from lumber that you have squared and measured from working drawings.

- 5. Create your own carpentry project.

- List the materials you will need to complete your project, and then build your project. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Talk with a cabinetmaker or carpenter. Find out about the training, apprenticeship, career opportunities, work conditions, work hours, pay rates, and union organization that woodworking experts have in your area.

Training _____

Apprenticeship: _____

Career opportunities: _____

Work conditions: _____

Work hours: _____

Pay rates: _____

Union organization: _____

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/Woodwork#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.