



Rifle Shooting

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 2002 • This workbook was updated in April 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 improving this workbook to: Workbooks@USScouts.org

1. Do the following:

a. Explain why BB and pellet air guns must always be treated with the same respect as firearms. _____

b. Describe how you would react if a friend visiting your home asked to see your or your family's firearm(s). _____

c. Explain the need for, and use and types of, eye and hearing protection. _____

d. Give the main points of the laws for owning and using guns in your community and state. _____

e. Explain how hunting is related to the wise use of renewable wildlife resources. _____

f. Obtain a copy of the hunting laws for your state. Explain the main points of hunting laws in your state and give any special laws on the use of guns or ammunition. _____

g. Identify and explain how you can join or be a part of shooting sports activities. _____

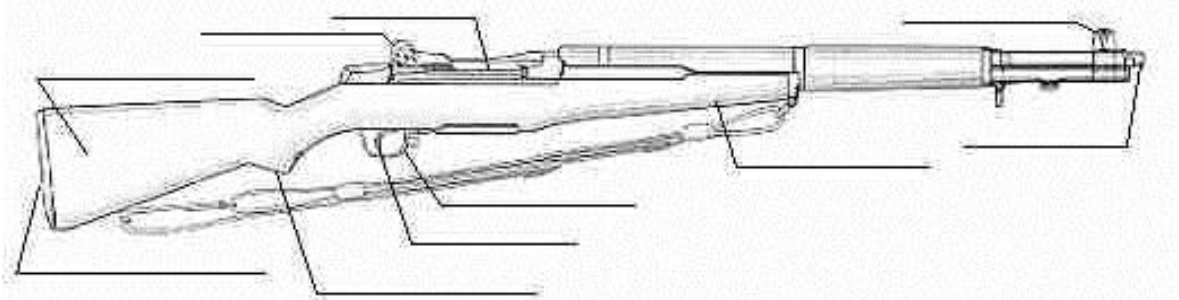
h. Explain to your counselor the proper hygienic guidelines used in shooting. _____

i. Give to your counselor a list of sources that you could contact for information on firearms and their use. _____

2. Do ONE of the following options:

OPTION A --- RIFLE SHOOTING (Modern Cartridge Type)

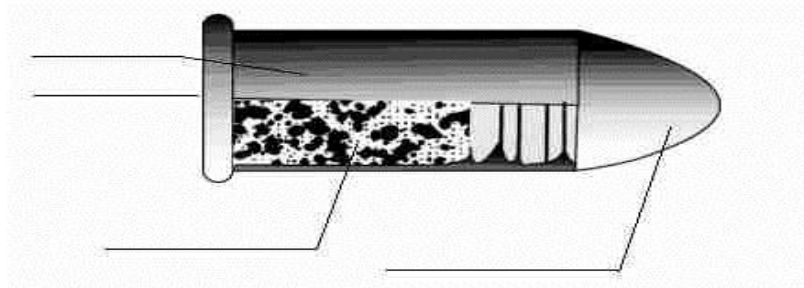
a. Identify the three main parts of a rifle, and tell how they function.



b. Identify and demonstrate the three fundamental rules for safe gun handling.

- 1. _____
- 2. _____
- 3. _____

c. Identify the two types of cartridges, their parts, and how they function.



d. Explain to your counselor what a misfire, hangfire, and squib fire are, and explain the procedures to follow in response to each.

Misfire: _____

Hangfire: _____

Squib fire: _____

Explain the procedures to follow in response to each.

Misfire: _____

Hangfire: _____

Squib fire: _____

e. Identify and demonstrate the five fundamentals of shooting a rifle safely. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

OPTION B --- AIR RIFLE SHOOTING (BB or Pellet)

- a. Identify the three main parts of an air rifle, and tell how they function.



- b. Identify and demonstrate the three fundamental rules for handling a rifle safely. _____

- c. Identify the two most common types of air rifle ammunition.

- d. Identify and demonstrate the five fundamentals of shooting a rifle. _____

- e. Identify and explain each rule for shooting an air rifle safely. _____

- f. Demonstrate the knowledge, skills and attitude necessary to safely shoot a target from the bench rest position or supported prone position while using the five fundamentals of rifle shooting.

- g. Identify the basic safety rules for cleaning an air rifle, and identify the materials needed. _____

- h. Demonstrate how to clean an air rifle safely. _____

i. Discuss what points you would consider in selecting an air rifle. _____

j. Using a BB gun or pellet air rifle and shooting from a bench rest or supported prone position at 15 feet for BB guns or 33 feet for air rifles, fire five groups (three shots per group) that can be covered by a quarter.

k. Adjust sights to center the group on the target and fire five groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score:

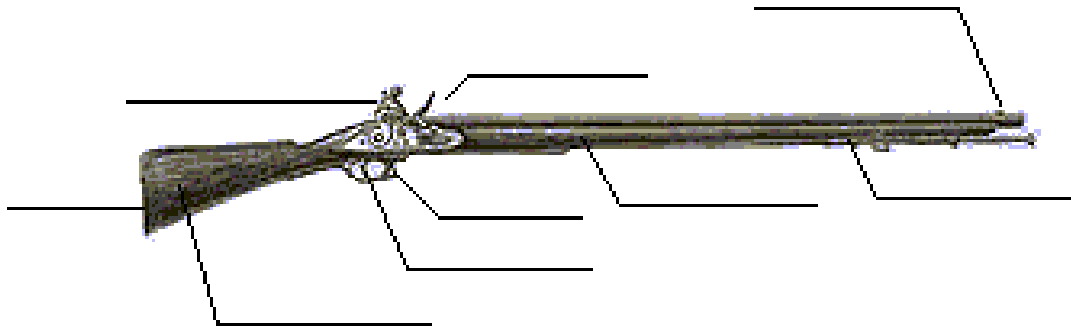
1. BB rifle at 15 feet or 5 meters using TQ - 5 targets - 8. Score: _____

2. Pellet air rifle at 25 feet using TQ - 5 target - 8,
at 33 feet or 10 meters using AR-1 targets - 6. Score: _____

OPTION C --- MUZZLE - LOADING RIFLE SHOOTING

a. Discuss a brief history of the development of muzzle-loading rifles. _____

b. Identify principal parts of percussion and flintlock rifles and discuss how they function.



c. Demonstrate and discuss the safe handling rules of muzzle-loading rifles. _____

d. Identify the various grades of black powder and their proper use. _____

e. Discuss proper safety procedures pertaining to black powder use and storage. _____

- f. Discuss proper components of a load. _____

- g. Identify proper procedures and accessories used for loading a muzzle-loading rifle. _____

- h. Demonstrate the knowledge, skills, and attitude necessary to safely shoot a muzzle-loading rifle on a range, including range procedures.
- i. Shoot a target with a muzzle-loading rifle using the five fundamentals of firing the shot.
- j. Identify the materials needed to clean a muzzle-loading rifle safely. Using these materials, demonstrate how to clean a muzzle-loading rifle safely.

- k. Identify the causes of a muzzle-loading rifle's failing to fire and explain or demonstrate proper correction procedures. _____

- l. Discuss what points you would consider in selecting a muzzle-loading rifle. _____

- m. Using a muzzle-loading rifle of any caliber and shooting from a bench rest or supported prone position, fire three groups (three shots per group) that can be covered by the base of a standard-size soft drink can.
- n. Center the group on the target and fire three groups (five shots per group). According to the target used, each shot in the group must meet the following minimum score:
 - 1. at 25 yards using NRA A-23 or NMLRA 50-yard targets - 7; Score: _____
 - 2. at 50 yards using NRA A-25 or NMLRA 100 yard targets - 7. Score: _____

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