



Geocaching

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 2010 • 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 to your counselor the most likely hazards you may encounter while participating in geocaching activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

Hazard: _____

Anticipate & Prevent: _____

Mitigate & Respond: _____

Hazard: _____

Anticipate & Prevent: _____

Mitigate & Respond: _____

Hazard: _____

Anticipate & Prevent: _____

Mitigate & Respond: _____

Hazard: _____

Anticipate & Prevent: _____

Mitigate & Respond: _____

Hazard: _____

Anticipate & Prevent: _____

Mitigate & Respond: _____

- b. Discuss first aid and prevention for the types of injuries or illnesses that could occur while participating in geocaching activities, including cuts, scrapes, snakebite, insect stings, tick bites, exposure to poisonous plants, heat and cold reactions (sunburn, heatstroke, heat exhaustion, hypothermia), and dehydration.

Cuts: _____

Scrapes: _____

Snakebite: _____

Insect stings: _____

Tick bites: _____

Exposure to poisonous plants: _____

Sunburn: _____

Heatstroke: _____

Heat exhaustion: _____

Hypothermia: _____

Dehydration: _____

- c. Discuss how to properly plan an activity that uses GPS, including using the buddy system, sharing your plan with others, and considering the weather, route, and proper attire. _____

2. Discuss the following with your counselor:

a. Why you should never bury a cache. _____

b. How to use proper geocaching etiquette when hiding or seeking a cache, and how to properly hide, post, maintain, and dismantle a geocache. _____

c. The principles of Leave No Trace as they apply to geocaching _____

3. Explain the following terms used in geocaching: log, cache, accuracy, difficulty and terrain ratings, attributes, trackable.

Waypoint: _____

Log: _____

Cache: _____

Accuracy: _____

Difficulty ratings: _____

Terrain ratings: _____

Attributes: _____

Trackable: _____

Choose five additional terms to explain to your counselor.

1. _____

2. _____

3. _____

4. _____

5. _____

4. Explain how the Global Positioning System (GPS) works. _____

5. Do the following:

a. Show you know how to use a map and compass and explain why this is important for geocaching.

b. Explain the similarities and differences between GPS navigation and standard map reading skills and describe the benefits of each _____

c. Explain the UTM (Universal Transverse Mercator) system and how it differs from the latitude/longitude system used for public geocaches. _____

d. Show how to plot a UTM waypoint on a map. Compare the accuracy to that found with a GPS unit. _____

6. Describe the four steps to finding your first cache to your counselor.

1. _____

2. _____

3. _____

4. _____

Then mark and edit a waypoint. _____

7. With your parent's permission*, go to www.geocaching.com. Type in your zip code to locate public geocaches in your area. Share the posted information about three of those geocaches with your counselor.

1. _____

2. _____

3. _____

Then, pick one of the three and find the cache.

*To fulfill this requirement, you will need to set up a free user account with www.geocaching.com. Ask your parent for permission and help before you do so.

8. Do ONE of the following:

- a. If a Cache to Eagle® series exists in your council, visit at least three of the 12 locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle® program helps share our Scouting service with the public.

1. _____

Project _____

2. _____

Project _____

3. _____

Project _____

Explain: _____

- b. Create a Scouting-related Travel Bug® that promotes one of the values of Scouting.
- "Release" your Travel Bug into a public geocache and, with your parent's permission, monitor its progress at www.geocaching.com for 30 days. Keep a log, and share this with your counselor at the end of the 30-day period.
- c. Set up and hide a public geocache, following the guidelines in the Geocaching merit badge pamphlet. Before doing so, share with your counselor a six-month maintenance plan for the geocache where you are personally responsible for the first three months.
- After setting up the geocache, with your parent's permission, follow the logs online for 30 days and share them with your counselor.
- d. Explain what Cache In Trash Out (CITO) means, and describe how you have practiced CITO at public geocaches or at a CITO event. _____

Then, either create CITO containers to leave at public caches, or host a CITO event for your unit or for the public. _____

- 9. Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game.

Theme _____

- Set up a course

Waypoints:

1. _____

2. _____

3. _____

4. _____

- Teach the players how to use a GPS unit

- Play the game.

Tell your counselor about your experience, and share the materials you used and developed for this event.

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