



**Pioneer Trails District  
Denver Area Council**

***Webelos to Scouts Transition:  
A First Class Scouting Program***

# Welcome!

Welcome to Boys Scouting! We're glad you're here. Boy Scouting has been around for more than 100 years and we hope it will be around for hundreds more. The purpose of this guide is to provide a first year Scouting program to be conducted by the Troop Guides. The aim of this guide is to get every new Scout to the rank of 1<sup>st</sup> Class within a one year period. Boys who complete the requirements for 1<sup>st</sup> Class in the first year are more likely to continue on and reach the rank of Eagle. Let's begin!

## Troop Guides

The troop guide works with new Scouts. He helps them feel comfortable and earn their First Class rank in their first year. He reports to the Assistant Scoutmaster in charge of the first year Scouts. Below is a list of the Troop Guide's responsibilities.

- Introduces new Scouts to troop operations.
- Guides new Scouts from harassment by older Scouts.
- Helps new Scouts earn First Class rank in their first year.
- Teaches basic Scout skills.
- Coaches the patrol leader of the new-Scout patrol on his duties.
- Works with the patrol leader at patrol leaders' council meetings.
- Attends patrol leaders' council meetings with the patrol leader of the new-Scout patrol.
- Assists the assistant Scoutmaster with training.
- Counsels individuals Scouts on Scouting challenges.
- Sets a good example.
- Enthusiastically and correctly wears the Scout uniform.
- Lives by the Scout Oath and Law.
- Shows Scout spirit.

## The First Class Program

You, as the Troop Guide, will use the EDGE method for all teaching. There should be a lot more **DO**ing than **LISTEN**ing by the Scouts. Most sessions should take less than 25 minutes to complete so they are great for a troop meeting, patrol meeting, or campout. But, they will require quite some preparation. You will also need to keep the Scouts focused on the goals at hand. Be prepared to ask for help from other older Scouts or the Assistant Scoutmaster.

Some sessions will need materials. You may also want to purchase small prizes for contests to make the sessions more fun. Check with the Scoutmaster or Treasurer to see what your budget may be. Save all receipts so you can be reimbursed for things you buy and use to

help train the Scouts. If you do not have a budget, prepare a list of the items you need and the costs associated with them. Create a “New Scout Budget” that can be shared with them and their parents. This can be part of the first year dues if needed.

The rest of this guide will provide a break out of “themes” for teaching all requirements to reach the rank of 1<sup>st</sup> Class. Also included is a suggested schedule of events but you should adjust the schedule to meet the Troop’s needs. There will also be a teaching guide for each theme to help you along the way. Below is a table of the themes along with each rank where the requirements will be met.

<b>Tenderfoot</b>	<b>Second Class</b>	<b>First Class</b>
<ul style="list-style-type: none"> <li>• Camping: The Basics</li> <li>• Camping: The Campsite</li> <li>• Citizenship</li> <li>• Cooking</li> <li>• First Aid: Basics</li> <li>• Fitness</li> <li>• The Patrol</li> <li>• Knots</li> </ul>	<ul style="list-style-type: none"> <li>• Camping: The Campsite</li> <li>• Leave No Trace</li> <li>• Cooking</li> <li>• Fire Safety</li> <li>• First Aid: Basics</li> <li>• First Aid: Basic Injuries</li> <li>• First Aid: Hurry Cases</li> <li>• Map and Compass: The Basics</li> <li>• Nature: Animals</li> <li>• Totin’ Chip</li> <li>• Firem’n Chit</li> <li>• Water Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking</li> <li>• First Aid: Bandages</li> <li>• First Aid: CPR</li> <li>• First Aid: Rescues</li> <li>• More Knots and Lashings</li> <li>• Map and Compass: Orienteering</li> <li>• Map and Compass: No Compass Required</li> <li>• Nature: Plants</li> <li>• Technology</li> </ul>

Remember, be prepared to ask for help from other senior Scouts or the Assistant Scoutmaster. You will find you are more successful when you have help.

# Sample First Year Program

Here is a sample schedule for the first year. Not all requirements will be done at Troop meetings. Some requirements will be done with Patrol activities. The following page will help determine where and when the requirements will be completed. This schedule does not include summer camp as not all Scouts will attend camp in the first year. A "New Scout Campout" should be conducted in April to complete the camping requirements.

Month	Requirements	Theme / Activity
March/April	T7-9	The Patrol
	T1, T5	Camping: The Basics
	T2, S3b	Camping: The Campsite
	T1-2, T3, T5, S3c, S3e, f	Totin' Chip and Fire Safety, Cooking
	T11-12, S7b	First Aid: Basics
	T6, S4, S9b, F5, F11-12, T13, S11	Citizenship
	T10a	Fitness: Review and get baseline
May	T1-2, T4, T6, S3g	Cooking. Stage first aid test, use knots, practice identifying poisonous plants, fire building contest
	T4	Knots
	S1a	Map and Compass: The Basics
	T10b	Fitness - Test again and show improvement. Tenderfoot Completed!
June	S1b, F1	Map and Compass: No Compass Required. Take a hike to complete S1b
	S8 a, b	Water Safety
	S4	Do a Flag Ceremony.
July	S8, F9	Water Safety. Complete the swimmers test.
	F2	Map and Compass: Orienteering
August	S6	Nature: Plants, Nature: Animals
	S7c	First Aid: Basic Injuries
	S7a	First Aid: Hurry Cases. Second Class Complete!
	F7 a, b	More Knots and Lashings
September	Various	Catch-up time for boys who missed activities
	F8 a, c	First Aid: Rescues
October	Various	Catch-up time for boys who missed activities
	F8b	First Aid: Bandages
Novemeber	Various	Catch-up time for boys who missed activities
	F8d	First Aid: CPR
December	Various First Aid	Practice First Aid scenarios.
		First Class Completed!
January	Various	Catch-up time for boys. Complete all requirements possible.

# Requirements List

Even though every Scout must have the Boy Scout Handbook, below is a listing of the requirements and which theme will be used to teach the requirements. This is a handy checklist for the boys to use and know where they are in progressing towards 1<sup>st</sup> Class rank.

	M	C	O	
<b>Tenderfoot</b>				
1				Camping: The Basics
2				Camping: The Campsite
3				Cooking
4a				Knots
4b				Knots
4c				Knots
5				Camping: The Basics
6				Citizenship
7				The Patrol
8				The Patrol
9				The Patrol
10a				Fitness
10b				Fitness
11				First Aid: Basics
12a				First Aid: Basics
12b				First Aid: Basics
<b>Second Class</b>				
1a				Map and Compass: The Basics
1b				Map and Compass: The Basics
2				Leave No Trace
3a				Leave No Trace
3b				Camping: The Campsite
3c				Totin' Chip
3d				Totin' Chip
3e				Fire Safety
3f				Fire Safety
3g				Cooking
4				Citizenship
5				Citizenship
6				Nature: Animals

	M	C	O	
7a				First Aid: Hurry Cases
7b				First Aid: Basics
7c				First Aid: Basics Injuries
8a				Water Safety
8b				Water Safety
8c				Water Safety
9a				Drug Awareness Program
9b				Citizenship
10				Personal Finances
<b>First Class</b>				
1				Map and Compass: No Compass Required
2				Map and Compass: Orienteering
3				Leave No Trace
4a				Cooking
4b				Cooking
4c				Cooking
4d				Cooking
4e				Cooking
5				Citizenship
6				Nature: Plants
7a				More Knots
7b				More Knots
8a				First Aid: Rescues
8b				First Aid: Bandages
8c				First Aid: Rescues
8d				First Aid: CPR
9a				Water Safety
9b				Water Safety
9c				Water Safety
10				Recruiting
11				Citizenship

M = Meetings

C = Campouts

O = Outside the Troop

# Camping: The Basics

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 277-283, 292-299)

- Complete advancement requirement T1 and T5.
- Know what to bring and what not to bring on a campout and how to pack.
- Know what equipment is necessary for sleeping comfortably in the outdoors.
- Know safe hiking rules.

## Materials

- Paper and pencil for each Scout.
- Sleeping bag and pad.
- Pack and plastic pack cover.
- Overnight clothes for the season.
- Usual equipment for an overnight

## Discovery

- Before the presentation, arrange the camping gear on a table or the floor.
- Allow Scouts to examine the gear.
- Ask Scouts how many times they have been camping before and what type of camping it was.

## Process

- I. **Explain:** Help Scouts understand why having the correct equipment is important for safety, comfort and fun. What happens if it rains and you don't have a raincoat? What happens if you have to use the bathroom at night and don't have a flashlight? Ask similar questions about equipment. Tell Scouts that proper clothing is important. Ask them what they might bring.
- II. **Demonstrate:**
  - a) Ask Scouts to name and explain the purpose of the equipment you brought.
  - b) Show Scouts the clothing that you have brought and explain your choices.
  - c) Show Scouts how to pack the backpack properly, e.g. distributing heavy items and packing the most important items correctly.
- III. **Guide:**
  - a) Have each Scout write down the items they remember that was placed into the pack. Give them two minutes. Then dump everything out and see who remembered the most.
  - b) Have Scouts repack the backpack properly. Discuss it together as you pack.
- IV. Demonstrate putting the pack cover on the backpack. Ask them when the cover would be used, e.g. while hiking in rain, but more importantly at night. Tell them that by keeping their pack outside the tent and covered, they will be much more comfortable sleeping at night.
- V. **Enable:**
  - a) Show Scouts where in their handbooks they can find clothing and equipment to bring with them on this month's outing. Tell them that if they come prepared and early, they will be able to complete requirement T1.
- VI. Discussion of Hiking Rules: Cover each of the following by asking questions:
  - a) Leave No Trace – cut switchbacks, stay on trail, hike single file, space between Scouts, bikers horses and pets
  - b) Off-trail hiking – don't do it until older. Use durable surfaces like snow, rock, sand, dirt.
  - c) Road hiking – only when necessary, light-colored clothes, single file, left side, flashlight
  - d) If lost – **STOP** – Stay calm, Think, Observe, Plan

# Camping: The Campsite

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 300-306)

- Complete advancement requirements T2 and S3b.
- Understand the importance of a sleeping pad and proper sleeping bag.
- Know how and where to set up a campsite and tent.

## Materials

- 2 tents with poles, stakes, ground cloth
- 2 hammers
- Sleeping bag
- Sleeping pad

## Discovery

- Since setting up a tent takes awhile, just have their tents in bags ready to go.
- Discuss the parts of a tent as you unpack it and set it up.

## Process

- I. **Explain:** Move outside. Choose a location for a campsite and explain why you chose that spot.
  - a) Level, but with good drainage
  - b) Free of lumps, stumps, etc.
  - c) Safe from dead limbs
  - d) Appropriately sized
  - e) Water and firewood if needed
  - f) Privacy and permission
  - g) Low environmental impact. Use established campsites.
- II. **Demonstrate:** Lay the ground cloth and pitch the tent. Ask Scouts if they have ever stayed out in a tent before. Ask the Scouts if they have ever set a tent like this up before. Put the sleeping pad and bag in the tent. Review that leaving packs covered outside will make the tent more comfortable.
  - a) Take the tent down and show the Scouts how it goes into the bag. Make sure you pack it well because the Scouts will use what you do as a guide to what is expected of them.
- III. **Guide:** Make sure each group has a tent. Guide them in choosing a spot to camp and set up their tent. Assist them in setting up the tent. Help them pack their tents when done.
- IV. **Enable:** The Scouts will put this into practice at the New Scout Camp-out.

# Citizenship

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 51, 61, 65, 72-76)

- Complete advancement requirements T6, S9b, F11 and be prepared for S4, S5, F5, T13, S11, F12.
- Properly display, raise, lower and fold the American Flag.
- Explain three R's of personal safety.
- Explain Internet safety and cyberbully safety.

## Materials

- Flag pole and American flag.

## Discovery

- Ask how many of them know how to properly display the flag and how many have participated in a flag ceremony before.
- If you're doing this on a campout, have some experienced Scouts lash a flagpole for you beforehand.

## Process

- I. Go over the rules for displaying the American flag found in the *Boy Scout Handbook*. It's better to ask questions rather than state facts. Use the "Flag Quiz" at the end of this guide as an example and add your own questions.
- I. Use EDGE to teach Scouts how to fold the American flag.
- II. Go to the flag pole and use EDGE to teach Scouts how to properly raise and lower the Flag.
  - a) Cover Hoisting, Flying, Lowering, Half-Staff.
- III. Review the Three R's on page 65.
- IV. Review Internet Tips on page 51.
- V. Review Online Citizenship on page 61.
- VI. Recite the Scout Law. Explain that each Scout will need to have an example of four different points that he has demonstrated in his life to complete requirements T13, S11 and F12. He should start looking for examples now and remembering them.
- VII. Explain that Helpful, Friendly and Kind mean that we should care for others and help out. Our daily "Good Turn" helps us keep that in mind. For Second Class, each Scout will need to perform at least 1 hour of service. One hour is a good start and every Scout should do as much as he can.
- VIII. Explain that each Scout has the responsibility to complete F5 on his own to learn about constitutional rights and obligations of citizens.
- IX. Explain that inviting a friend to join him in Scouts for requirement F10 is a way to be friendly and loyal. He must do it on his own and discuss it with the Scoutmaster.

## Application

Scouts should participate in a formal flag ceremony to complete S4 and use what they have learned.



# Cooking

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 313-343)

- Prepare for requirements T3, S3g and F4.
- Plan a menu for the season.
- Cook a simple meal.

## Materials

- Bread or muffin mixes of different flavors. Approximately one per participant.
- A heat source, pan of water and sealable sandwich bags.

## Discovery

- Give each Scout a sandwich bag and the ingredients for his muffin mix.
- Have each one put the ingredients into the bag.
- Get as much air out of the bag as you can and then seal it.
- Next, the Scout should mix up the ingredients by 'swishing' the bag.
- When the muffins are mixed, put them in boiling water to cook them. They should be ready by the end of a meeting if you do this as an early preopening activity. This would also be a fun camp out activity.

## Process

- I. Use the *Boy Scout Handbook* to determine good meals.
- II. What are we going to eat? To answer this question you need to ask a few more.
  - a) **How long will we be out?** For short outings, fresh foods are fine. For trips of more than a day or two, carry supplies that won't spoil.
  - b) **How many people are going?** This helps you decide how much food to take for each meal.
  - c) **What are you going to do?** Estimate how much time you want to spend cooking. For days packed with action, choose recipes that won't take long to prepare. However, cooking may be your major camp activity. Take the ingredients and gear and you'll cook up a real feast!
  - d) **How will you reach camp?** Are you traveling by car? Then you can take griddles, dutch ovens and plenty of utensils. If you'll be packing everything on your back, keep your menus and your load basic and light.
  - e) **What kind of weather do you expect?** Winter menus should contain more of the fats your body burns for heat. Include soup mixes and hot drinks. Summer meals may be lighter and include more cold fluids.
- III. Plan the menu for the New Scout Campout, using the food pyramid, serving sizes and budget.
- IV. Explain hand washing, 3-pot dishwashing, disposal of dirty water and waste and following Leave No Trace.
- V. Explain duty rosters, why they are important and what duties there are. Create a duty roster for the next campout.

## Application:

Scouts should cook meals on their own at the campouts after this presentation. They will need to perform T3 and S3g on campouts. The completion of F4 will be the definitive application of this exercise.

# Fire Safety

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 301, 410-415)

- Complete advancement requirement S3e, S3f.
- Understand the Outdoor Code and Leave No Trace as it relates to fire safety.
- Light and be safe with wood fires and lightweight stoves.

## Materials

- Firem'n Chit Cards and Outdoor Code cards for each participant.
- Fire starters, fire aids, tinder, kindling, wood and water.
- Backpacking stoves, fuel, funnel, matches

## Discovery

- Display several different types of fire starters – flint/steel, sparker, bow drill, matches, or lighter. Have Scouts arrange them from easiest to most difficult.
- Display several fire starting aids – dryer lint, wax/sawdust, candle, Pringles, ...
- Have piles of tinder, kindling and wood. Ask if Scouts know the difference between them.

## Process

- I. Explain the Outdoor Code and what it means.
  - a) Hand out Outdoor Code cards to each participant.
  - b) Describe the Minimize Campfire Impact ethics of Leave No Trace – use campfires only in existing fire rings.
- II. Fire Safety
  - a) Three things are needed to have fire: Fuel, Oxygen and Heat. Remove one and fire goes out.
  - b) Where can I build a fire? In existing fire ring away from burnable items such as grass, brush and limbs.
  - c) What if I don't have a fire ring? Dig a deep hole or pile up sand and make the fire on top of that.
  - d) What precautions are taken before lighting a fire? Got water? What about wind, fire bans and permits?
  - e) What guidelines are followed while the fire is burning? Monitor it, no horseplay, keep it small.
  - f) How is a fire extinguished? Burn to ash. Sprinkle water and stir. Repeat until cold.
  - g) How is site cleaned up? Scoop out cold ash and scatter far from campsite.
- III. Fires
  - a) **Explain** fires are for cooking, heat and entertainment. We have to make our own fires.
  - b) **Demonstrate** laying a Teepee or Log Cabin. Emphasize air space, tinder, kindling, lighting spot, wind direction, having extra wood ready. Demonstrate match lighting and starting the fire.
  - c) **Guide** Scouts in laying their fires. Make them tall and thin instead of flat and wide and emphasize air space. Give each Scout 5 matches to practice lighting, but not light their fire.
  - d) **Enable:** have Scouts take their fire lays apart. From scratch, have each build a fire and then light it.
- IV. Lightweight stoves
  - a) Demonstrate proper storage, filling, priming, lighting and extinguishing of the stoves.
  - b) Have teams of three take turns lighting and extinguishing stoves with close supervision!
- V. After the presentation, sign and hand out Firem'n Chit cards to each participant. Tell them they must live up to their responsibility to keep fires safe.

## Application: Fire Building Contest

Divide Scouts into buddy teams. Have each team build a fire as quickly as they can. Have the Scouts light the fires with as few matches as possible to emphasize good fire lay rather than speed. If there is a fire ban, just setup the teepee or log cabin but **DO NOT** light the fires.

# First Aid: The Basics

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 124-147)

- Complete advancement requirements T11, T12a, T12b, S7b.
- Assemble a personal first aid kit to take on hikes.
- Treat for minor first aid, e.g. simple cuts, minor burns, nosebleed, bites and stings.
- Care for a choking victim.

## Materials

- First aid practice kit, troop first aid kit, personal first aid kit, fake wounds.
- CPR faceguard and protective gloves.
- Bandages suitable for simple cuts, burns, etc.

## Discovery

- Display the personal first aid kit and troop first aid kit.
- Ask Scouts who will provide first aid when we are out camping and someone gets hurt?

## Process

- I. What is in a first aid kit?
  - a) Briefly go through the items in your troop first aid kit and their uses.
  - b) Show the contents of the small personal kit.
- II. Use EDGE to teach Scouts how to administer simple First Aid  
They must demonstrate the skill, not just tell how they would do it. Use fake wounds or red marker, water, band-aids, moleskin, etc.  
You already **Explained** the need to know first aid. **Demonstrate** a problem on a Scout. Then, **Guide** Scout buddies to do the problem on each other and show you their results. Then, do the next problem. If they performed the first aid adequately, they are **Enabled** otherwise have them practice more.

a) Simple cuts and scratches	d) Bites or Stings of insects and ticks
b) Blisters on hand and foot	e) Poisonous snakes
c) First degree burns	f) Nosebleed
- III. Poisonous Plants
  - a) Tell how to identify three poisonous plants.
  - b) To how to treat for exposure: wash skin, wash clothes and relieve itching with lotion.
- IV. Use EDGE to teach Scouts how to care for choking victim. Show positioning, but **DO NOT** actually do abdominal thrusts or back blows. Demonstrate on one Scout and then have buddy pairs act it out and show you their positions.
  - a) Encourage continued coughing since some air is getting in.
  - b) If coughing and breathing stop, do abdominal thrusts and back blows. **DO NOT actually do these!!!**
  - c) If victim goes unconscious, lower him to the floor and switch to rescue breaths and chest compressions.

## Application:

Scouts make their own first aid kit. Ask the scoutmaster if the troop has items to make personal kits. Scouts should identify a poison ivy plant in the wild.

# First Aid: Basics Injuries

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 140, 144-153, 170-171)

- Prepare for advancement requirement S7c

## Materials

- Practice first aid kits and wounds
- Q-tips
- Tweezers
- Water bottle
- Blanket
- Bandages

## Discovery

- Swap stories of getting hurt. Find out the worst injury ever experienced by the Scouts.

## Process

Use EDGE to teach Scouts how to administer First Aid for seven situations. They must demonstrate the skill, not just tell how they would do it. Use fake wounds or red marker, water, band-aids, gauze pads, etc. You already **Explained** the need to know first aid. **Demonstrate** a problem on a Scout. Then, **Guide** buddy pairs to do the problem on each other and show you their results. Then, do the next problem. Tell Scouts there will be scenarios at future troop meetings. Each scenario they complete correctly will get one of the required items checked off. Remember to have PLC plan time for scenarios!

- I. Object in eye
- II. Bite of suspected rabid animal– wash and flush with water, cover with sterile bandage.
- III. Puncture wound – infection is a high risk
  - a) Nail and Splinter
    - i. Remove debris with tweezers, flush with forceful water stream and apply bandage.
    - ii. If it is a large embedded object, such as a stick or stake, do not remove it.
  - b) Fishhook – prevent by using barbless hooks!
    - i. Cut the line and take victim to a doctor for removal.
    - ii. If in the backcountry, yank the hook out with string.
- IV. Second degree burns– 2nd degree burns have blisters, 1st degree do not.
  - a) First Aid:
    - i. Place the injury in cool running water until the pain lessens.
    - ii. Dry the injury, apply a sterile dressing and bandage loosely to keep clean.
    - iii. **Do not** break blisters.
    - iv. **Do not** apply creams, ointments, or sprays.
  - V. Heat exhaustion
    - a) Symptoms: pale clammy skin from perspiration, nausea, tiredness, dizziness, fainting, headache, muscle cramps, weakness.
    - b) First Aid:
      - i. Lay patient in a cool shady spot with feet elevated.
      - ii. Fan him and apply cool wet cloths. Give him sips of water, if he is alert.
  - VI. Shock – Shock occurs in **every** serious injury to some extent
    - a) Symptoms: restlessness, irritability, weakness, confusion, fear, dizziness, nausea, thirst; moist skin, clammy, cool, pale; quick and weak pulse; shallow, rapid, irregular breathing
    - b) First Aid:
      - i. Call for help – shock is a life-threatening condition.
      - ii. Lay victim down and raise feet 12 inches if there is no head, neck, or back injury.
      - iii. Keep him comfortably warm or cool, as needed due to environment.

# First Aid: Bandages

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 155-161)

- Complete advancement requirement F8b
- Construct and use the bandages for the head, upper arm, sprained ankle and collarbone.

## Materials

- Practice first aid kits
- Splinting materials
- Roller bandages
- SAM splints

## Discovery

- Ask if anyone has broken a bone, sprained a joint, worn a cast.

## Process

- I. Use EDGE to teach Scouts how to apply bandages. **Explain** what splints are. **Demonstrate** each bandage. **Guide** Scouts in applying bandages to their buddy.
  - a) Sprained ankle
  - b) Head
  - c) Upper arm
  - d) Collar Bone
- II. Tell Scouts that they will use these skills later this month to complete their requirement. At the PLC, request a First Aid event at the outing or scenarios at a troop meeting.

## Application: Bandage Relay

Divide the patrol into two teams. Provide patrols with a list of bandages. At the signal ("Go") one member of each team will run forward and apply the first bandage to the 'victim.' It must be certified correct. Then the next member does the second one and so on. The first team finished wins.

# *First Aid: CPR*

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 163-166)

- Complete advancement requirement F8d.
- Describe the five signs of a heart attack.
- Tell the steps in CPR.

## Discovery

- Ask what the leading cause of death is: Heart Disease
- Ask who will probably have a heart attack, adult or Scout? An adult

## Process

- I. Ask what the Five Signs of a Heart Attack are:
  - a) Uncomfortable pressure, squeezing, fullness or pain in the chest, possibly spreading to neck and arms
  - b) Unusual sweating
  - c) Nausea
  - d) Shortness of breath
  - e) A feeling of weakness
- II. Use EDGE to teach Scouts the basic steps of CPR. Either use CPR manikins or a large pillow for the body. Remember CABS – Circulation, Airway, Breathing
  - a) Check that the scene is safe for you to help
  - b) Check that the victim is unresponsive – Hey! Hey! Are you OK?
  - c) Tell someone to call for help and get an AED if available.
  - d) Give 30 chest compressions.
  - e) Open Airway – head tilt, chin lift.
  - f) Using a mouth shield, give 2 breaths make sure to get a good seal over the mouth and nose.
  - g) Repeat D through F until help arrives, it becomes unsafe, or you are physically exhausted.
  - h) Ask someone to help with D through F
  - i) Use the AED as needed.

## Application:

Have the scoutmaster or other CPR-certified person available for discussion. Recommend every Scout get certified in CPR so they really know it. Note, however, that Scouts do not have to be certified to complete requirement F8d.

# *First Aid: Hurry Cases*

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 162-170)

- Complete advancement requirement S7a.
- Treat for the hurry cases of stopped breathing, serious bleeding and internal poisoning.

## Materials

- Practice first aid kits
- Roller bandages
- Gauze pads

## Discovery

- Ask Scouts to take their pulse using the brachial artery. Tell them this is the one in the arm.
- See how many can find where this is.
- Then, try other spots – neck, wrist, ankle.

## Process

- I. Use EDGE to teach how to handle Serious Bleeding
  - a) Tell someone to call for help.
  - b) Apply Direct Pressure
    - i. Cover the wound with a sterile pad or a bandanna, shirt, or any clean cloth
    - ii. Press hard
    - iii. Wrap the pad firmly in place.
    - iv. If the pad becomes soaked with blood, do NOT remove it. Place another on top of it.
  - c) Treat for Shock.
- II. Use EDGE to teach how to handle Stopped Breathing
  - a) Check that the scene is safe for you to help
  - b) Check that the victim is unresponsive – Hey! Hey! Are you OK?
  - c) Tell someone to call for help and get an AED if available.
  - d) Give 30 chest compressions.
  - e) Open Airway – head tilt, chin lift.
  - f) Using a mouth shield, give 2 breaths make sure to get a good seal over the mouth and nose.
  - g) Repeat D through F until help arrives, it becomes unsafe, or you are physically exhausted.
  - h) Ask someone to help with D through F
  - i) Use the AED as needed.
- III. Discuss what to do for Internal Poisoning
  - a) Check that it is safe for you to help.
  - b) Quickly take the poison container (if available) to the phone.
  - c) Call a poison control center or emergency medical center and follow their instructions.
  - d) Treat for Shock and check breathing frequently.
  - e) Save all containers and vomit.

## Application:

Tell Scouts that they will use these skills later this month to complete their requirement. At the PLC, request a First Aid event at the outing or scenarios at a troop meeting.

# *First Aid: Rescues*

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 154, 172-175, 388-389)

- Complete advancement requirement F8a and F8c.
- Demonstrate the carries used to transport a victim.
- Tie the bowline.

## Materials

- Ropes for Scouts to tie bowline.
- Old large jacket to wear for clothes drag (optional)
- Poles and blankets for stretcher (optional)

## Discovery

- Have all Scouts line up for a race.
- Tell them that their right ankle can take no pressure.
- If it touches the floor, they are out of the race.
- See who can run the race fastest.

## Process

- I. Use EDGE to teach how to move a person out of a smoke filled room. Buddy pairs practice.
  - a) Blanket Drag
  - b) Clothes Drag
  - c) Ankle Drag
- II. Use EDGE to teach how to transport a person with a sprained ankle. Buddy pairs practice.
  - a) Walking Assist
  - b) Pack-strap Carry – only a person smaller than you
  - c) Two-Handed Carry
  - d) Four Handed Seat Carry
  - e) If you have time, use the pictures in the BSA Handbook to construct and use a stretcher.
- III. Use EDGE to teach the Bowline. The bowline is the rescue knot. Remember the rabbit goes out the hole, around the tree and back in the hole.

## Application: Carry Relay

Divide the patrol into two teams. Set up a start line and another approximately 25 yards away as a turning line. Have Scouts practice one carry going down and one coming back. The first team to complete all four carries wins.



## *Fitness*

### **Objectives**

Each Scout should be able to do the following:

- Complete advancement requirement T10a.

### **Materials**

- Exercise chart for each Scout (in appendix)
- A pull-up bar
- A stopwatch
- A location suitable for doing fitness tests in T10a.

### **Application:**

Have Scouts record their best in the tests listed. Record these for your records as well. Part of this requirement is to practice for 30 days. Scouts should bring back their completed chart to show they practiced before the 30-day check.

## *Fitness cont.*

Thirty days later...

### **Objectives**

Each Scout should be able to do the following:

- Complete advancement requirement T10b

### **Materials**

- Completed exercise chart from each Scout
- A pull-up bar
- A stop watch
- A location suitable for doing fitness tests in T10b.

### **Application:**

Have Scouts record their best in the tests listed. Record these for your records as well. If they have shown improvement they have completed T10b.

# The Patrol

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 22-27, 39, 62)

- Complete advancement requirements T7, T8 and T9.
- Review the Scout Oath, Law, Motto and Slogan.
- Know the Scout sign, salute and handshake.
- Be able to tie the square knot.
- Understand 'patrol spirit'.
- State their patrol name, give the yell and describe their patrol flag.
- Describe why we use the buddy system in Scouting.
- Understand what a bully is and how to respond to one.

## Materials

- Patrol Leader Handbook.
- A large beach ball.

## Discovery

- Have an older patrol present their flag at the opening of the meeting.
- Make sure they tell about the symbolism of the flag and the embellishments that have been put on it.
- Review examples of flags in the Patrol Leader Handbook.

## Process

- I. Recite with the Scouts the Scout Oath, Scout Law, Motto and Slogan. Do these every time you meet until each can do it unaided.
- II. Discuss the buddy system. Ask them why they think that the buddy system is important.
- III. Ask how a buddy can help if a bully is around. Ask how you should respond to bullies.
- IV. Play Moon Ball
  - a) Arrange the patrol in a circle.
  - b) The object of the game is for the patrol to keep the ball aloft as long as possible.
  - c) The patrol should compete against its own record.
- V. What is a Patrol? Discuss how each patrol has its own leader, its own gear and its own responsibilities. A patrol is a group of Scouts that can do anything – they don't need a troop. A troop is just a bunch of patrols.
- VI. What is Patrol Spirit? Discuss how Scouts can make their patrol the best. Stick up for each other, help each other with jobs, teach each other, have fun together. Make sure every other Scout feels welcome in the patrol!
- VII. Patrol Meetings and Activities
  - a) Patrols can do activities outside of the troop.
- VIII. Patrol Name, Yell, Flag. Help Scouts decide on a patrol patch and name, yell and flag design.

## Application: Patrol Meeting

The patrol will probably not create a flag design in a single meeting. Designs should be voted on and then one chosen. Time should be reserved at the next two patrol meetings for designing and then creating the flag.

# Knots

## Objectives

Each Scout should be able to do the following:

- Complete advancement requirements T4a, T4b and T4c.
- Whip and fuse the ends of a rope.
- Tie two half hitches and taut line hitch.
- Teach someone how to tie the square knot.

## Materials

- Have at least one other experienced Scout, or adult available as a judge and to watch
- EDGE.
- Frayed ropes that need to be whipped and fused.
- String for whipping and a candle and matches for fusing.
- One rope for each participant for knot tying.
- Short poles or dowels for tying hitches.

## Discovery

- Show Scouts a rope that is badly frayed.
- Ask them how useful this rope is compared to a good piece.

## Process

Use EDGE to Explain, Demonstrate, Guide and Enable Scouts to whip a rope.

**Explain:** Tell Scouts that we need to have equipment in good shape for safety and usability.

Whipping or fusing rope makes a rope more useful and safe.

**Demonstrate:** Whip the rope while the Scouts watch.

**Guide:** Step the Scouts through whipping the rope, helping where needed.

**Enable:** Watch as each Scout whips his own rope.

Explain to the Scouts that you just used **EDGE** and that is how all training is done in Boy Scouts.

Explain what the acronym stands for – Explain, Demonstrate, Guide and Enable.

- I. Repeat with fusing ropes.
- II. Have Scouts split into buddy pairs. Have one Scout use EDGE to teach the square knot to the other Scout. Monitor that they are using EDGE correctly. Then, reverse roles.
- III. Teach the Two Half Hitches and its use. If a Scout can demonstrate it, sign him off.
- IV. Teach the Taut Line Hitch and its use. If a Scout can demonstrate it, sign him off.

## Application: Knot Relay

Divide the patrol up into two teams. At the signal, one member of each team will run to the judge and tie a Taut Line and Two Half Hitches. That patrol member then steps behind the judge and sits down. The first team with all members sitting behind their judge wins.

# More Knots

## Objectives

*Instructor Note: The descriptions of when to use Square and Diagonal lashings on pages 396 and 398 are incorrect.*

*A square lashing is used to bind two poles at 45 to 90 degrees to each other and touching.*

*A diagonal lashing is used to bind two poles at 45 to 90 degrees to each other and possibly NOT touching.*

*The term 'diagonal' comes from the way the wraps are on a diagonal versus the square look of the wraps on a square lashing, NOT because of the angle of the crossing poles.*

*Diagonal lashings are usually used to lash cross-braces, such as the X in the middle of an H trestle.*

Each Scout should be able to do the following: (Boy Scout Handbook pp 386-387, 392-401)

- Complete advancement requirement F7a and F7b.
- Tie the timber hitch and clove hitch.
- Use these knots in the square, shear and diagonal lashings.
- Use these lashings to create a camp gadget. (F7b).

## Materials

- 2 short 1.5 to 2 inch diameter dowels or sticks for each participant and one for the instructor
- 1 15-foot rope for each participant and one for the instructor
- 4 5-foot poles
- 2 7-foot poles

## Discovery

- Before the meeting, build an H trestle for the Scouts to inspect with the 5-foot and 7-foot poles.
- Let them notice how sturdy the structure is. Let the Scouts take the structure apart.

## Process

- I. Use EDGE to teach the following knots and allow them to tie them several times:
  - a) Clove hitch
  - b) Timber hitch
- II. Use EDGE to teach these lashings and allow them to practice:
  - a) Square
  - b) Sheer
  - c) Diagonal

## Application:

See <http://www.PioneeringProjects.org> for some ideas of projects to lash. You may want to practice these skills more during the skills time of the next meeting. If so, Scouts can make an X trestle or some other pioneering projects. Have Scouts make a camp gadget on this month's outing to complete requirement F7b.

# Leave No Trace

## Objectives

Each Scout should be able to do the following:

- Complete advancement requirement S2.

## Materials

- Handbooks
- Leave No Trace cards

## Discovery

- Ask what some reasons are why people like to go camping?

## Process

- I. Discuss the seven Leave No Trace principles and how BSA camping practices support them.
  - a) Plan Ahead and Prepare
  - b) Travel and Camp on Durable Surfaces
  - c) Minimize Campfire Impact
  - d) Dispose of Waste Properly
  - e) Leave What You Find
  - f) Respect Wildlife
  - g) Be Courteous to Others

## Application:

Remind Scouts that they are expected to follow Leave No Trace guidelines on all campouts and hikes. They will complete S3a when they've gone on five outings and F3 when they've gone on ten. They will need to explain how they demonstrated Leave No Trace on these outings.

# Map and Compass: The Basics

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 354, 360-364)

- Complete advancement requirements S1a.
- Use a compass and understand basically how a compass and map work together.

## Materials

- Several topographic maps with legends
- 1 compass and map for every buddy pair
- [http://www.boyscouttrail.com/tests/map\\_test.asp](http://www.boyscouttrail.com/tests/map_test.asp) for reviewing map symbols.

## Discovery

- Have everyone close his eyes.
- Ask everyone to turn so they are facing North.
- Have everyone open his eyes and see if there is any consensus.
- Ask how we could find out who is correct.

## Process

- I. Compass
  - a) What are the parts of the compass? (pg 361)
    - i. Needle, Orienting arrow, Direction of Travel arrow, base plate, bezel
    - ii. How do you know which end of the needle is the North end? It never points towards the sun in North America. It is usually red, but not always.
  - b) Use EDGE to teach how to use a compass:
    - i. To follow a bearing:
      - 1) Turn bezel so the degree bearing is at the base of the Direction of Travel arrow.
      - 2) Turn with the compass until north end of the Needle is inside the Orienting Arrow.
    - ii. To find which direction you are heading, or direction to a landmark:
      - 1) Point Direction of Travel arrow at landmark.
      - 2) Turn the bezel until the north end of the Needle is inside the Orienting Arrow.
      - 3) Read degrees at the base of the Direction of Travel arrow.
- II. Map
  - a) Give each buddy pair a map and ask questions about the symbols:
    - i. What do different colored areas on the map mean? (forest, clear, water, ...)
    - ii. What symbols represent man-made structures?
    - iii. What symbols represent trails, roads, railroads?
    - iv. What other lines are on the map? (boundaries, rivers, contour lines, lat/lon, ...)
    - v. Ask what they think the contour lines are for? Explain how they are used. (pg 356)
    - vi. What other interesting symbols are on the map?
    - vii. Which direction is North on the map?
- III. Orienting the map: Use EDGE to teach how to orient the map.

## Application:

Arrange time for a 5-mile hike. The hike will be about 2.5 hours long. Use local parks, hiking trails or your next campout for the hike. See the scoutmaster for Topographical maps of local parks or areas.

# Map and Compass: Orienteering

*Note: This will take about 90 minutes, including the orienteering course.*

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 346-351, 372-374)

- Complete advancement requirement F2
- Measure the height and width of objects using several different methods.
- Complete an orienteering course.

## Materials

- Compass and map

## Discovery

- Meet at a local park or other location where you've prepared an orienteering course.
- Ask Scouts to estimate the height of a tree, cliff, or flag pole and the width of a tennis court, river, or other space.

## Process

- I. Use EDGE to teach these methods of measuring heights and measure a few structures or trees:
  - a) Pencil Method
  - b) Tree Felling Method
- II. Use EDGE to teach these methods of measuring widths: (pg 350-351)
  - a) Stick Method
  - b) Compass Method

## Application: Orienteering Course

Ask the Scoutmaster for an orienteering course map and waypoints and have Scouts complete that course. This cannot be part of the 5 mile hike for S1b, but can be a separate mile done before or after that 5 mile hike.

# Map and Compass: No Compass Required

*Note: Try to do this session on a campout where Scouts can actually practice the skills. Do the discovery experience on Friday night, the directions during the day throughout Saturday and the final Directions during night Saturday night.*

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 368-371)

- Complete advancement requirement F1.
- Tell directions during the day and night in several ways without a compass.

## Materials

- Compass
- Sticks and materials for various methods
- Constellation finder

## Discovery

- Have Scouts tell you which way is North.
- How do they know—what method are they using?
- Use the compass to confirm their findings.

## Process

- I. Use EDGE to teach finding directions during the day.
  - a) Shadow stick method
  - b) Equal Length shadow method
    - i. The time for this method can be shortened to 20 minutes. Mark the tip of the shadow with a pebble or twig every 5 minutes. The row of pebbles will run west to east.
  - c) Watch method (optional)
- II. Use EDGE to teach finding directions at night.
  - a) North Star method – Cassiopeia is the “W” on the opposite side of the North Star from the Big Dipper and its center points towards the North Star.
  - b) Constellation Method. There are many constellations in the sky. These move in a predictable way throughout the various seasons. If you know the constellation, you can tell directions from where they are in the sky, given the season and time. This is easily demonstrated using a wheel type Star Gazer or Constellation Finder.
  - c) When you can only see one star? This information is not in handbook.
    - i. Mark the location of the star in the sky with a landmark or the stick method mentioned in the book for the North Star. Preferably, this star would be along the horizon.
    - ii. In 1 to 2 hours observe the star again. You will be able to tell the direction pointed to by the sticks.
      - 1) If the star has risen, that direction is East. If the star has sunk, it is West.
      - 2) If it has moved to the left, it is North. If it has moved to the right, it is South.
  - d) Methods used during day with the sun’s shadow will also work at night with a bright moon!

## Application:

Each Scout chooses a daytime and nighttime method of finding direction and demonstrates them to someone else, after the teaching is complete.



# Nature: Animals

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 218-231)

- Complete advancement requirement S6.
- Appreciate and respect the animals that live in their communities.

## Materials

- Examples of plaster casts of animal prints.
- Books on animal identification – check out from the troop library
- Plaster of Paris.
- One plate for each participant.
- Piece of fur, feather, bone.

## Discovery

- An excellent discovery would be to have an animal brought to the meeting by a qualified professional.
- If this type of person is not available, you can allow Scouts to make a plaster of paris cast of their hand to take home. Do this at the beginning of the meeting or the casts will not be set up by the end.
- Show fur, feather and/or bone. Ask what can be determined about the animal that left them.

## Process

- I. What are some types of animals? What are some characteristics of each one?
  - a) Mammals (have fur, warm blooded)
  - b) Birds (have feathers, sometimes fly)
  - c) Reptiles (Scaly skin, cold blooded, hibernate)
  - d) Amphibians (Moist skin, 'dual life')
  - e) Fish (Have gills, live in water)
- II. Identifying Animals
  - a) Show the pages in the *Boy Scout Handbook* that can be used in identifying animals.
  - b) Show other books that can be used.
  - c) Demonstrate to Scouts how they would go through the process of identifying an animal.
- III. Observing Animals
  - a) Evidence of animals
    - 1) Droppings/scat
    - 2) Partially eaten food (chewed nuts, etc).
    - 3) Tracks. (Making plaster casts)
  - b) Taking pictures of animals.

## Application: Nature Hike

Have Scouts collect evidence of at least 10 different kinds of wild animals, be able to identify the animal and bring the evidence to a future meeting. This can include plaster casts, fur, feathers, shells, pictures they took themselves, etc. You could go on a hike with the patrol and collect the evidence.

# Nature: Plants

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 208-217)

- Complete advancement requirement F6
- Use resources to identify plants.

## Materials

- Plant identification books – check out from troop library
- 10 to 15 different types of leaves (1 of each per buddy pair and a set for the presenter)
- Example leaf casts and leaf prints

## Discovery

- Allow Scouts to look at the leaves and identify as they can.

## Process

- I. Identifying Leaves.
  - a) Types of Trees
    - i. Deciduous (Broad Leafed)
    - ii. Coniferous (Evergreen or Cone Bearing)
  - b) Types of leaves:
    - i. Simple
    - ii. Compound
    - iii. Simple Palmate
    - iv. Compound Palmate
  - c) For some of the leaves you have brought in, explain to Scouts how you identified them.
  - d) Using one sample leaf, determine with the group its characteristics – deciduous, coniferous, simple, lobed, compound, smoothness, size, etc. Then, using the Plant Identification guide, isolate what tree it is from.

## Application: Plant Hike

Take a hike with the Scouts through a wooded area where they can identify different trees, shrubs and other plants. They should each track the ones they identify in their handbook until they have at least 10 listed.

Some native plants that are fairly easy to identify: maple, oak, paper birch, lodge pole pine, ponderosa pine, white pine, blue spruce, aspen, cottonwood, weeping willow, sumac, poison ivy, milkweed, goldenrod, thistle.

# Water Safety

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 218-231)

- Complete advancement requirements S8a and F9a.
- Prepare for advancement requirements S8b, S8c, F9b and F9c.

## Process

- I. Discuss the Safe Swim Defense precautions.
- II. Discuss the Safety Afloat precautions.
- III. Review the BSA Swimmer Test requirements.
- IV. Discuss Water Rescue methods.

## Application:

If you do this session before summer camp, most Scouts will complete the requirements at camp. Otherwise, arrange a time at a local pool for Scouts to demonstrate the required skills. Follow the Safe Swim Defense precautions, including supervision, lifeguards and lookouts.

# Totin' Chip

*Note: It is best to do this session on a campout where Scouts can actually practice the skills. If you have three instructors, one each running knife, ax and saw stations, then Scouts can rotate through stations.*

## Objectives

Each Scout should be able to do the following: (Boy Scout Handbook pp 402-411)

- Complete advancement requirements S3c and S3d.
- Properly use and care for the Scout knife, ax and saw.
- Earn the Totin' Chip Card

## Materials

- Totin' Chip Cards
- Ax, knife and saw
- File
- Knife sharpening kit
- rope for ax yard
- Limbs about 3 inches in diameter and 3 feet long
- Chopping Log
- Ax Sharpening Demo log
- 2 pair of gloves
- Rags (to wipe up oil)

## Discovery

- Start by asking the Scouts the following questions.
- How many of you have used a knife, ax, or saw before?
- How important do you think it is to be safe with these tools?
- What do you think can happen if you're not safe?

## Process

*Note: You may wish to do I, II and III as three separate EDGE presentations separated by a game or activity. This can be especially helpful with younger Scouts. Or, have 3 stations set up and divide the Scouts into groups that rotate between the stations – you will need two other Scouts to help you.*

- I. The Scout Saw
  - a) Care and Sharpening
    - i. The best way to 'sharpen' a blade is to buy a new one.
  - b) Usage:
    - i. Keep blade sheathed except when in use.
    - ii. Cut off an end of a log, not the center, so the saw does not bind.
    - iii. Use long, smooth strokes
    - iv. Keep blade out of dirt
    - v. Undercut branches first when clearing trails.
  - c) Carrying and Passing:
    - i. Sheath the blade.
    - ii. Carry with blade down and away and handle facing forward.
    - iii. Pass from right to left hand, not across body.
    - iv. Make sure the other person has the tool (i.e. says 'thank you').

- II. The Scout Ax
  - a) Sharpening
    - i. Use a file with a knuckle guard and wear gloves.
    - ii. Use a log and stakes as shown in the *Boy Scout Handbook* on page 409.
    - iii. Place the file on the edge of the blade and push it into the bit. Use pressure so you can feel the file cutting metal. Use firm, even strokes and sharpen each side evenly.
  - b) Handling and Use
    - i. The ax should be sharp and the head on tight.
    - ii. Always wear sturdy shoes to protect your feet.
    - iii. Clear the area in which you're working.
    - iv. Carry an ax correctly.
    - v. Hand the ax in the proper way (*Boy Scout Handbook* page 408).
    - vi. Know how to properly
      - 1) Buck a log.
      - 2) Switch Hit.
      - 3) Use a chopping block and to split wood.
- III. The Scout Knife:
  - a) Care and Sharpening
    - i. Cleaning:
      - 1) Open all the blades.
      - 2) Twirl a small piece of cloth or paper towel onto the end of a toothpick.
      - 3) Moisten it with oil and wipe out the inside.
      - 4) Be sure to clean the joint at the base of each blade.
      - 5) Swab out extra oil with a clean cloth.
    - ii. Sharpening:
      - 1) Put a few drops of honing oil on the whetstone.
      - 2) Hold the back against the stone at about a 23 degree angle.
      - 3) Push the blade along the stone as if you were slicing a thin piece off the stone.
      - 4) Work the blade back and forth. Make sure that the number of times for each side is the same to evenly sharpen the blade.
  - b) Handling and Use: Follow these Dos and Don'ts.
    - i. Do:
      - 1) Keep blades closed except when in use.
      - 2) Cut away from yourself.
      - 3) Close blades before handing the knife to someone else.
      - 4) Make sure that no one is within an arm's length away when using the knife.
    - ii. Don't:
      - 1) Carry a knife with the blade open.
      - 2) Pound on the knife handle with another tool.
      - 3) Throw the knife.
      - 4) Pry with the point of the knife blade.
      - 5) Put the knife in a fire - can ruin the temper and weaken the knife.
    - iii. Handing your knife to another person.
      - 1) Close the blade.
      - 2) Hand the knife.
      - 3) Make sure the other person has the tool (i.e. says 'thank you').

## Application:

Scouts should receive the Totin' Chip card as recognition for their accomplishments and a reminder of the responsibility of using wood tools. To complete S3d, a Scout should saw a 6-inch length of 3-inch diameter limb with a saw, split it with the hand ax and make tinder with the knife. They could then use this wood for the S3f requirement.

# Patrol Progress Chart

Patrol Name: \_\_\_\_\_

Troop Guide: \_\_\_\_\_

	Scout Name and Date Completed							
<b>Boy Scout (Joining)</b>								
1. Fifth Grade, 11 yrs old, Arrow of Light								
2. Application								
3. Find a Scout Troop								
4. Repeat the Pledge of Allegiance								
5. Scout sign, salute and handshake								
6. Square Knot								
7. Understand Oath, Law, Motto and Slogan								
8. Describe the Scout badge								
9. Go through Drugs/abuse booklet with parent								
10. Scoutmaster Conference								
<b>Tenderfoot</b>								
1. Properly dressed and equipped for campout								
2. Spend 1 night on campout in tent								
3. Assist with cooking								
4a. Whip and fuse rope								
4b. Tie two half hitches and taut line hitch								
4c. Use EDGE to teach square knot								
5. Explain rules of safe hiking and what to do if you get lost								
6. Demonstrate how to display, raise, lower and fold the Flag								
7. Repeat from memory and explain: Oath, Law, Motto, Slogan								
8. Know Patrol Name, yell, describe patrol flag								
9. Explain buddy system. Describe a bully and proper response.								
10a. Record best in (record date here, numbers below):								
Push ups / Pull ups								
Sit-ups / Standing Long Jump								
Run or Walk ¼ mile								
10b. Improve in the activities after 30 days								
11 Identify poisonous plants and tell treatment of exposure								
12a. Demonstrate how to care for someone choking								
12b. Show simple First Aid								
13-15. Scout Spirit, Scoutmaster Conference and Board of Review								

# Patrol Progress Chart

Patrol Name: \_\_\_\_\_

Troop Guide: \_\_\_\_\_

	Scout Name and Date Completed							
Second Class								
1a. Demonstrate a compass, orient a map, explain map symbols								
1b. Using a compass and map take 5 mile hike								
2. Discuss Leave No Trace								
3a. Since joining, participate in five activities, not meetings								
3b. Select patrol site, pitch tent and sleep in it								
3c. Demonstrate proper care, sharpening, use of woods tools								
3d. Use woods tools to prepare tinder, kindling and fuel								
3e. Discuss lightweight stoves and cooking fires.								
3f. Demonstrate building a fire and set up a lightweight stove.								
3g. On a campout, cook a hot breakfast or lunch.								
4. Participate in a flag ceremony and explain flag respect								
5. Participate in 1 hour service project								
6. Identify/show evidence of 10 animals								
7a. Show what to do for 'Hurry Cases'								
7b. Prepare a personal first aid kit								
7c. Demonstrate advanced First Aid								
8a. Tell precautions for a safe swim.								
8b. Demonstrate swimming ability.								
8c. Demonstrate water rescue methods.								
9a. Participate in program on dangers of drugs								
9b. Explain three R's of personal safety.								
10. Earn and save money								
11-13. Scout Spirit, Scoutmaster Conference and Board of Review								

# Patrol Progress Chart

Patrol Name: \_\_\_\_\_

Troop Guide: \_\_\_\_\_

	Scout Name and Date Completed							
First Class								
1. Demonstrate finding directions without a compass								
2. Complete orienteering course with measurements								
3. Participated in 10 activities since joining								
4a. Plan patrol menu for breakfast, lunch, dinner.								
4b. Make food list								
4c. Tell gear needed to prepare meals								
4d. Tell food and garbage handling procedures								
4e. Lead patrol in preparing meals from 4a								
5. Visit and discuss citizenship with community leader								
6. Identify/show evidence of 10 native plants								
7a. Discuss use of lashings. Demonstrate Hitches and Lashings								
7b. Camp gadget using lashings								
8a. Bowline and its use in rescues								
8b. Bandages for head, upper arm, collar bone, sprained ankle								
8c. Transport a victim								
8d. Tell five signs of hear attack and explain CPR								
9a. Tell precautions for safe trip afloat								
9b. Pass BSA swimmer test								
9c. With helper and victim, show line rescue								
10. Tell a boy about Boy Scouts								
11. Three things not to do on Internet. Describe cyberbully.								
12-14. Scout Spirit, Scoutmaster Conference and Board of Review								



# Flag Quiz

TRUE FALSE

- Hanging the flag upside down indicates mourning or sadness. It is often done when a president or noted figure dies
- The flag is placed on the speaker's right if it is on the stage.
- The flag of one country is never flown below another in times of peace.
- When hanging the flag on the wall, the blue portion is always on the bottom on the right.
- The US flag is always on the highest pole.

# Personal Fitness Tracking Chart

Practice the exercise for 30 days. Keep track of your performance to show your Troop Guide after 30 days. Then, demonstrate your improvement to him.

Day	Push-ups	Pull-ups	Sit-ups	Long Jump	Walk/Run
INITIAL					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
FINAL					