

		Thursday Night
<u>Oath/ Law/ Sign/ Salute/ Badge/ Codes</u>	Scout	1a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning. (p 11-17)
	Scout	1b. Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan. (p 15)
	Scout	1c. Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used. (p 18-19)
	Scout	1d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge. (p 20)
	Scout	1e. Repeat from memory the Outdoor Code (p 223). In your own words, explain what the Outdoor Code means to you.
	Scout	1f. Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.
<u>Leadership/ Advancement</u>	Scout	2. After attending at least one Boy Scout troop meeting, do the following:
	Scout	2a. Describe how the Scouts in the troop provide its leadership. (P 24-26, and 42-43)
	Scout	2b. Describe the four steps of Boy Scout advancement. (p 414)
	Scout	2c. Describe what the Boy Scout ranks are and how they are earned. (p 27)
	Scout	2d. Describe what merit badges are and how they are earned. (p 28)
<u>Patrol Method/ Knots</u>	Scout	3a. Explain the patrol method. Describe the types of patrols that are used in your troop. (p 25)
	Scout	3b. Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.
	Scout	4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used. (p 365-367)
	Scout	4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope. (p 360-361)
		Friday Morning
	Badge Rank	Requirement
<u>Basic Camping Skills/ Hiking Skills</u>	Tenderfoot	1a. Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.
	Tenderfoot	1b. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.
	Tenderfoot	1c. Tell how you practiced the Outdoor Code on a campout or outing.
	Tenderfoot	2a. On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.
	Tenderfoot	2b. While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.
	Tenderfoot	5a. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.
	Tenderfoot	2c. Explain the importance of eating together as a patrol.
	Second Class	2e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected. (p 294).
	Tenderfoot	8. Describe the steps in Scouting's Teaching EDGE method. Use the Teaching EDGE method to teach another person how to tie the square knot. (p 38)
<u>Physical Fitness Test</u>	Tenderfoot	6a. Record your best in the following tests:
	Tenderfoot	• Pushups (Record the number done correctly in 60 seconds.)
	Tenderfoot	• Situps or curl-ups (Record the number done correctly in 60 seconds.)
	Tenderfoot	• Back-saver sit-and-reach (Record the distance stretched.)
	Tenderfoot	• 1-mile walk/run (Record the time.)
	Tenderfoot	6b. Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days. HOMEWORK

<u>Bullying/ Drugs</u>	Tenderfoot	5b. Describe what to do if you become lost on a hike or campout.
	Tenderfoot	5c. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. (p 254-255)
	Second Class	7c. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned.
	Second Class	9a. Explain the three R's of personal safety and protection.
	Second Class	9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.
		Friday Afternoon, Evening
	Badge Rank	Requirement
<u>5 Mile Hike</u>	Second Class	3a. Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.
	Second Class	3b. Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.
	Second Class	3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.
	Second Class	3d. Demonstrate how to find directions during the day and at night without
	First Class	4a. Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).
	Second Class	4. Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.
	First Class	5a. Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.
	First Class	4b. Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.
<u>Firem'n Chit</u>	Second Class	1b. Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c. (p 225-226)
	Second Class	1c. On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.
	Second Class	2a. Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so. (p 303)
	Second Class	2b. Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.
	Second Class	2c. At an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.
	Second Class	2d. Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.

		Saturday Morning
	Badge Rank	Requirement
<u>Flags/ Lashings</u>	Tenderfoot	7a. Demonstrate how to display, raise, lower, and fold the U.S. flag.
	Tenderfoot	3a. Demonstrate a practical use of the square knot.
	Tenderfoot	3b. Demonstrate a practical use of two half-hitches.
	Tenderfoot	3c. Demonstrate a practical use of the taut-line hitch.
	First Class	3a. Discuss when you should and should not use lashings.
	First Class	3b. Demonstrate tying the timber hitch and clove hitch.
	First Class	3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.
	Second Class	8a. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.
	Second Class	8b. Explain what respect is due the flag of the United States.
	Second Class	2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot. (p 370)
	First Class	3d. Use lashings to make a useful camp gadget or structure.
<u>First Aid and Emergency Prep</u>	Tenderfoot	4a. Show first aid for the following: (p 110) • Simple cuts and scrapes
	Tenderfoot	• Simple cuts and scrapes
	Tenderfoot	• Blisters on the hand and foot
	Tenderfoot	• Minor (thermal/heat) burns or scalds (superficial, or first-degree)
	Tenderfoot	• Bites or stings of insects and ticks
	Tenderfoot	• Venomous snakebite
	Tenderfoot	• Nosebleed
	Tenderfoot	• Frostbite and sunburn
	Tenderfoot	• Choking
	Tenderfoot	4b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them. (p 122)
	Tenderfoot	4c. Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.
	Tenderfoot	4d. Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.
	Second Class	6a. Demonstrate first aid for the following:
	Second Class	• Object in the eye
	Second Class	• Bite of a warm-blooded animal
	Second Class	• Puncture wounds from a splinter, nail, and fishhook
	Second Class	• Serious burns (partial thickness, or second-degree)
	Second Class	• Heat exhaustion
	Second Class	• Shock
	Second Class	• Heatstroke, dehydration, hypothermia, and hyperventilation
	Second Class	6b. Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.
Second Class	6c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.	
Second Class	6d. Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder.	
Second Class	6e. Tell how you should respond if you come upon the scene of a vehicular accident.	

<u>Knots/ First Aid/ Weather</u>	First Class	7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
	First Class	7b. By yourself and with a partner, show how to: <ul style="list-style-type: none"> • Transport a person from a smoke-filled room. • Transport for at least 25 yards a person with a sprained ankle.
	First Class	7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
	First Class	7d. Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations.
	First Class	7e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.
	Second Class	2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot. (p 369)
	First Class	5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.
	First Class	5c. Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.
	First Class	5d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions.
	First Class	9b. Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop
	First Class	9c. On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results.
First Class	7f. Explain how to obtain potable water in an emergency.	
		Saturday Afternoon, Evening
	Badge Rank	Requirement
<u>Swim Tests / First Class Aquatics / Canoe / Kayak</u>	Second Class	5b. Demonstrate your ability to pass the BSA beginner test: Jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.
	First Class	6a. Successfully complete the BSA swimmer test.4,5
	First Class	6b. Tell what precautions must be taken for a safe trip afloat.
	Second Class	5a. Tell what precautions must be taken for a safe swim.
	Second Class	5c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.
	Second Class	5d. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.
	First Class	6c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.
	First Class	6d. Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat.
	First Class	6e. With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)