



Troop 175

New Scout Training Plan
(First Class by First Year)

2017-18

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Introduction

This program is designed to make the first year of scouting a successful, fun, growing experience for the newest scouts in our troop. Giving them an excellent adventure right off the start will help ensure the health of our troop and advancement of the individual scouts.

These skill teaching sessions are intended to help guide the scouts. Our aim is to support new scouts in reaching First Class, as much as we can by providing training and fun to help them advance.

Veterans scouts are expected to use the EDGE method for all your teaching. There should be a lot more DOing than LISTENing by the scouts. Most sessions should take less than 25 minutes to complete so they are perfect for a troop meeting, patrol meeting, or campout. But, they will require quite a bit of preparation on your part and keeping the scouts focused on the goal.

Some sessions mention the need for materials, such as muffin mix in "Camping I". You also may want to purchase items such as small prizes for contests to make the sessions more fun. Please check with the Scoutmaster to see what your budget is and save your receipts so you can be reimbursed for things you need to buy to train the scouts. We do not want you or your family to have any additional expenses because of your work in this position.

The table below lists the plans in the program according to what rank they apply. To make it easier for scouts to advance, concentrate on the plans for Scout, then Tenderfoot, then Second Class, and finally First Class. But, use them in the order you feel is most appropriate as they fit into your troop outings and monthly themes.

| Scout (Joining) | Tenderfoot | Second Class | First Class |
|------------------------|----------------------|-----------------------|-----------------------|
| Forming the Patrol | Camping I | Outdoor Ethics | Outdoor Ethics |
| Knots and Lashings I | Camping II | Camping II | Cooking |
| Totin' Chip | Outdoor Ethics | Fires and Fire Safety | Knots and Lashings II |
| | Cooking | Totin' Chip | Map and Compass II |
| | Knots and Lashings I | Cooking | Nature II |
| | Totin' Chip | Knots and Lashings II | Emergencies |
| | First Aid Basics I | Map and Compass I | Water Safety |
| | Forming the Patrol | Map and Compass III | First Aid Bandages |
| | Fitness I | Nature I | First Aid Rescues |
| | Fitness II | Water Safety | First Aid CPR |
| | | First Aid Basics II | Citizenship |
| | | First Aid Hurry Cases | |
| | | Emergencies | |
| | | Citizenship | |

You will need to attend PLC meetings to ensure your plans for teaching the scouts are included in the troop's plans.

You will be more successful if you enlist the help of a buddy or two for some of the sessions.

Sample First Year Program

This is a sample way to order the sessions to offer them all in a year.
A scout participating in all troop and patrol activities can advance quickly.

| Location | Requirement Goals | Presentation/Description |
|------------------|---|--|
| | J1, J2, J3, T5a | Forming the Patrol |
| | T1a, T5b-c | Camping I |
| April Outing | J5, T3d, S2b S2a,c,d | Totin' Chip Fires and Fire Safety |
| | T6a-b | Fitness I |
| | J4a-b, T3a-c, T8 | Knots and Lashings I |
| | T1b, S1c | Camping II |
| May Outing | T2a-c, S2e, F2a-e T1c, S1b, F1b, F9c | Cooking Outdoor Ethics |
| | T4a-d | First Aid Basics I |
| | S3a—c, F4b | Map and Compass I |
| June Outing | S3d S4, F5a | Map and Compass III Nature I & II |
| | | Court of Honor – Scout done |
| | S5a-d, F6a-e | Water Safety |
| | T6c | Fitness II |
| July Summer Camp | | Swimming and boating requirements |
| | S6a,S6c | First Aid Basics II |
| August Outing | S4, F5a | |
| | S6d-e, F5b-d, F7d-f | Emergencies |
| | S6b | First Aid Hurry Cases |
| Sept Outing | | |
| | | Court of Honor – Tenderfoot done |
| | F4a | Map and Compass II |
| | S2f-g, F3a-d | Knots and Lashings II |
| Oct Outing | | |
| | T7a, S8a-b, S9a-b, F9a-b, F10 | Citizenship |
| | F7a | First Aid Bandages |
| Nov Outing | | |
| | F7b | First Aid Rescues |
| | F7c | First Aid CPR |
| Dec Outing | | |
| | | Court of Honor – Second Class done |
| Jan Outing | | |
| Feb Outing | | |
| Mar Outing | | |
| | | Court of Honor – First Class done |

Skills Instruction Teaching Plans

The table below lists requirements in order and the session where the information is presented. This could help you find which session to use for a couple scouts needing a certain requirement.

M = do at a Meeting, C = do at a Campout, O = do at Other

First Class Advancement

| | M | C | O | |
|--------------|---|---|---|------------------------|
| Scout | | | | |
| 1 | | | | Forming the Patrol |
| 2 | | | | Forming the Patrol |
| 3 | | | | Forming the Patrol |
| 4 | | | | Knots and Lashings I |
| 5 | | | | Totin Chip |
| 6 | | | | (Protect & Cyber Chip) |
| Tenderfoot | | | | |
| 1a | | | | Camping I |
| 1b | | | | Camping II |
| 1c | | | | Outdoor Ethics |
| 2 | | | | Cooking |
| 3a | | | | Knots and Lashings I |
| 3b | | | | Knots and Lashings I |
| 3c | | | | Knots and Lashings I |
| 3d | | | | Totin Chip |
| 4 | | | | First Aid Basics I |
| 5a | | | | Forming the Patrol |
| 5b | | | | Camping I |
| 5c | | | | Camping I |
| 6a | | | | Fitness I |
| 6b | | | | Fitness I |
| 6c | | | | Fitness II |
| 7a | | | | Citizenship |
| 7b | | | | (1 hr of service) |
| 8 | | | | Knots and Lashings I |
| Second Class | | | | |
| 1a | | | | (5 activities) |
| 1b | | | | Outdoor Ethics |
| 1c | | | | Camping II |
| 2a | | | | Fires and Fire Safety |
| 2b | | | | Totin Chip |
| 2c | | | | Fires and Fire Safety |
| 2d | | | | Fires and Fire Safety |
| 2e | | | | Cooking |
| 2f | | | | Knots and Lashings II |
| 2g | | | | Knots and Lashings II |
| 3a | | | | Map and Compass I |
| 3b | | | | Map and Compass I |
| 3c | | | | Map and Compass I |
| 3d | | | | Map and Compass III |

| | | | | |
|-------------|--|--|--|-----------------------------|
| 4 | | | | Nature I |
| 5 | | | | Water Safety |
| 6a | | | | First Aid Basics II |
| 6b | | | | First Aid Hurry Cases |
| 6c | | | | First Aid Basics II |
| 6d | | | | Emergencies |
| 6e | | | | Emergencies |
| 7a | | | | (30 days physically active) |
| 7b | | | | (discuss fitness goal) |
| 7c | | | | (substance danger program) |
| 8a | | | | Citizenship |
| 8b | | | | Citizenship |
| 8c | | | | (Earn money) |
| 8d | | | | (Cost compare) |
| 8e | | | | (2 hr of service) |
| 9a | | | | Citizenship |
| 9b | | | | Citizenship |
| First Class | | | | |
| 1a | | | | (10 activities) |
| 1b | | | | Outdoor Ethics |
| 2 | | | | Cooking |
| 3 | | | | Knots and Lashings II |
| 4a | | | | Map and Compass II |
| 4b | | | | Map and Compass I |
| 5a | | | | Nature II |
| 5b | | | | Emergencies |
| 5c | | | | Emergencies |
| 5d | | | | Emergencies |
| 6 | | | | Water Safety |
| 7a | | | | First Aid Bandages |
| 7b | | | | First Aid Rescues |
| 7c | | | | First Aid CPR |
| 7d | | | | Emergencies |
| 7e | | | | Emergencies |
| 8a | | | | (30 days physically active) |
| 8b | | | | (discuss fitness goal) |
| 9a | | | | Citizenship |
| 9b | | | | Citizenship |
| 9c | | | | Outdoor Ethics |
| 9d | | | | (3 hr of service) |
| 10 | | | | Citizenship |

Camping I

Learning Objectives

Each scout should be able to: (pages 237-255, 257-287)

- Complete requirements T1a, T5b, T5c
- 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 what to do if lost
- Know safe hiking rules

Materials Required

- 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 overnight 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.

Teaching-Learning

- 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 other leading questions. Tell Scouts that proper clothing is important. Ask them what they might bring.
- II. Demonstrate:
 - A. Ask scouts to name and tell the purpose of equipment items you brought.
 - B. Show scouts the clothing that you have brought and explain its advantages.
 - C. Show scouts how to pack the pack properly, distributing heavy items correctly.
- III. Guide:
 - A. Have each scout write down every item they remember that was packed into the pack, in one minute. Then, dump everything out and see who remembered the most.
 - B. Have scouts repack the pack properly, discussing it together.
- IV. Demonstrate putting the pack cover on the pack. Ask them when the cover would be used – 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: 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 T1a.
- VI. Discussion of Hiking Rules: Cover each of the following by asking questions:
 - A. LNT – 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 II

Learning Objectives

Each scout should be able to: (pages 264-266, 274-281)

- Complete requirements T1b, S1c
- Understand the importance of a sleeping pad and proper sleeping bag
- Know how and where to set up a campsite and tent

Materials Required

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

Discovery

Since setting up a tent takes awhile, have their tents in bags ready to go.

Teaching-Learning

- 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. Size
 - E. Water and Firewood
 - F. Privacy and Permission
 - G. Low environmental impact –leaves and duff rather than green grass. Use established campsites.
- II. Demonstrate: Lay 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.
- III. 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.
- IV. Guide: Give a tent to each ½ of the group. Guide them in choosing a spot to camp and setting up their tent. Help them pack their tents away.
- V. Enable: Show scouts the sections in the Boy Scout Handbook that relate to this session. Tell them that if they know this material, they will be able to complete requirements T1b and S1C at this month's outing.

Citizenship

Learning Objectives

Each scout should be able to: (pages 49-71, 395-409)

- Complete requirements T7a, S8b, S9a, S9b and be ready for S8a, F10,
- Intro F9a, F9b
- Properly display, raise, lower and fold the American Flag
- Explain three R's of personal safety
- Describe bullying
- Visit community leader
- Investigate environmental issue

Materials Required

- 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.

Teaching-Learning

- I. Ask questions about flag etiquette. Use the "Flag Quiz" in the appendix as an example and add your own.
- II. Use EDGE to teach scouts how to fold the American flag.
- III. 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.
- IV. Review the Three R's on page 400.
- V. Review bullying on page 405.
- 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 each rank. 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 each rank, scouts need to perform service.
- VIII. Explain that each scout completes F9a and F9b on his own.
- 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 S8a.

Cooking

Learning Objectives

Each scout should be able to: (pages 289-325)

- Prepare for requirements T2, S2e, and F2
- Plan a menu for the season
- Cook a simple meal

Materials Required

- Bread or muffin mixes of different flavors. Approximately one per participant.
- A heat source, pan of water, and Zip Lock 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 pre-opening activity. This would also be a fun camp out activity.

Teaching-Learning

- I. Use pages 292-295 to discuss importance of good, healthy food.
- II. Discuss how to plan a meal, using questions on page 291, and information on 311-325.
- III. Actually plan the menu for their next campout, using myPlate, serving sizes, and budget.
- IV. Use pages 304-310 to discuss cooking safety, sanitation, and teamwork. Explain hand washing, 3-pot dishwashing, disposal of dirty water and waste, and following Leave No Trace.
- V. Explain duty rosters, their importance, 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 complete T2 and S2e on campouts. The ultimate application will be in the completion of F2.

Emergencies

Learning Objectives

Each scout should be able to: (pages 111-115, 148-155, 212-218, 240)

- Complete requirement S6d, S6e, F5b-d, F7d-f

Materials Required

- * Paper and pencil for each scout
- * Water treatments – filter, UV light, chemicals, boiling

Discovery

- Display several ways to treat water. Ask scouts if they know how each one works. Ask when water should be treated.

Teaching-Learning

- I. Scouts will probably say water needs to be treated when camping. Discuss each method of treating water. Tell them that treating water may also be needed at home if there is an emergency. Ask what kinds emergency this might include.
- II. Use pages 153-155 to discuss home utility hazards and preparation by having an emergency kit and emergency plan for F7d and F7f. Tell scouts they need to work with a parent to make an emergency plan for F7e
- III. Use pages 111-115, and 151, to discuss the emergency action steps for S6d.
- IV. Use page 152 to discuss vehicle accident specifics for S6e.
- V. Emergencies in the outdoors may be caused by unexpected severe weather. Use pages 212-218 to discuss the need for being aware of weather forecasts, how to get forecasts, how to interpret natural weather signs, and describe severe weather hazards for F5b-d.

Application: Check the Clouds

Divide scouts into buddy teams. Have each team go outside and predict what the weather will be like tomorrow based on the clouds of page 215 and weather signs on 217. Then, have someone check the NOAA or local news weather forecast.

Fires and Fire Safety

Learning Objectives

Each scout should be able to: (pages 387-393)

- * Complete requirement S2a, S2c, S2d.
- * 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 Required

- * Firem'n Chit Cards 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, 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.

Teaching-Learning

- I. Describe the Minimize Campfire Impact principle – use campfires only in existing fire rings.
- II. Fire Safety: (have a discussion, letting scouts answer your questions as much as possible)
 - A. Three things are needed to have fire: Fuel, Oxygen, Heat - remove one and fire goes out.
 - B. Where can I build a fire? In existing fire ring, away from burnables (grass, brush, limbs)
 - C. What precautions are taken before lighting a fire? water, wind, fire bans, permits
 - D. What guidelines while fire is burning? Monitor it, no horseplay, keep it small
 - E. How is a fire extinguished? Burn to ash. Sprinkle water and stir. Repeat until cold
 - F. How is site cleaned up? Scoop out cold ash and scatter far from campsite
- III. Fires: (use EDGE to teach scouts to lay and light fires)
 - A. Explain fires are for cooking, heat, and entertainment. We make our own fires.
 - B. Demonstrate laying a TeePee. 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, extinguishing of the stoves.
 - B. Have teams of 3 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.

First Aid Basics I

Learning Objectives

Each scout should be able to: (pages 105-155)

- * Complete requirements T4
- * Assemble a personal first aid kit to take on hikes.
- * Treat for first aid (simple cuts, minor burns, nosebleed, bites and stings, choking).

Materials Required

- * First aid practice kit, troop first aid kit, personal first aid kit, fake wounds
- * CPR faceguard and gloves kits.
- * 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? (we need to be able to help each other)

Teaching-Learning

- I. What is in a first aid kit?
 - A. Briefly go through the items in your troop first aid kit and their uses. (page 109)
 - B. Show the contents of the small personal kit. (page 108)
- II. Use EDGE to teach scouts how to administer simple First Aid (pg 125-132)

They must demonstrate the skill, not just tell how they would do it. Use fake wounds or red marker, water, bandaids, moleskin, ... as required.

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. Cuts and scratches (p125) | E. Venomous snakes (p129) |
| B. Blisters (p125) | F. Nosebleed (p126) |
| C. Minor burns (p136) | G. Frostbite & Sunburn (p137, 140) |
| D. Bites or Stings of insects and ticks (p131) | H. Choking (p120) |
- III. Use EDGE to teach scouts how to care for choking victim. (pg 120)

(Show positioning, but do NOT actually do abdominal thrusts or backblows)

Demonstrate on one scout, 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 stops, do abdominal thrusts and backblows. (do NOT actually do these!)
 - C. If victim goes unconscious, lower him to the floor and switch to CPR if needed.
- IV. Poisonous Plants: (pg 127)

Tell how to identify poisonous plants. Discuss treatment - wash skin, wash clothes, relieve itching with lotion.

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 II

Learning Objectives

Each scout should be able to: (pages 105-155)

- * Prepare for requirement S6a
- * This module may need to be broken into two sessions

Materials Required

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

Discovery

Share stories of getting hurt. See who has had the worst injury.

Teaching-Learning

Use EDGE to teach scouts how to administer First Aid for 10 problems.

For each problem, Explain the symptoms to look for, steps to treat it, and how to prevent it.

Scouts must demonstrate the skill, not just tell how they would do it. Use fake wounds or red marker, water, bandaids, gauze pads, ... as required. Demonstrate a problem on a scout. Then, Guide buddy pairs to do the problem on each other and show you their results. Repeat for each 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 (pg 133)
- II. Bite of warm-blooded animal (pg 128)
- III. Puncture wound – infection is a high risk (pg 134-135)
- IV. Serious burns (pg 137)
- V. Heat exhaustion (pg 139)
- VI. Shock (pg 123-124)
- VII. Heatstroke (pg 139-140)
- VIII. Dehydration (pg 137-138)
- IX. Hypothermia (pg 141)
- X. Hyperventilation (pg 135-136)

First Aid Bandages

Learning Objectives

Each scout should be able to: (pages 142-148)

- * Complete requirement F7a
- * Construct and use the bandages for the head, upper arm, sprained ankle and collarbone.

Materials Required

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

Discovery

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

Teaching-Learning

- I. Use EDGE to teach scouts how to apply bandages. Explain what splints are.(pg 145)
Demonstrate each bandage. Guide scouts in applying bandages to their buddy.
 - A. Sprained ankle (pg 142)
 - B. Head (pg 143)
 - C. Upper arm (pg 147)
 - D. Collar Bone (pg 147)
- 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

Learning Objectives

Each scout should be able to: (pg 111-119)

- * Complete requirement F7c.
- * Describe the five signs of a heart attack.
- * Explain 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

Teaching-Learning

- I. Discuss the 8 steps of the First Aid method and use those steps always. (pg 111-115)
- II. Ask what the Five common Signs of a Heart Attack are: (pg 119)
- III. Use EDGE to teach scouts the basic steps of CPR as part of the First Aid Method. Either use CPR manikins or a large pillow for the body. (pg 117)
 - A. Check that the scene is safe for you to help
 - B. Check that the victim is unresponsive – (shake and shout)
 - C. Tell a specific person to call for help and get an AED
 - D. Open Airway – head tilt, chin lift
 - E. Check for breathing – cheek by face, looking down body for 10 seconds
 - F. If no breathing, give 30 chest compressions
 - G. Using a mouth shield, give 2 breaths
 - H. Repeat F and G until help arrives, it becomes unsafe, or you are physically exhausted.

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 F7c.)

First Aid Hurry Cases

Learning Objectives

Each scout should be able to: (pages 111-124)

- * Complete requirement S6b.
- * Treat for the hurry cases of stopped breathing, stroke, serious bleeding, and ingested poisoning.

Materials Required

- * Practice first aid kits
- * Roller bandages
- * Gauze pads

Discovery

Ask scouts to take their pulse on their neck. See how many can find it. Help those that cannot. Then, try other spots – wrist, inside thigh, ankle.

Teaching-Learning

- I. Discuss the 8 steps of the First Aid method and use those steps always. (pg 111-115)
- II. Use EDGE to teach how to handle Stopped Breathing: (pg 116-118)
It is either airway obstruction or cardiac problem, so review CPR steps.
- III. Use EDGE to teach how to handle Stroke: (pg 124)
- IV. Use EDGE to teach how to handle Serious Bleeding: (pg 119-120)
- V. Discuss what to do for Ingested Poisoning: (pg 121-122)

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

Learning Objectives

Each scout should be able to: (pages 148-150)

- * Complete requirement F7b.
- * Demonstrate the carries used to transport a victim.

Materials Required

- * Old large jacket to wear for clothes drag
- * Ropes, poles, and blankets for stretcher

Discovery

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

Teaching-Learning

- I. Use EDGE to teach how to move a person out of a smoke filled room. (pg 148-150) 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. (pg 149-150) 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

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 I

Learning Objectives

Each scout should be able to: (pages 75-102)

- * Complete requirement T6a and T6b.

Materials Required

- * Exercise chart for each scout (appendix)
- * A stopwatch
- * A Sit-and-Reach box
- * A location for doing fitness tests in T6a.

Teaching-Learning

- Have each scout do the 4 tests and record results. Do the first three individually and then have everyone do the 1-mile run/walk together.
- Have each scout write his plan to improve in each test.

Application:

Have scouts record their best in the tests listed on page 77. 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 II

To be completed at least 30 days after the completion of Fitness I

Learning Objectives

Each scout should be able to:

- * Complete requirement T6c
- * Prepare for requirements S7a, S7b, F8a, F8b

Materials Required

- * Completed exercise chart for each scout
- * A stopwatch
- * A Sit-and-Reach box
- * A location for doing fitness tests in T6c.

Application:

Have scouts record their best in the tests listed. Record these for your records as well. If they show they have practiced and have shown improvement, they have completed T6c.

After completing T6c, have scouts make plans to remain physically active and track activity for at least four weeks for S7 and four weeks for F8.

Forming the Patrol

Learning Objectives

Each scout should be able to: (pages 8-29, 413-422)

- * Complete requirements J1, J2, J3, T5a
- * Review the Scout Oath, Law, Motto and Slogan.
- * Know the Scout sign, salute, and handshake.
- * Understand 'scout spirit'.
- * State their patrol name, give the yell, and describe their patrol flag.
- * Describe how scouts provide leadership, steps to advancement, ranks, merit badge process, and patrol method.
- * Describe why we use the buddy system.

Materials Required

- * 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.

Teaching-Learning

- I. Recite with the Scouts the Scout Oath, Scout Law, Motto, and Slogan. Use the sign, salute, and handshake appropriately (pg 11-19). Do these every time you meet.
- II. Recite the Outdoor Code (pg 223)
- III. Describe the First Class badge (pg 20).
- IV. Discuss the buddy system (pg 29). Ask them why they think that the buddy system is important.
- V. 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.
- I. What is a Patrol? (pg 24-25) Discuss how each patrol has its own leader, its own gear, 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.
- II. What is Scout Spirit? (pg 15) Discuss how scouts can make their patrol the best. Make sure every other scout feels welcome in the patrol!
- III. Patrol Method, Name, Yell, Flag (pg 25-26). Help scouts decide on a patrol patch and name, yell, and flag design.
- IV. Scout Leadership (pg 420-422)
- V. Advancement & merit badge process (pg 413-418)

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 and Lashings I

Learning Objectives

Each scout should be able to: (pages 360-367)

- * Complete requirements J4a, J4b, T3a, T3b, T3c, and T8.
- * Whip and fuse the ends of a rope.
- * Tie and use square knot, two half hitches, and taut line hitch.
- * Teach someone how to tie the square knot using EDGE.

Materials Required

- * Have at least one experienced scout, or adult, available as a judge 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.

Teaching-Learning

Use EDGE to teach scouts to whip a rope. (pg 361)

Explain: 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, Enable.

- I. Split scouts into two groups.
- II. Group 1 – Teach, demonstrating EDGE, on Fusing ropes. (pg 361)
- III. Group 2 – Teach, demonstrating EDGE, on tying a square knot. (pg 365)
- IV. Have scouts split into buddy pairs (one from each group). Group 1 scout teaches fusing ropes, using edge, to other scout. Then, reverse roles. Group 2 scout, teaches square knot, using Edge to other scout. Monitor that they are using EDGE correctly.
- V. Teach the Two Half Hitches and its use.
- VI. Teach the Taut Line Hitch and its use.

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 Hitch 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.

Knots and Lashings II

Learning Objectives

Each scout should be able to: (pages 360-378)

- * Complete requirements S2f, S2g, F3.
- * Tie the sheet bend, bowline, timber hitch, and clove hitch.
- * Use these knots in demonstrating the square, shear, and diagonal lashings.
- * Use these lashings to create a camp gadget.

Materials Required

- * 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 (pg 375) 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.

Teaching-Learning

- I. Use EDGE to teach the sheet bend, bowline, timber hitch, and clove hitch. (pg 367-370)
- II. Explain when lashings are used. (pg 371-372)
- III. Use EDGE to teach square, sheer, and diagonal lashings. (pg 373-376)

Application:

This module may take extra time to master all seven knots and lashings. 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 F3d.

Outdoor Ethics

Learning Objectives

Each scout should be able to: (pages 222-235)

- * Complete requirements T1c, S1b, F1b
- * Intro F9c

Materials Required

- * Leave No Trace cards
- * Outdoor Code cards

Discovery

Ask: What are some reasons people like to go camping?

Teaching-Learning

- I. Review the Outdoor Code and what it means (pg 223). Hand out Outdoor Code cards to each participant that doesn't have one yet. Ask how the scouts practiced the Outdoor Code on their last campout.
- II. Discuss the seven Leave No Trace principles (pg 225-232) and how our camping practices support them: (pg 244-257)
 - 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
- III. Discuss Tread Lightly! (pg 233-234)
- IV. Review requirement F9c and explain to the scouts that they need to individually note their trash, make a plan to reduce waste, and actually use that plan and note the results.

Application:

Remind scouts that they are expected to follow outdoor ethics guidelines on all campouts and hikes. They will complete S1a when they've gone on five outings and F1a when they've gone on ten.

Map and Compass I

Learning Objectives

Each scout should be able to: (pages 328-357)

- * Complete requirements S3a, S3b, S3c, F4b
- * Use a compass and understand how a compass and map work together.
- * Use a GPS.

Materials Required

- * topographic maps
- * A GPS
- * 1 compass and map for every buddy pair

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.

Teaching-Learning

- I. Compass
 - A. Use EDGE to teach how to use a compass: (pg 338-339)
 1. To follow a bearing:
 - a) Turn bezel so the degree bearing is at the base of the Direction of Travel arrow.
 - b) Turn with the compass until north end of the Needle is inside the Orienting Arrow.
 2. To find which direction you are heading, or direction to a landmark:
 - a) Point Direction of Travel arrow at landmark.
 - b) Turn the bezel until the north end of the Needle is inside the Orienting Arrow.
 - c) Read degrees at the base of the Direction of Travel arrow.
- II. Map (pg 332-338)
 - A. Give each buddy pair a map and ask questions about the symbols:
 1. What do different colored areas on the map mean? (forest, clear, water, ...)
 2. What symbols represent man-made structures?
 3. What symbols represent trails, roads, railroads?
 4. What other lines are on the map? (boundaries, rivers, contour lines, lat/lon, ...)
 5. What are the contour lines for? Explain how they are used. (pg 336)
 6. What other interesting symbols are on the map?
 7. Which direction is North on the map?
- III. Orienting the map: Use EDGE to teach how to orient the map. (pg 343)
- IV. Demonstrate a GPS. (pg 345-349)

Use EDGE to teach how to use a GPS to show your location and direction to travel to reach a waypoint.
- V. Discuss what hazards and injuries might be encountered when hiking.

Application:

Arrange time for a 5-mile hike (about 2.5 hours), using a map and compass, around the city or on an upcoming campout. See the scoutmaster for topo maps of local parks.

Map and Compass II

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

Learning Objectives

Each scout should be able to: (pages 328-331, 350-351)

- * Complete requirement F4a
- * Measure the height and width of objects using several different methods.
- * Complete an orienteering course.

Materials Required

- * Compass and map
- * Orienteering map

Discovery

Meet at local park or 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.

Teaching-Learning

- I. Use EDGE to teach measuring heights, and measure a few structures or trees: (pg 330)
 - A. Pencil Method
 - B. Tree Felling Method
- II. Use EDGE to teach these methods of measuring widths: (pg 331)
 - A. Stick Method
 - B. Compass Method
- III. Explain what orienteering is and how orienteering races work. Use the orienteering map to demonstrate how to plot routes from waypoint to waypoint. Have the scouts complete an orienteering course that has been prepared on a campout or local park.

Application: Orienteering Course

Ask the Scoutmaster for an orienteering course map and waypoints and have scouts complete that course. This can not be part of the 5 mile hike for S3b, but can be a separate mile done before or after that 5 mile hike.

Map and Compass III

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.

Learning Objectives

Each scout should be able to: (pages 354-357)

- * Complete requirement S3d
- * Tell directions during the day and night in several ways without a compass.

Materials Required

- * Compass (to give the right answer)
- * 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.

Teaching-Learning

- I. Use EDGE to teach finding directions during the day with the shadow stick method, watch method, and equal-length shadow method. (pg 356)
The time for the equal-length 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.
- II. Use EDGE to teach finding directions at night. (pg 354)
 - 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. Methods used during day with the sun’s shadow will also work at night with a bright moon!
 - D. See <http://CompassDude.com/no-compass.php> for more information.

Application:

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

Nature I

Learning Objectives

Each scout should be able to: (pages 199-212)

- * Complete requirement S4.
- * Appreciate and respect the animals that live in their communities.

Materials Required

- * Examples of plaster casts of animal prints
- * Piece of fur, feather, bone
- * Books on animal identification

Discovery

An excellent discovery would be to have an animal brought to the meeting by a qualified professional.

Show the fur, feather, and bone. Ask what can be determined about the animal that left them.

Teaching-Learning

- 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 (200-210) in the *Handbook* that can be used in identifying animals.
 - B. Show other books that can be used.
- III. Observing Animals
 - A. Seeing the animal
 - B. Hearing the animal's vocalization
 - C. Evidence of animals – tracks, scat, fur, feathers

Application:

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, photographs they took (not from a magazine), etc. Or, you could go on a hike with the patrol and collect the evidence.

Nature II

Learning Objectives

Each scout should be able to: (pg 188-199)

- * Complete requirement F5a
- * Use resources to identify plants.

Materials Required

- * Plant identification books
- * 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 try to identify them.

Teaching-Learning

- I. Demonstrate how to identify a leaf by using a Plant Key, either in a book or an app. (pg 196)
 - A. Types of Trees
 - Deciduous (Broad Leafed) or Coniferous (Evergreen or Cone Bearing)
 - B. Types of leaves:
 - Simple, Compound, Simple Palmate, Compound Palmate
 - C. Using one sample leaf, determine with the group its characteristics – deciduous, coniferous, simple, lobed, compound, smoothness, size, etc.
- II. Discuss other ways to identify plants
 - Flower, fruit, bark, smell

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, white oak, red oak, paper birch, red pine, ponderosa pine, eastern white pine, eastern red cedar, eastern white cedar, buckthorn, elm, quaking aspen, poplar, cottonwood, weeping willow, ironwood, basswood, sumac, poison ivy, milkweed, goldenrod

Water Safety

Learning Objectives

Each scout should be able to: (pages 158-181)

- * Complete requirements S5a, S5d, F6b, F6c, F6d
- * Prepare for requirements S5b, S5c, F6a, F6e

Teaching-Learning

- I. Discuss the Safe Swim Defense precautions. (pg 158-161)
- II. Discuss the Safety Afloat precautions. (pg 172-173)
- III. Discuss parts of watercraft and proper positioning (pg 174-176)
- IV. Review the BSA Swimmer Test requirements. (pg 168)
- V. Discuss Water Rescue methods. (pg 177-181)
- VI. Discuss why swimming rescues should be avoided. (pg 181)

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.

Learning Objectives

Each scout should be able to: (pg 378-386)

- * Complete requirements J5, T3d, S2b
- * Properly use and care for the scout knife, ax, and saw.
- * Prepare tinder, kindling, fuel for a fire
- * Earn the Totin' Chip Card

Materials Required

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

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?

Teaching-Learning

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
 1. The best way to 'sharpen' a blade is to buy a new one.
 - B. Usage:
 1. Keep blade sheathed except when in use.
 2. Cut off an end of a log, not the center, so the saw does not bind.
 3. Use long, smooth strokes
 4. Keep blade out of dirt
 5. Undercut branches first when clearing trails.
 - C. Carrying and Passing:
 1. Sheath the blade.
 2. Carry with blade down and away, and handle facing forward.
 3. Pass from right to left hand, not across body.
 4. Make sure the other person has the tool (i.e. says 'thank you').
- II. The Scout Ax
 - A. Sharpening
 1. Use a file with a knuckle guard and wear gloves.

2. Use a log and stakes as shown in the *Boy Scout Handbook* on page 386.
 3. 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
1. The ax should be sharp and the head on tight.
 2. Always wear sturdy shoes to protect your feet.
 3. Clear the area in which you're working.
 4. Carry an ax correctly.
 5. Hand the ax in the proper way (*Boy Scout Handbook* page 385).
 6. Know how to properly: Buck a log, Switch hit, Use a chopping block, and split wood.
- III. The Scout Knife:
- A. Care and Sharpening
1. Cleaning:
 - a) Open all the blades.
 - b) Twirl a small piece of cloth or paper towel onto the end of a toothpick.
 - c) Moisten it with oil and wipe out the inside.
 - d) Be sure to clean the joint at the base of each blade.
 - e) Swab out extra oil with a clean cloth.
 2. Sharpening:
 - a) Put a few drops of honing oil on the whetstone.
 - b) Hold the back against the stone at about a 23 degree angle.
 - c) Push the blade along the stone as if you were slicing a thin piece off the stone.
 - d) 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.
1. Do:
 - a) Keep blades closed except when in use.
 - b) Cut away from yourself.
 - c) Close blades before handing the knife to someone else.
 - d) Make sure that no one is within an arm's length away when using the knife.
 2. Don't:
 - a) Carry a knife with the blade open.
 - b) Pound on the knife handle with another tool.
 - c) Throw the knife.
 - d) Pry with the point of the knife blade.
 - e) Put the knife in a fire - can ruin the temper and weaken the knife.
 3. Handing your knife to another person.
 - a) Close the blade.
 - b) Hand the knife.
 - c) 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 S2b, 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 and tinder with the knife. They could then use this wood for the S2c requirement.

Appendix

This section contains the forms and worksheets you will need to implement the program.

Scout Advancement Progress Chart

Patrol: _

Troop Guide: _

| Scout (Joining) | | | | | | | |
|------------------------|--|--|--|--|--|--|--|
| 1a. | Repeat from memory and explain: Oath, Law, Motto, Slogan | | | | | | |
| 1b. | Explain scout spirit | | | | | | |
| 1c. | Scout sign, salute and handshake | | | | | | |
| 1d. | Describe First Class badge | | | | | | |
| 1e. | Repeat and explain Outdoor Code | | | | | | |
| 1f. | Repeat the Pledge of Allegiance | | | | | | |
| 2a. | Describe how scouts provide leadership | | | | | | |
| 2b. | Describe four steps of advancement | | | | | | |
| 2c. | Describe boy scout ranks and process | | | | | | |
| 2d. | Describe merit badges and process | | | | | | |
| 3a. | Explain the patrol method | | | | | | |
| 3b. | Know Patrol Name, emblem, flag, and yell | | | | | | |
| 4a. | Tie square knot, two half-hitches, and tautline hitch | | | | | | |
| 4b. | Whip and fuse rope | | | | | | |
| 5. | Demonstrate pocketknife safety | | | | | | |
| 6. | Complete abuse booklet with parent, & cyber chip | | | | | | |
| 7. | Scoutmaster Conference | | | | | | |
| | | | | | | | |
| Tenderfoot | | | | | | | |
| 1a. | Prepare for campout | | | | | | |
| 1b. | Spend 1 night on campout in tent | | | | | | |
| 1c. | Tell how you practiced Outdoor Code on outing | | | | | | |
| 2a. | Assist with cooking | | | | | | |
| 2b. | Demonstrate safe meal utensil cleaning | | | | | | |
| 2c. | Explain importance of eating as patrol | | | | | | |
| 3a. | Demonstrate square knot | | | | | | |
| 3b. | Demonstrate two half-hitches | | | | | | |
| 3c. | Demonstrate tautline hitch | | | | | | |
| 3d. | Demonstrate proper care, sharpening, use of woods tools | | | | | | |
| 4a. | Demonstrate First Aid skills | | | | | | |
| 4b. | Describe and identify poisonous plants and treatment | | | | | | |
| 4c. | Tell how to prevent occurrences of 4a & 4b | | | | | | |
| 4d. | Assemble personal first aid kit | | | | | | |
| 5a. | Explain buddy system | | | | | | |
| 5b. | Describe what to do if you get lost | | | | | | |
| 5c. | Explain rules of safe hiking | | | | | | |
| 6a. | Record best in (record date here, numbers below): | | | | | | |
| i | Push ups | | | | | | |
| ii | Sit-ups | | | | | | |
| iii | Sit-and-reach | | | | | | |
| iv | 1 mile walk/run | | | | | | |

| | | | | | | | | | |
|-----|---|--|--|--|--|--|--|--|--|
| 6b. | Describe your plan to improve after 30 days | | | | | | | | |
| 6c. | Show improvement (record date here, numbers below): | | | | | | | | |
| i | Push ups | | | | | | | | |
| ii | Sit-ups | | | | | | | | |
| iii | Sit-and-reach | | | | | | | | |
| iv | 1 mile walk/run | | | | | | | | |
| 7a. | Demonstrate flag skills | | | | | | | | |
| 7b. | Participate in 1 hour service project | | | | | | | | |
| 8. | Describe and use EDGE training method 9-11. Scout Spirit, Scoutmaster Conference, Board of Review | | | | | | | | |

Second Class

| | | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|--|
| 1a. | Since joining, participate in five activities, not meetings | | | | | | | | |
| 1b. | Explain Leave No Trace | | | | | | | | |
| 1c. | Select a location for patrol site | | | | | | | | |
| 2a. | Explain when it is appropriate to use a fire | | | | | | | | |
| 2b. | Prepare tinder, kindling, and fuel for a fire | | | | | | | | |
| 2c. | Demonstrate building a fire | | | | | | | | |
| 2d. | Demonstrate using a lightweight stove | | | | | | | | |
| 2e. | Plan and cook a hot breakfast or lunch | | | | | | | | |
| 2f. | Demonstrate the sheet bend knot | | | | | | | | |
| 2g. | Demonstrate the bowline knot | | | | | | | | |
| 3a. | Demonstrate a compass, orient a map, explain map symbols | | | | | | | | |
| 3b. | Using compass and map, take a 5 mile hike | | | | | | | | |
| 3c. | Describe hazards and injuries of hiking and how to prevent | | | | | | | | |
| 3d. | Demonstrate finding direction in day and night without compass | | | | | | | | |
| 4. | Identify/show evidence of 10 animals | | | | | | | | |
| 5a. | Tell precautions for a safe swim. | | | | | | | | |
| 5b. | Demonstrate swimming ability. | | | | | | | | |
| 5c. | Demonstrate water rescue methods. | | | | | | | | |
| 5d. | Explain why swimming rescues are avoided | | | | | | | | |
| 6a. | Demonstrate advanced First Aid | | | | | | | | |
| 6b. | Show what to do for 'Hurry Cases' | | | | | | | | |
| 6c. | Tell how to prevent 6a and 6b problems | | | | | | | | |
| 6d. | Explain what to do in emergencies | | | | | | | | |
| 6e. | Tell what to do when finding a vehicle accident | | | | | | | | |
| 7a. | Be physically active for four weeks | | | | | | | | |
| 7b. | Set goal and make plan to remain physically active | | | | | | | | |
| 7c. | Participate in program on dangers of drugs | | | | | | | | |
| 8a. | Participate in a flag ceremony | | | | | | | | |
| 8b. | Explain flag respect | | | | | | | | |
| 8c. | Make and follow plan to earn money | | | | | | | | |
| 8d. | Compare prices of an item | | | | | | | | |
| 8e. | Participate in 2 hours of service | | | | | | | | |
| 9a. | Explain three R's of personal safety | | | | | | | | |
| 9b. | Describe bullying | | | | | | | | |
| 10-12. | Scout Spirit, Scoutmaster Conference, 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.

First Aid Situation Cards

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| Shock Have person lie down |
| Shock Raise feet 10 to 12 inches. If he is have trouble breathing raise |
| Shock Never leave him alone |
| Shock Talk to him to assure him that everything will be ok. |
| Object In the Eye Have the person blink |
| Object in the Eye Pull the upper lid down over the lower one. |
| Object in the Eye Place your thumb on the skin just below the lid and pull it down gently. |
| Object in the Eye Lift the object out with the corner of a sterile gauze pad. |
| Object in the Eye Cover the eye with a gauze pad and get the patient under medical |
| Bite of Animal Call police to come pick up the animal. |
| Bite of Animal Scrub the bite with plenty of soap and water. |
| Bite of Animal Cover the wound with a sterile bandage and get the victim to a doctor. |
| Nail and Splinter Take out any foreign matter. |
| Nail and Splinter Squeeze gently around the wound. |

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| Nail and Splinter Wash Gently with soap and water. |
| Nail and Splinter Apply and sterile bandage. |
| Fishhook Cut the line and allow a doctor to remove the fishhook. |
| Fishhook Push the barb out through the skin. |
| Fishhook Snip off the barb with a pair of pliers. |
| Fishhook Back the fishhook out of the wound. |
| Second Degree Burn Do not break the blisters. |
| Second Degree Burn Place the injury in cool water until the pain |
| Second Degree Burn Apply a moist dressing |
| Second Degree Burn Bandage loosely. |
| Second Degree Burn Do not apply creams, ointments or sprays. |
| Heat Exhaustion Symptom: Pale skin. |
| Heat Exhaustion Symptom: shallow breathing. |
| Heat Exhaustion Symptom: nausea. |

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| Heat Exhaustion Symptom: Dilated pupils, Headache and dizziness. |
| Heat Exhaustion Move patient to a cool shady spot. |
| Heat Exhaustion Place him on his back and raise his feet. |
| Heat Exhaustion Fan him and apply cool wet cloths. Give him sips of water. |
| Poisonous Plants Poison ivy have three leaves. |
| Poisonous Plants Poison oak has three leaves |
| Poisonous Plants Poison Sumac has white berries. |
| Poisonous Plants Do not scrub. |
| Poisonous Plants Rinse with water immediately. |
| Poisonous Plants Use Calamine lotion to relieve itching. |
| Poisonous Plants Remove lingering sap by laundering clothing. |
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Presentation Schedule Worksheet

Fill in the name, location, and date of each presentation in the program in the spaces below.

| Session | Date | Location | Person Responsible |
|-----------------------|------|----------|--------------------|
| Camping I | | | |
| Camping II | | | |
| Citizenship | | | |
| Cooking | | | |
| Emergencies | | | |
| Fires and Fire Safety | | | |
| First Aid Basics I | | | |
| First Aid Basics II | | | |
| First Aid Bandages | | | |
| First Aid CPR | | | |
| First Aid Hurry Cases | | | |
| First Aid Rescues | | | |
| Fitness I | | | |
| Fitness II | | | |
| Forming the Patrol | | | |
| Knots and Lashings I | | | |
| Knots and Lashings II | | | |
| Outdoor Ethics | | | |
| Map and Compass I | | | |
| Map and Compass II | | | |
| Map and Compass III | | | |
| Nature I | | | |
| Nature II | | | |
| Water Safety | | | |
| Fireman's Chit | | | |
| Totin' Chip | | | |
| Tech Chip | | | |

Program Planning Worksheet

Enter the date you plan to complete the Requirements listed below. For those requirements which do not have a corresponding lesson plan, enter the date you anticipate the requirement will be completed. M = do at a Meeting, C = do at a Campout, O = do at Other

| | M | C | O | | Date To Do |
|---------------------|---|---|---|-----------------------|------------|
| Scout | | | | | |
| 1 | | | | Forming the Patrol | |
| 2 | | | | Forming the Patrol | |
| 3 | | | | Forming the Patrol | |
| 4 | | | | Knots and Lashings I | |
| 5 | | | | Totin Chip | |
| 6 | | | | | |
| Tenderfoot | | | | | |
| 1a | | | | Camping I | |
| 1b | | | | Camping II | |
| 1c | | | | Outdoor Ethics | |
| 2 | | | | Cooking | |
| 3a | | | | Knots and Lashings I | |
| 3b | | | | Knots and Lashings I | |
| 3c | | | | Knots and Lashings I | |
| 3d | | | | Totin Chip | |
| 4 | | | | First Aid Basics I | |
| 5a | | | | Forming the Patrol | |
| 5b | | | | Camping I | |
| 5c | | | | Camping I | |
| 6a | | | | Fitness I | |
| 6b | | | | Fitness I | |
| 6c | | | | Fitness II | |
| 7a | | | | Citizenship | |
| 8 | | | | Knots and Lashings I | |
| Second Class | | | | | |
| 1a | | | | | |
| 1b | | | | Outdoor Ethics | |
| 1c | | | | Camping II | |
| 2a | | | | Fires and Fire Safety | |
| 2b | | | | Totin Chip | |
| 2c | | | | Fires and Fire Safety | |
| 2d | | | | Fires and Fire Safety | |
| 2e | | | | Cooking | |
| 2f | | | | Knots and Lashings II | |
| 2g | | | | Knots and Lashings II | |
| 3a | | | | Map and Compass I | |
| 3b | | | | Map and Compass I | |

| | M | C | O | | Date To Do |
|--------------------|---|---|---|-----------------------|------------|
| 3c | | | | Map and Compass I | |
| 3d | | | | Map and Compass III | |
| 4 | | | | Nature I | |
| 5 | | | | Water Safety | |
| 6a | | | | First Aid Basics II | |
| 6b | | | | First Aid Hurry Cases | |
| 6c | | | | First Aid Basics II | |
| 6d | | | | Emergencies | |
| 6e | | | | Emergencies | |
| 7 | | | | | |
| 8a | | | | Citizenship | |
| 8b | | | | Citizenship | |
| 8c | | | | | |
| 8d | | | | | |
| 9a | | | | Citizenship | |
| 9b | | | | Citizenship | |
| First Class | | | | | |
| 1a | | | | | |
| 1b | | | | Outdoor Ethics | |
| 2 | | | | Cooking | |
| 3 | | | | Knots and Lashings II | |
| 4a | | | | Map and Compass II | |
| 4b | | | | Map and Compass I | |
| 5a | | | | Nature II | |
| 5b | | | | Emergencies | |
| 5c | | | | Emergencies | |
| 5d | | | | Emergencies | |
| 6 | | | | Water Safety | |
| 7a | | | | First Aid Bandages | |
| 7b | | | | First Aid Rescues | |
| 7c | | | | First Aid CPR | |
| 7d | | | | Emergencies | |
| 7e | | | | Emergencies | |
| 8 | | | | | |
| 9a | | | | Citizenship | |
| 9b | | | | Citizenship | |
| 9c | | | | Outdoor Ethics | |
| 10 | | | | Citizenship | |

Program Plan by Month

The approximate date is shown. List location in the 2nd column (campout, troop meeting, patrol meeting, other), requirement goals you plan to cover in the 3rd column and the presentation in the third column.

| Date | Location | Requirement Goals | Presentation/Description |
|--------------|----------|-------------------|--------------------------|
| March 1 | | | |
| March 8 | | | |
| March 15 | | | |
| March 22 | | | |
| April 1 | | | |
| April 8 | | | |
| April 15 | | | |
| April 22 | | | |
| May 1 | | | |
| May 8 | | | |
| May 15 | | | |
| May 22 | | | |
| June 1 | | | |
| June 8 | | | |
| June 15 | | | |
| June 22 | | | |
| July 1 | | | |
| July 8 | | | |
| July 15 | | | |
| July 22 | | | |
| August 1 | | | |
| August 8 | | | |
| August 15 | | | |
| August 22 | | | |
| September 1 | | | |
| September 8 | | | |
| September 15 | | | |
| September 22 | | | |
| October 1 | | | |
| October 8 | | | |
| October 15 | | | |
| October 22 | | | |
| November 1 | | | |
| November 8 | | | |
| November 15 | | | |
| November 22 | | | |
| December 1 | | | |
| December 8 | | | |
| December 15 | | | |
| December 22 | | | |
| January 1 | | | |
| January 8 | | | |
| January 15 | | | |

Exercise 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 | Sit-ups | Sit and Reach | Walk/Run |
|------------|-----------------|----------------|----------------------|-----------------|
| Initial | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
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| 27 | | | | |
| 28 | | | | |
| 29 | | | | |
| 30 | | | | |
| Final | | | | |