



**SECOND CLASS**

**TENDERFOOT**

**FIRST CLASS**



# **PATHFINDER PROGRAM**

**Las Vegas Area Council, Boy Scouts of America**

Donald W. Reynolds Scouting Resource Center

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# PATHFINDER: THE BEGINNING FOR NEW SCOUTS



GETTING 'EM OVER

Handbook for Patrol Leaders BSA 1964

Dear Scoutmaster,

The Pathfinder program is dedicated to helping the newer Scout along the trail to Eagle. Once a scout and his leader determines which badge he will work on, the plan is very specific to the chosen work.

During the week at camp the Scout will follow a precise plan that will allow him to successfully complete 95% of the requirements for the rank he is working on. A Scout will only work on the Tenderfoot, Second Class or First Class rank advancement. He will also have the opportunity to work on a merit badge or two and experience orientation programs in marksmanship, archery and canoeing.

Pathfinder is a program that allows the Scoutmaster and Scout to develop a plan that will meet the needs of the Scout. Pathfinder is a great resource for a Scoutmaster to help a Scout along the trail to Eagle, create a pride of achievement within the scout and motivate them.

**Brian Porter**

Director of Support Services

# **TENDERFOOT, 2<sup>ND</sup> CLASS, & 1<sup>ST</sup> CLASS**

## **ACTIVITIES - MONDAY**

**1:30 PM..... PATHFINDER AREA – MESS HALL**

**1:45 PM..... FLAG POLE**

- A.** Demonstrate how to:
  - Raise U.S. Flag
  - Lower U.S. Flag
  - Fold U.S. Flag
  - Have Scouts do this properly (p58-60)
- B.** History of American Flag
- C.** History of National Anthem
- D.** Pledge of Allegiance
- E.** Explain what respect is due to the flag of the United States

**2:45 PM..... OUTDOORS AREA – MEADOWS**

- A.** Using sisal or manila rope demonstrate how to whip rope using waxed stitching string as whipping material. (p361)
- B.** Using nylon or polypropylene rope demonstrate fusing a rope. (p34)
- C.** Have Scouts fuse and whip and make a personal knot rope approximately 36” in length
- D.** Demonstrate tying two half hitches and taut line and show how it is used in tent pitching
- E.** Demonstrate the following knots and lashings
  - Bowline
  - Timber Hitch
  - Clove Hitch
  - Square, Shear, Diagonal Lashings, Sheet Bend
- F.** Have Scouts practice knots and lashings
- G.** Have Scouts practice lashings by making a camp gadget with Scout staves or lashing poles.

**3:30 PM..... PATHFINDER AREA – MESS HALL**

**4:30 PM..... BREAK FOR DINNER**

**5:00 PM..... DINNER**

# **TENDERFOOT, 2<sup>ND</sup> CLASS, & 1<sup>ST</sup> CLASS**

## **ACTIVITIES - TUESDAY**

### **1:30 PM ..... PATHFINDER AREA – MESS HALL**

- A. Introduce Scouts to the Pathfinder area and review what will be happening during the week.
- B. Scout Rank – continued on page 5

### **1:40 PM ..... FIRST AID – MESS HALL**

- A. Demonstrate first aid for the following:
  - Simple cuts and scrapes
  - Blisters on the hand and foot
  - Minor (thermal/heat) burns or scalds (superficial, or first-degree)
  - Bites or stings of insects and ticks
  - Venomous snakebite
  - Nosebleed
  - Frostbite and sunburn
  - Choking
- B. Show what to do for "hurry" cases of stopped breathing, serious bleeding, and ingested poisoning.
- C. Demonstrate first aid for the following:
  - Object in the eye
  - Bite of a suspected rabid animal
  - Puncture wounds from a splinter, nail, and fishhook
  - Serious burns (partial thickness, or second-degree)
  - Heat exhaustion
  - Shock
  - Heatstroke, dehydration, hypothermia, and hyperventilation
- D. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
- E. Demonstrate how to transport by yourself, and with one other person, a person
  - From a smoke-filled room
  - With a sprained ankle, for at least 25 yards
- F. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
- G. Remind Scouts that they should prepare and demonstrate their personal first aid kit during the week.

### **3:30 PM ..... PATHFINDER AREA – MESS HALL**

### **4:30 PM ..... BREAK FOR DINNER**

### **5:00 PM ..... DINNER**

# **TENDERFOOT, 2<sup>ND</sup> CLASS, & 1<sup>ST</sup> CLASS**

## **ACTIVITIES - THURSDAY**

**1:30 PM..... PATHFINDER AREA – MESS HALL**

**1:45 PM..... COMPASS AND MAPS (PG 327-357)**

- A.** History of Compass
- B.** Demonstrate (p69-74)
  - How to use a compass
  - Orient a map
  - Read map symbols
- C.** Have Scouts become familiar with map and compass. Play some games from Woods Wisdom.
  - Blindfold compass walk
  - Direction finding relay
  - Direction hung
- D.** Demonstrate how to find directions during the day without using a compass. Let Scouts know they can come to you any night you designate to learn how to tell directions at night.
- E.** Demonstrate how to measure heights and widths.
- F.** Have Scouts practice measuring heights and widths.
- G.** Have Scouts orient a one-mile course.

**2:30 PM..... PATHFINDER AREA – MESS HALL**

- A.** Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Describe what a bully is and how you should respond to one.
- B.** Bully vs Cyberbully
  - Describe the three things that should avoid doing related to use of the Internet. Describe a cyberbully and how anyone should respond to one.
- C.** Discuss the principles of Leave No Trace.

Tenderfoot 1c, 5b, 5c

2nd Class 9a

**3:30 PM..... PATHFINDER AREA – MESS HALL**

**4:30 PM..... BREAK FOR DINNER**

**5:00 PM..... DINNER**

# **TENDERFOOT, 2<sup>ND</sup> CLASS, & 1<sup>ST</sup> CLASS**

## **ACTIVITIES - FRIDAY**

**1:30 PM..... PATHFINDER AREA – MESS HALL**

**1:35 PM..... FOOD PREPARATION AND PLANNING**

- A.** Discuss and demonstrate how to help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the MyPlate food guide or the current USDA nutrition model and meets nutritional needs.
- B.** Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.
- C.** Tell why it is important for each patrol member to share in meal preparation and cleanup, and explain the importance of eating together.
- D.** Explain when it is appropriate to use a cooking fire.

**2:30 PM..... Nature**

2nd Class #4

1st Class #5a, b, c, d.

**3:30 PM..... PATHFINDER AREA – MESS HALL**

**4:30 PM..... BREAK FOR DINNER**

**5:00 PM..... DINNER**

# SCOUT RANK REQUIREMENTS



All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop.

1a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning. Understand and agree to live by the Scout Oath, Scout Law, motto, slogan, and the Outdoor Code.

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.

1c. Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used. Demonstrate the Scout sign, salute, and handshake.

1d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge. Describe the Scout badge.

1e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.

1f. Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning. Repeat the Pledge of Allegiance.

2. After attending at least one Boy Scout troop meeting, do the following:

2a. Describe how the Scouts in the troop provide its leadership.

2b. Describe the four steps of Boy Scout advancement.

2c. Describe the Boy Scout ranks and how they are earned.

2d. Describe what merit badges are and how they are earned.

3a. Explain the patrol method. Describe the types of patrols that are used in your troop.

3b. Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit. Know your patrol name, give the patrol yell, and describe your patrol flag. [PREVIOUSLY TENDERFOOT 8]

4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used. Demonstrate tying the square knot (a joining knot). Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch. [PREVIOUSLY TENDERFOOT 4b]

4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope. Demonstrate how to whip and fuse the ends of a rope. [PREVIOUSLY TENDERFOOT 4a]

5. Demonstrate your knowledge of pocketknife safety.

6. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide* and earn the Cyber Chip Award for your grade. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*. Describe the three things you should avoid doing related to use of the Internet. Describe a cyberbully and how you should respond to one. [PREVIOUSLY FIRST CLASS 11]

7. Since joining the troop and while working on Scout rank, participate in a Scoutmaster conference.

# TENDERFOOT RANK REQUIREMENTS



## CAMPING and OUTDOOR ETHICS

- 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. Present yourself to your leader, properly dressed, before going on an overnight camping trip. Show the camping gear you will use. Show the right way to pack and carry it.
- 1b. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.
- 1c. Tell how you practiced the Outdoor Code on a campout or outing.

## COOKING

- 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. On the campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in meal preparation and cleanup. . .
- 2b. While on a campout, demonstrate an appropriate method of safely cleaning items used to prepare, serve, and eat a meal.
- 2c. Explain the importance of eating together as a patrol. . . . and explain the importance of eating together.

## TOOLS

- 3a. Demonstrate a practical use of the square knot.
- 3b. Demonstrate a practical use of two half-hitches. Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.
- 3c. Demonstrate a practical use of the taut-line hitch. (See 3b above.)
- 3d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.

## FIRST AID and NATURE

- 4a. Show first aid for the following:
- Simple cuts and scrapes
  - Blisters on the hand and foot
  - Minor (thermal/heat) burns or scalds (superficial, or first-degree)
  - Bites or stings of insects and ticks
  - Venomous snakebite
  - Nosebleed
  - Frostbite and sunburn
  - Choking
- 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. Identify local poisonous plants; tell how to treat for exposure to them.
- 4c. Tell what you can do while on a campout or other outdoor

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. Prepare a personal first-aid kit to take with you on a hike. [PREVIOUSLY SECOND CLASS 7b]

### **HIKING**

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. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood.

5b. Describe what to do if you become lost on a hike or campout. Explain what to do if you are lost.

5c. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.

### **FITNESS**

6a. Record your best in the following tests:

- Push-ups \_\_\_\_\_ (Record the number done correctly in 60 seconds.)
- Sit-ups or curl-ups \_\_\_\_\_ (Record the number done correctly in 60 seconds.)
- Back-saver sit-and-reach (Record the distance stretched.)
- 1-mile walk/run \_\_\_\_\_ (Record the time.)

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.

6c. Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days.

- Push-ups \_\_\_\_\_ (Record the number done correctly in 60 seconds.)
- Sit-ups or curl-ups \_\_\_\_\_ (Record the number done correctly in 60 seconds.)
- Back-saver sit-and-reach (Record the distance stretched.)
- 1-mile walk/run \_\_\_\_\_ (Record the time.)

### **CITIZENSHIP**

7a. Demonstrate how to display, raise, lower, and fold the U.S. flag. Demonstrate how to display, raise, lower, and fold the American flag.

7b. Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.

### **LEADERSHIP**

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.

## **SCOUT SPIRIT**

9. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life. \_\_\_\_\_

Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life. Discuss four specific examples of how you have lived the points of the Scout Law in your daily life.

10. While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference. Participate in a Scoutmaster conference.

11. Successfully complete your board of review for the Tenderfoot rank.

# SECOND CLASS RANK REQUIREMENTS



## CAMPING and OUTDOOR ETHICS

1a. Since joining, participate in five separate troop/patrol activities, three of which include overnight camping. These five activities do not include troop or patrol meetings. On at least two of the three campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee). Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.

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. Discuss the principles of Leave No Trace. Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3] 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. On one of these campouts, select your patrol site and sleep in a tent that you pitched. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

## COOKING and TOOLS

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. Explain when it is appropriate to use a cooking fire.

2b. Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire. Use the tools listed in requirement 3c to prepare tinder, kindling, and fuel for a cooking fire.

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. At an approved outdoor location and at an approved time, and using the tinder, kindling, and fuel wood from requirement 3d, demonstrate how to build a fire; light the fire, unless prohibited by local fire restrictions. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.

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. Explain when it is appropriate to use a lightweight stove or 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.  
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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. On one campout, plan and cook one hot breakfast or lunch, selecting foods from the MyPlate food guide or the current USDA nutrition model. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected.

2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.

2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot. Demonstrate tying the bowline knot and describe several ways it can be used [PREVIOUSLY FIRST CLASS 8a]

## NAVIGATION

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. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.

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. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.

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.<sup>2</sup> Using a compass and a map together, take a five-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.<sup>2</sup>

3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.<sup>2</sup>

3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device. Demonstrate how to find directions during the day and at night without using a compass. [PREVIOUSLY FIRST CLASS I]

## **NATURE**

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. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.

## **AQUATICS**

5a. Tell what precautions must be taken for a safe swim. Tell what precautions must be taken for a safe swim.

5b. Demonstrate your ability to pass the BSA beginner test: Jump feet first 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. Demonstrate your ability to jump feet first 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. Updated August 28, 2015 9 NEW SECOND CLASS REQUIREMENTS\* CURRENT REQUIREMENTS\*

5c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.

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. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim. FIRST AID AND

## **EMERGENCY PREPAREDNESS**

6a. Demonstrate first aid for the following:

- Object in the eye
- Bite of a warm-blooded animal
- Puncture wounds from a splinter, nail, and fishhook
- Serious burns (partial thickness, or second-degree)
- Heat exhaustion
- Shock
- Heatstroke, dehydration, hypothermia, and hyperventilation

6b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning. Show what to do for “hurry” cases of stopped breathing, serious bleeding, and ingested poisoning.

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.

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.

6e. Tell how you should respond if you come upon the scene of a vehicular accident.

## **FITNESS**

7a. After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.

7b. Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so. Updated August 28, 2015 10 NEW SECOND CLASS REQUIREMENTS\* CURRENT REQUIREMENTS\*

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. 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.

## **CITIZENSHIP**

8a. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.

8b. Explain what respect is due the flag of the United States. Explain to your leader what respect is due the flag of the United States.

8c. With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal. Earn an amount of money agreed upon by you and your parent, then save at least 50 percent of that money.

8d. At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose.

8e. Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath. Participate in an approved (minimum of one hour) service project(s).

## **PERSONAL SAFETY AWARENESS**

9a. Explain the three R's of personal safety and protection. Explain the three R's of personal safety and protection.

9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person. Describe what a bully is and how you should respond to one. [PREVIOUSLY TENDERFOOT 9] Updated August 28, 2015 11 NEW SECOND CLASS REQUIREMENTS\* CURRENT REQUIREMENTS\* SCOUT

## **SPIRIT**

10. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life.

\_\_\_\_\_ Demonstrate Scout spirit by living the Scout Oath and Scout Law your everyday life. Discuss four specific examples (different from those used for Tenderfoot requirement 13) of how you have lived the points of the Scout Law in your daily life.

11. While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference. Participate in a Scoutmaster conference.

12. Successfully complete your board of review for the Second Class rank.

# FIRST CLASS RANK REQUIREMENTS



## CAMPING and OUTDOOR ETHICS

1a. Since joining, participate in 10 separate troop/patrol activities, six of which include overnight camping. These 10 activities do not include troop or patrol meetings. On at least five of the six campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee)

1b. Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement

## COOKING

2a. Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout. Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the MyPlate food guide or the current USDA nutrition model and meets nutritional needs.

2b. Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients. Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients

2c. Show which pans, utensils, and other gear will be needed to cook and serve these meals. Tell which pans, utensils, and other gear will be needed to cook and serve these meals.

2d. Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.

2e. On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup.

## TOOLS

3a. Discuss when you should and should not use lashings. Discuss when you should and should not use lashings.

3b. Demonstrate tying the timber hitch and clove hitch. Then demonstrate tying the timber hitch and clove hitch...

3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together. ...and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.

3d. Use lashings to make a useful camp gadget or structure. Use lashing to make a useful camp gadget.

## NAVIGATION

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.). 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.).

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.

## **NATURE**

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. Identify or show evidence of at least 10 kinds of native plants found in your community.

5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.

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.

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. Updated August 28, 2015 14 NEW FIRST CLASS REQUIREMENTS\* CURRENT REQUIREMENTS\*

## **AQUATICS**

6a. Successfully complete the BSA swimmer test.3 Successfully complete the BSA swimmer test. 3

6b. Tell what precautions must be taken for a safe trip afloat. Tell what precautions must be taken for a safe trip afloat.

6c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.

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.

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.) 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.)

## **FIRST AID AND EMERGENCY PREPAREDNESS**

7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.

7b. By yourself and with a partner, show how to:

- Transport a person from a smoke-filled room.
- With a sprained ankle, for at least 25 yards

7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).

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.

7e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.

7f. Explain how to obtain potable water in an emergency.

## **FITNESS**

- 8a. After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.
- 8b. Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.

## **CITIZENSHIP**

- 9a. Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations of a U.S. citizen. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.
- 9b. Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.
- 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.
- 9d. Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e. Explain how your service to others relates to the Scout Law.

## **LEADERSHIP**

10. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader.

## **SCOUT SPIRIT**

11. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life. \_\_\_\_\_  
\_\_\_\_\_
12. While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference. Participate in a Scoutmaster conference.
13. Successfully complete your board of review for the First Class rank.

# THINGS TO WORK ON BEFORE, OR AFTER CAMP FOR YOUR TENDERFOOT RANK

RECORD YOUR BEST IN THE FOLLOWING TESTS:

## CURRENT RESULTS

DATE: \_\_\_\_\_

- **Push-ups**  
# Completed: \_\_\_\_\_
- **Pull-ups**  
# Completed: \_\_\_\_\_
- **Sit-ups**  
# Completed: \_\_\_\_\_
- **Standing long jump**  
Distance: \_\_\_\_\_ feet \_\_\_\_\_ inches
- **¼ Mile Walk/Run**  
Time: \_\_\_\_\_

## 30 DAYS LATER

DATE: \_\_\_\_\_

- **Push-ups**  
# Completed: \_\_\_\_\_
- **Pull-ups**  
# Completed: \_\_\_\_\_
- **Sit-ups**  
# Completed: \_\_\_\_\_
- **Standing long jump**  
Distance: \_\_\_\_\_ feet \_\_\_\_\_ inches
- **¼ Mile Walk/Run**  
Time: \_\_\_\_\_

# NOTES

