Troop Guide Handbook

for

Training New Scouts

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Introduction

As a Troop Guide, your main goal is 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 you guide the scouts in your charge. 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.

You 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 Know How 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 Tenderfoot, then those for Second Class, and finally First Class. But, use them in the order you feel is most appropriate as they fit into our troop outings and monthly themes.

Joining/Tenderfoot	Second Class	First Class
Camping Know How I	Camping Know How II	Cooking
Camping Know How II	Leave No Trace	First Aid: Bandages
Citizenship I	Cooking	First Aid: CPR
Cooking	Fires and Fire Safety	First Aid: Rescues
First Aid: The Basics I	First Aid: The Basics I	Knots and Lashings II
Fitness I	First Aid: The Basics II	Map and Compass II
Fitness II	First Aid: Hurry Cases	Map and Compass III
Forming the Patrol	Map and Compass I	Nature II
Knots and Lashings I	Nature I	Tech Chip
	Totin' Chip	
	Firem'n Chit	

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
	T7, T8, T9	**Forming the Patrol**
	T1, T5	**Camping Know How I**
	T2, S3b	**Camping Know How II**
April Outing	T1-2, T3, T5, S3c, S3e, S3f	**Totin' Chip**, **Fires and Fire Safety**. Review campsite selection techniques.
	T11, T12, S7b	**First Aid: The Basics I**
	T6, S4, S9b, F5, F11, T13, S11, F12	**Citizenship**
	T10a	**Fitness I**
May Outing	T1-2, T4, T6, S3g	**Cooking**. Stage first aid test, use knots, practice identifying poisonous plants, fire building contest.
	T4	**Knots and Lashings I**
	S1a	**Map and Compass I**
	T10b	**Fitness II**
June Outing	S1b, F1	**Map and Compass III** Take a hike to complete S1b
	S8a, S9a	**Water Safety**
	S4	Court of Honor. Scouts do flag ceremony to complete S4. Could receive Tenderfoot at this time.
Summer Camp	S8, F9	Complete swimming requirements
	F2	**Map and Compass II**
August Outing	S6	**Nature I, Nature II**
	S7c	**First Aid: The Basics II**
	S7a	**First Aid: Hurry Cases**
	F7a, F7b	**Knots and Lashings II**
Sept Outing		Nature hikes, lashing projects, directions without compass, cooking, and other catch-up
		Court of Honor – could receive Second Class
	F8a, F8c	**First Aid: Rescues**
Oct Outing		Nature hikes, lashing projects, directions without compass, cooking, and other catch-up
	F8b	**First Aid: Bandages**
Nov Outing		
	F8d	**First Aid: CPR**
Dec Outing		Disaster Day Event: Practice First Aid scenarios
		Court of Honor – could receive First Class

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 outside troop

	M	C	O	
Tenderfoot				
1				Camping Know How I
2				Camping Know How II
3				Cooking
4a				Knots and Lashings I
4b				Knots and Lashings I
4c				Knots and Lashings I
5				Camping Know How I
6				Citizenship
7				Forming the Patrol
8				Forming the Patrol
9				Forming the Patrol
10a				Fitness I
10b				Fitness II
11				First Aid: Basics I
12a				First Aid: Basics I
12b				First Aid: Basics I
Second Class				
1a				Map and Compass I
1b				Map and Compass I
2				Leave No Trace
3a				Leave No Trace
3b				Camping Know How II
3c				Totin Chip
3d				Totin Chip
3e				Fires and Fire Safety
3f				Fires and Fire Safety
3g				Cooking
4				Citizenship
5				Citizenship
6				Nature I
7a				First Aid: Hurry Cases
7b				First Aid: Basics I
7c				First Aid: Basics II
8a				Water Safety
8b				Water Safety
8c				Water Safety
9a				
9b				Citizenship
10				
First Class				
1				Map and Compass III
2				Map and Compass II
3				Leave No Trace
4a				Cooking
4b				Cooking
4c				Cooking
4d				Cooking
4e				Cooking
5				Citizenship
6				Nature II
7a				Knots and Lashings II
7b				Knots and Lashings II
8a				First Aid: Rescues
8b				First Aid: Bandages
8c				First Aid: Rescues
8d				First Aid: CPR
9a				Water Safety
9b				Water Safety
9c				Water Safety
10				
11				Citizenship

Camping Know-How I

Learning Objectives

Each scout should be able to: (pages 277-283, 292-299)

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

Materials 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 (see Boy Scout Handbook)

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 and most important items correctly.

III. Guide:
   A. Have each scout write down every item they remember that was packed into the pack, in two minutes. 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 T1.

VI. Discussion of Hiking Rules: (pg 277-283) 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 Know-How II

Learning Objectives

Each scout should be able to: (pages 300-306)

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

Materials Required

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

Discovery

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

Teaching-Learning

I. Explain: Move outside. Choose a location for a campsite and explain why you chose that spot: (pg 300-306)
   - 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 –leafs 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 T2 and S3b at this month's outing.

Citizenship

Learning Objectives

Each scout should be able to: (pages 51, 61, 65, 72-76)

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

Materials 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. Go over the rules for displaying the American flag found in the ***Boy Scout Handbook*** (pg 74-75) It's better to ask questions rather than state facts. 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 65.
V. Review Internet Tips on page 51.
VI. Review Online Citizenship on page 61.
VII. Recite the Scout Law. Explain that each scout will need to have an example of four different points that he has demonstrated in his life to complete requirements T13, S11, and F12. He should start looking for examples now and remembering them.
VIII. Explain that Helpful, Friendly, and Kind mean that we should care for others and help out. Our daily "Good Turn" helps us keep that in mind. For Second Class, each scout will need to perform at least 1 hour of service – but don't limit yourself to 1 hour, that's just a start.
IX. Explain that each scout has the responsibility to complete F5 on his own to learn about constitutional rights and obligations of citizens.
X. Explain that inviting a friend to join him in Scouts for requirement F10 is a way to be friendly and loyal. He must do it on his own and discuss it with the scoutmaster.

Application:

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

Cooking

Learning Objectives

Each scout should be able to: (pages 313-343)

- Prepare for requirements T3, S3g, and F4.
- 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 the ***Boy Scout Handbook*** to determine good meals. (pg 316-323, 329-341)
II. What are we going to eat? To answer this question you need to ask a few more.
   A. **How long will we be out?** For short outings, fresh foods are fine. For trips of more than a day or two, carry supplies that won't spoil.
   B. **How many people are going?** Then you can decide how much food to take for each meal.
   C. **What are you going to do?** Estimate how much time you want to spend cooking. For days packed with action, choose recipes that won't take long to prepare. However, cooking may be your major camp activity. Take the ingredients and gear and you'll cook up a real feast!
   D. **How will you reach camp?** Are you traveling by car? Then you can take griddles, dutch ovens, and plenty of utensils. If you'll be packing everything on your back, keep your menus and your load basic and light.
   E. **What kind of weather do you expect?** Winter menus should contain more of the fats your body burns for heat. Include soup mixes and hot drinks. Summer meals may be lighter and include more cold fluids.
III. Actually plan the menu for their next campout, using the food pyramid, serving sizes, and budget.
IV. Explain hand washing, 3-pot dishwashing, disposal of dirty water and waste, and following Leave No Trace.
V. Explain duty rosters, 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 need to perform T3 and S3g on campouts. The ultimate application will be in the completion of F4.

Fires and Fire Safety

Learning Objectives

Each scout should be able to: (pages 301, 410-415)

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

Materials Required

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

Discovery

- Display several different types of fire starters – flint/steel, sparker, bow drill, matches, 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. Explain the Outdoor Code and what it means. Hand out Outdoor Code cards to each participant. Describe the Minimize Campfire Impact ethics of Leave No Trace – 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 have to 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 124-147)

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

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 128)
   B. Show the contents of the small personal kit. (page 127)

II. Use EDGE to teach scouts how to administer simple First Aid (pg 136-143, 148)
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, the are Enabled otherwise have them practice more.
   A. Simple cuts and scratches
   B. Blisters on hand and foot
   C. First degree burns
   D. Bites or Stings of insects and ticks
   E. Poisonous snakes
   F. Nosebleed

III. Poisonous Plants: (pg 138-139)
   1. Tell how to identify three poisonous plants.
   2. To treat: wash skin, wash clothes, relieve itching with lotion.

IV. Use EDGE to teach scouts how to care for choking victim. (pg 134)
(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 and breathing stop, do abdominal thrusts and backblows. (do NOT actually do these!!!)
   C. If victim goes unconscious, lower him to the floor and switch to rescue breaths and chest compressions.

Application:

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

First Aid: Basics II

Learning Objectives

Each scout should be able to: (pages 140, 144-153, 170-171)

- Prepare for advancement requirement S7c

Materials Required

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

Discovery

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

Teaching-Learning

Use EDGE to teach scouts how to administer First Aid for 7 situations (pg 140, 144-153, 170-171) They 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. Then, do the next problem. Tell scouts there will be scenarios at future troop meetings. Each scenario they complete correctly will get one of the required items checked off. (Remember to have PLC plan time for scenarios!)

I. Object in eye (pg 145)
II. Bite of suspected rabid animal (pg 140) – wash and flush with water, cover with sterile bandage.
III. Puncture wound – infection is a high risk
    A. Nail and Splinter (pg 145)
        1. Remove debris with tweezers, flush with forceful water stream, and apply bandage.
        2. If it is a large embedded object, such as a stick or stake, do not remove it.
    B. Fishhook (pg 146) – prevent by using barbless hooks!
        1. Cut the line, take victim to a doctor for removal.
        2. If in the backcountry, yank the hook out with string.
IV. Second degree burns (pg 148-149) – 2nd degree burns have blisters, 1st degree do not.
    A. First Aid:
        1. Place the injury in cool running water until the pain lessens.
        2. Dry the injury, then apply a sterile dressing and bandage loosely to keep clean.
        3. **Do not** break blisters.
        4. **Do not** apply creams, ointments, or sprays.
V. Heat exhaustion (pg 150)
    A. Symptoms: pale clammy skin from perspiration, nausea, tiredness, dizziness, fainting, headache, muscle cramps, weakness.
    B. First Aid:
        1. Lay patient in a cool shady spot with feet raised.
        2. Fan him and apply cool wet cloths. Give him sips of water, if he is alert.
VI. Shock (pg 170-171) – Shock occurs in **every** serious injury to some extent
    A. Symptoms: restlessness, irritability, weakness, confusion, fear, dizziness, nausea, thirst; moist skin, clammy, cool, pale; quick and weak pulse; shallow, rapid, irregular breathing
    B. First Aid:
        1. Call for help – shock is a life-threatening condition.
        2. Lay victim down and raise feet 12 inches if there is no head, neck, or back injury.
        3. Keep him comfortably warm or cool, as needed due to environment.

First Aid: Bandages

Learning Objectives

Each scout should be able to: (pages 155-161)

- Complete advancement requirement F8b
- 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 158) Demonstrate each bandage. Guide scouts in applying bandages to their buddy.
   A. Sprained ankle (pg 154-155)
   B. Head (pg 155)
   C. Upper arm (pg 159)
   D. Collar Bone (pg 159)

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 163-166)

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

Discovery

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

Teaching-Learning

I. Ask what the Five Signs of a Heart Attack are: (pg 166)
   A. Uncomfortable pressure, squeezing, fullness or pain in the chest, possibly spreading to neck and arms
   B. Unusual sweating
   C. Nausea
   D. Shortness of breath
   E. A feeling of weakness

II. Use EDGE to teach scouts the basic steps of CPR. Either use CPR manikins or a large pillow for the body. Remember ABCs – Airway, Breathing, Circulation:
   A. Check that the scene is safe for you to help
   B. Check that the victim is unresponsive – (shake and shout)
   C. Tell someone to call for help
   D. Check for breathing – cheek by face, looking down body
   E. Open Airway – head tilt, chin lift
   F. Check for breathing again, while keeping airway open.
   G. Using a mouth shield, give 2 breaths
   H. Give 30 chest compressions
   I. Repeat G and H 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 F8d.)

First Aid: Hurry Cases

Learning Objectives

Each scout should be able to: (pages 162-170)

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

Materials Required

- Practice first aid kits
- Roller bandages
- Gauze pads

Discovery

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

Teaching-Learning

I. Use EDGE to teach how to handle Serious Bleeding: (pg 167)
   A. Tell someone to call for help.
   B. Apply Direct Pressure
      1. Cover the wound with a sterile pad (or a bandanna, shirt, or any clean cloth)
      2. Press hard
      3. Wrap the pad firmly in place.
      4. If the pad becomes soaked with blood, do NOT remove it. Place another on top of it.
   C. Treat for Shock.

II. Use EDGE to teach how to handle Stopped Breathing: (pg 162-164)
   A. Check that the scene is safe for you to help
   B. Check that the victim is unresponsive – (shake and shout)
   C. Tell someone to call for help
   D. Check for breathing – cheek by face, looking down body
   E. Open Airway – head tilt, chin lift
   F. Check for breathing again, while keeping airway open.
   G. Perform CPR until help arrives, it becomes unsafe, or you are physically exhausted.

II. Discuss what to do for Internal Poisoning: (pg 169-170)
   A. Check that it is safe for you to help.
   B. Quickly take the poison container (if available) to the phone.
   C. Call a poison control center or emergency medical center and follow their instructions.
   D. Treat for Shock and check breathing frequently.
   E. Save all containers and vomit.

Application:

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

First Aid: Rescues

Learning Objectives

Each scout should be able to: (pages 154, 172-175, 388-389)

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

Materials Required

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

Discovery

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

Teaching-Learning

I. Use EDGE to teach how to move a person out of a smoke filled room. (pg 174) 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 175) Buddy pairs practice.
   A. Walking Assist
   B. Pack-strap Carry – only a person smaller than you
   C. Two-Handed Carry
   D. Four Handed Seat Carry
   E. If you have time, use the pictures on page 173 to construct and use a stretcher.

III. Use EDGE to teach the Bowline (pg 388) The bowline is the rescue knot. Remember the rabbit goes out the hole, around the tree and back in the hole.

Application: Carry Relay

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

Fitness I

Learning Objectives

Each scout should be able to:

- Complete advancement requirement T10a.

Materials Required

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

Application:

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

Fitness II

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

Learning Objectives

Each scout should be able to:

- Complete advancement requirement T10b

Materials Required

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

Application:

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

Forming the Patrol

Learning Objectives

Each scout should be able to: (pg 22-27, 39, 62)

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

Materials Required

- Patrol Leader Handbook.
- A large beach ball.

Discovery

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

Teaching-Learning

I. Recite with the Scouts the Scout Oath, Scout Law, Motto, and Slogan. Do this every time you meet until each can do it unaided.
II. Discuss the buddy system. Ask them why they think that the buddy system is important.
III. Ask how a buddy can help if a bully is around. Ask how you should respond to bullies.
IV. Play Moon Ball
    A. Arrange the patrol in a circle.
    B. The object of the game is for the patrol to keep the ball aloft as long as possible.
    C. The patrol should compete against its own record.
I. What is a Patrol? 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 Patrol Spirit? Discuss how scouts can make their patrol the best. Stick up for each other, help each other with jobs, teach each other, have fun together. Make sure every other scout feels welcome in the patrol!
III. Patrol Meetings and Activities
    A. Patrols can do activities outside of the troop.
IV. Patrol Name, Yell, Flag. Help scouts decide on a patrol patch and name, yell, and flag design.

Application: Patrol Meeting

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

Knots and Lashings I

Learning Objectives

Each scout should be able to:

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

Materials Required

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

Discovery

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

Teaching-Learning

Use EDGE to Explain, Demonstrate, Guide, and Enable scouts to whip a rope.
Explain: Tell scouts that we need to have equipment in good shape for safety and usability. Whipping or fusing rope makes a rope more useful and safe.
Demonstrate: Whip the rope while the scouts watch.
Guide: Step the scouts through whipping the rope, helping where needed.
Enable: Watch as each scout whips his own rope.
Explain to the scouts that you just used **EDGE** and that is how all training is done in Boy Scouts. Explain what the acronym stands for – Explain, Demonstrate, Guide, Enable.

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

Application: Knot Relay

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

Knots and Lashings II

Learning Objectives

Instructor Note: The descriptions of when to use Square and Diagonal lashings on pages 396 and 398 are incorrect.
A square lashing is used to bind two poles at 45 to 90 degrees to each other and touching.
A diagonal lashing is used to bind two poles at 45 to 90 degrees to each other and possibly NOT touching.
The term 'diagonal' comes from the way the wraps are on a diagonal versus the square look of the wraps on a square lashing, NOT because of the angle of the crossing poles.
Diagonal lashings are usually used to lash cross-braces, such as the X in the middle of an H trestle.

Each scout should be able to: (pg 386-387, 392-401)

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

Materials 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 395) 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 following knots and allow them to tie them several times:
   A. Clove hitch
   B. Timber hitch
II. Use EDGE to teach these lashings and allow them to practice:
   A. Square
   B. Sheer
   C. Diagonal

Application:

See www.PioneeringProjects.org for some ideas of projects to lash. You may want to practice these skills more during the skills time of the next meeting. If so, scouts can make an X trestle or some other pioneering projects.

Have scouts make a camp gadget on this month's outing to complete requirement F7b.

Leave No Trace

Learning Objectives

Each scout should be able to:

- Complete advancement requirement S2.

Materials Required

- Handbooks
- Leave No Trace cards

Discovery

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

Teaching-Learning

I. Discuss the seven Leave No Trace principles 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

Application:

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

Map and Compass I

Learning Objectives

Each scout should be able to: (pages 354, 360-364)

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

Materials Required

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

Discovery

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

Teaching-Learning

I. Compass
   A. What are the parts of the compass? (pg 361)
      1. Needle, Orienting arrow, Direction of Travel arrow, baseplate, bezel
      2. How do you know which end of the needle is the North end? It never points towards the sun in North America. It is usually red, but not always.
   B. Use EDGE to teach how to use a compass:
      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
   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. Ask what they thing the contour lines are for? Explain how they are used. (pg 356)
      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.

Application:

Arrange time for a 5-mile hike (about 2.5 hours) 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 346-351, 372-374)

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

Materials Required

- Compass and 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 these methods of measuring heights and measure a few structures or trees: (pg 349)
   A. Pencil Method
   B. Tree Felling Method
II. Use EDGE to teach these methods of measuring widths: (pg 350-351)
   A. Stick Method
   B. Compass Method

Application: Orienteering Course

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

Map and Compass 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 368-371)

- Complete advancement requirement F1.
- 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. (pg 370-371)
   A. Shadow stick method
   B. Equal Length shadow method
      1. The time for this method can be shortened to 20 minutes. Mark the tip of the shadow with a pebble or twig every 5 minutes. The row of pebbles will run west to east.
   C. Watch method (optional)

II. Use EDGE to teach finding directions at night. (pg 368-369)
   A. North Star method – Cassiopeia is the “W” on the opposite side of the North Star from the Big Dipper and its center points towards the North Star.
   B. Constellation Method. There are many constellations in the sky. These move in a predictable way throughout the various seasons. If you know the constellation, you can tell directions from where they are in the sky, given the season and time. This is easily demonstrated using a wheel type Star Gazer or Constellation Finder.
   C. When you can only see one star. (not in handbook)
      1. Mark the location of the star in the sky with a landmark or the stick method mentioned in the book for the north star. Preferably, this star would be along the horizon.
      2. In 1 to 2 hours observe the star again. You will be able to tell the direction pointed to by the sticks.
         a) If the star has risen, that direction is East. If the star has sunk, it is West.
         b) If it has moved to the left, it is North. If it has moved to the right, it is South.
   D. Methods used during day with the sun’s shadow will also work at night with a bright moon!

Application:

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

Nature I

Learning Objectives

Each scout should be able to: (pages 218-231)

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

Materials Required

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

Discovery

An excellent discovery would be to have an animal brought to the meeting by a qualified professional. If this type of person is not available, you can allow scouts to make a plaster of paris cast of their hand to take home. Do this at the beginning of the meeting or the casts will not be set up by the end.
Show 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 (218-231) in the ***Boy Scout Handbook*** that can be used in identifying animals.
   B. Show other books that can be used.
   C. Demonstrate to scouts how they would go through the process of identifying an animal.
III. Observing Animals
   A. Evidence of animals
      1. Droppings
      2. Partially eaten food (chewed nuts, etc).
      3. Tracks. (Making plaster casts)
   B. Taking pictures of animals.

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, pictures 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 208-217)

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

Materials Required

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

Discovery

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

Teaching-Learning

I. Identifying Leaves.
   A. Types of Trees
      1. Deciduous (Broad Leafed)
      2. Coniferous (Evergreen or Cone Bearing)
   B. Types of leaves:
      1. Simple
      2. Compound
      3. Simple Palmate
      4. Compound Palmate
   C. For some of the leaves you have brought in, explain to scouts how you identified them.
   D. Using one sample leaf, determine with the group its characteristics – deciduous, coniferous, simple, lobed, compound, smoothness, size, … Then, using the Plant Identification guide, isolate what tree it is from.

Application: Plant Hike

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

Some native plants that are fairly easy to identify: maple, white oak, red oak, paper birch, red pine, ponderosa pine, eastern white pine, eastern red cedar, eastern white cedar, buckthorn, elm, quaking aspen (popple), poplar, cottonwood, weeping willow, ironwood, basswood, sumac, poison ivy, milkweed, goldenrod

Water Safety

Learning Objectives

Each scout should be able to: (pages 218-231)

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

Teaching-Learning

I. Discuss the Safe Swim Defense precautions. (pg 182)
II. Discuss the Safety Afloat precautions. (pg 195)
III. Review the BSA Swimmer Test requirements. (pg 190)
IV. Discuss Water Rescue methods. (pg 196-199)

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 402-411)

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

Materials Required

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

Discovery

Start by asking the scouts the following questions.

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

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 409.

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 408).
6. Know how to properly
   a) Buck a log.
   b) Switch Hit.
   c) Use a chopping block, and to 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 S3d, a scout should saw a 6-inch length of 3-inch diameter limb with a saw, split it with the hand ax, and make tinder with the knife. They could then use this wood for the S3f requirement.

Appendix

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

Scout Advancement Progress Chart

Patrol: _____

Troop Guide: _____

Boy Scout (Joining)	
1.	Fifth Grade, 11 yrs old, Arrow of Light
2.	Application
3.	Find a Scout Troop
4.	Repeat the Pledge of Allegiance
5.	Scout sign, salute and handshake
6.	Square Knot
7.	Understand Oath, Law, Motto, and Slogan
8.	Describe the Scout badge
9.	Go through Drugs/abuse booklet with parent
10.	Scoutmaster Conference
Tenderfoot	
1.	Properly dressed and equipped for campout
2.	Spend 1 night on campout in tent
3.	Assist with cooking
4a.	Whip and fuse rope
4b.	Tie two half hitches and taut line hitch
4c.	Use EDGE to teach square knot
5.	Explain rules of safe hiking and what to do if you get lost
6.	Demonstrate how to display, raise, lower, and fold the Flag
7.	Repeat from memory and explain: Oath, Law, Motto, Slogan
8.	Know Patrol Name, yell, describe patrol flag
9.	Explain buddy system. Describe a bully and proper response.
10a.	Record best in (record date here, numbers below):
i	Push ups / Pull ups
ii	Sit-ups / Standing Long Jump
iii	Run or Walk ¼ mile
10b.	Improve in the activities after 30 days
11	Identify poisonous plants and tell treatment of exposure
12a.	Demonstrate how to care for someone choking
12b.	Show simple First Aid
13-15.	Scout Spirit, Scoutmaster Conference and Board of Review
Second Class	
1a.	Demonstrate a compass, orient a map, explain map symbols
1b.	Using a compass and map take 5 mile hike
2.	Discuss Leave No Trace
3a.	Since joining, participate in five activities, not meetings
3b.	Select patrol site, pitch tent, and sleep in it
3c.	Demonstrate proper care, sharpening, use of woods tools
3d.	Use woods tools to prepare tinder, kindling, and fuel
3e.	Discuss lightweight stoves and cooking fires.
3f.	Demonstrate building a fire and set up a lightweight stove.
3g.	On a campout, cook a hot breakfast or lunch.

Patrol: _____

Troop Guide: _____

4.	Participate in a flag ceremony and explain flag respect							
5.	Participate in 1 hour service project							
6.	Identify/show evidence of 10 animals							
7a.	Show what to do for 'Hurry Cases'							
7b.	Prepare a personal first aid kit							
7c.	Demonstrate advanced First Aid							
8a.	Tell precautions for a safe swim.							
8b.	Demonstrate swimming ability.							
8c.	Demonstrate water rescue methods.							
9a.	Participate in program on dangers of drugs							
9b.	Explain three R's of personal safety.							
10.	Earn and save money							
11-13.	Scout Spirit, Scoutmaster Conference and Board of Review							
First Class								
1.	Demonstrate finding directions without a compass							
2.	Complete orienteering course with measurements							
3.	Participated in 10 activities since joining							
4a.	Plan patrol menu for breakfast, lunch, dinner.							
4b.	Make food list							
4c.	Tell gear needed to prepare meals							
4d.	Tell food and garbage handling procedures							
4e.	Lead patrol in preparing meals from 4a							
5.	Visit and discuss citizenship with community leader							
6.	Identify/show evidence of 10 native plants							
7a.	Discuss use of lashings. Demonstrate Hitches and Lashings							
7b.	Camp gadget using lashings							
8a.	Bowline and its use in rescues							
8b.	Bandages for head, upper arm, collar bone, sprained ankle							
8c.	Transport a victim							
8d.	Tell five signs of hear attack and explain CPR							
9a.	Tell precautions for safe trip afloat							
9b.	Pass BSA swimmer test							
9c.	With helper and victim, show line rescue							
10.	Tell a boy about Boy Scouts							
11.	Three things not to do on Internet. Describe cyberbully.							
12-14.	Scout Spirit, Scoutmaster Conference and Board of Review							

Flag Quiz

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

First Aid Situation Cards

Shock Have person lie down	**Nail and Splinter** Wash Gently with soap and water.	**Heat Exhaustion** Symptom: Dilated pupils, Headache and dizziness.	
Shock Raise feet 10 to 12 inches. If he is have trouble breathing raise	**Nail and Splinter** Apply and sterile bandage.	**Heat Exhaustion** Move patient to a cool shady spot.	
Shock Never leave him alone	**Fishhook** Cut the line and allow a doctor to remove the fishhook.	**Heat Exhaustion** Place him on his back and raise his feet.	
Shock Talk to him to assure him that everything will be ok.	**Fishhook** Push the barb out through the skin.	**Heat Exhaustion** Fan him and apply cool wet cloths. Give him sips of water.	
Object In the Eye Have the person blink	**Fishhook** Snip off the barb with a pair of pliers.	**Poisonous Plants** Poison ivy have three leaves.	
Object in the Eye Pull the upper lid down over the lower one.	**Fishhook** Back the fishhook out of the wound.	**Poisonous Plants** Poison oak has three leaves	
Object in the Eye Place your thumb on the skin just below the lid and pull it down gently.	**Second Degree Burn** Do not break the blisters.	**Poisonous Plants** Poison Sumac has white berries.	
Object in the Eye Lift the object out with the corner of a sterile gauze pad.	**Second Degree Burn** Place the injury in cool water until the pain	**Poisonous Plants** Do not scrub.	
Object in the Eye Cover the eye with a gauze pad and get the patient under medical	**Second Degree Burn** Apply a moist dressing	**Poisonous Plants** Rinse with water immediately.	
Bite of Animal Call police to come pick up the animal.	**Second Degree Burn** Bandage loosely.	**Poisonous Plants** Use Calamine lotion to relieve itching.	
Bite of Animal Scrub the bite with plenty of soap and water.	**Second Degree Burn** Do not apply creams, ointments or sprays.	**Poisonous Plants** Remove lingering sap by laundering clothing.	
Bite of Animal Cover the wound with a sterile bandage and get the victim to a doctor.	**Heat Exhaustion** Symptom: Pale skin.		
Nail and Splinter Take out any foreign matter.	**Heat Exhaustion** Symptom: shallow breathing.		
Nail and Splinter Squeeze gently around the wound.	**Heat Exhaustion** Symptom: nausea.		

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 outside troop

	M	C	O		Date to Be Completed
Tenderfoot					
1				Camping Know How I	
2				Camping Know How II	
3				Cooking	
4a				Knots and Lashings I	
4b				Knots and Lashings I	
4c				Knots and Lashings I	
5				Camping Know How I	
6				Citizenship	
7				Forming the Patrol	
8				Forming the Patrol	
9				Forming the Patrol	
10a				Fitness I	
10b				Fitness II	
11				First Aid: Basics I	
12a				First Aid: Basics I	
12b				First Aid: Basics I	
Second Class					
1a				Map and Compass I	
1b				Map and Compass I	
2				Leave No Trace	
3a				Leave No Trace	
3b				Camping Know How II	
3c				Totin' Chip	
3d				Totin' Chip	
3e				Fires and Fire Safety	
3f				Fires and Fire Safety	
3g				Cooking	
4				Citizenship	
5				Citizenship	
6				Nature I	

	M	C	O		Date to Be Completed
7a				First Aid: Hurry Cases	
7b				First Aid: Basics I	
7c				First Aid: Basics II	
8a				Water Safety	
8b				Water Safety	
8c				Water Safety	
9a					
9b				Citizenship	
10					
First Class					
1				Map and Compass III	
2				Map and Compass II	
3				Leave No Trace	
4a				Cooking	
4b				Cooking	
4c				Cooking	
4d				Cooking	
4e				Cooking	
5				Citizenship	
6				Nature II	
7a				Knots and Lashings II	
7b				Knots and Lashings II	
8a				First Aid: Rescues	
8b				First Aid: Bandages	
8c				First Aid: Rescues	
8d				First Aid: CPR	
9a				Water Safety	
9b				Water Safety	
9c				Water Safety	
10					
11				Citizenship	

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 Know How I			
Camping Know How II			
Citizenship			
Cooking			
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			
Leave No Trace			
Map and Compass I			
Map and Compass II			
Map and Compass III			
Nature I			
Nature II			
Firem'n Chit			
Totin' Chip			
Tech Chip			

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