## **Training Manual**

## Troop 166



# Handbook for Scout Training

# Organized by Theme 2025

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

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

Scout (Joining) Tenderfoot		Second Class	First Class	
Forming the Patrol	Camping 1	Outdoor Ethics	Outdoor Ethics	
Knots and Lashings 1	Camping 2	Camping 2	Cooking	
Totin' Chip	Outdoor Ethics	Fire 'Em Chit	Pioneering 2	
Forming the Patrol	Cooking	Totin' Chip	Orienteering 2	
	Pioneering 1	Cooking	Nature 2	
	Totin' Chip	Pioneering 2	Emergency Prep	
	First Aid Basics 1	Orienteering 1	Swimming/Paddle	
	Forming the Patrol	Orienteering 3	First Aid Bandages	
	Fitness 1	Nature 1	First Aid Rescues	
	Fitness 2	Swimming/Paddle	First Aid CPR	
		First Aid Basics 2	Citizenship	
		First Aid Hurry Cases		
		Emergency Prep		
		Citizenship		

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

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

## **New Scouts and those New to Troop 166**

Purpose: The purpose of this section is to address the Scout and troop procedures ("what to bring, what to pack, the Monday planning and Friday night arrival processes") during regular meetings so that will help them prepare for the first outing and how we camp. We should cover as many of these items as possible <u>BEFORE</u> the first campout.

Admin: Assignment to Patrol, Paracord, Patrol Patch

## **Expectations & Year Overview**

## **Indoor Overview**

## **Monday Nights**

Always bring your book and a pen!!!
☐ Your uniform
☐ Behavior Expectations/ <u>Code of Conduct</u>
☐ Parts of a meeting: Opening / Skills / Patrol / Games
☐ Scout Sign, "Lining up" vs "Forming Up"
☐ Indoor and Outdoor Flag Ceremony
"Ask your Patrol Leader"
Troop Organization SPL, APL, Guide, PL, ASM's
☐ Your Patrol
☐ Patrol Leader
☐ Patrol Time
Sign up for Outings and Merit Badges
Menus
☐ Scoutmaster Conferences anytime
☐ The promotion process/BoR last week of month
□ No 1:1 contact reminder
Outdoor Overview
Troop Gear (Trailer)
☐ Organization of Patrol Gear in Trailer
☐ Chuck Box and Patrol Box Contents
☐ Trailer and First Aid Kit
Your Patrol and its Gear (Overview)
☐ Indoor and Outdoor Patrol Areas
☐ Cooler
☐ Water for Drinking, Water for cooking and cleaning
☐ Dry Food Storage Boxes

## **Scouting America Themes**

## Camping 1 / (Hiking)

Learning Objectives
Each scout should be able to complete requirements: (p. 237-255; 257-287)
<ul> <li>T1a 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.</li> </ul>
☐ T5a Explain the importance of the buddy system (p. 29) Youtube Video
☐ T5b Describe what to do if you become lost on a hike or campout. (p. 254) Youtube Video
☐ T5c Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. (p. 237-255) <u>Youtube Video</u>
Materials Required
☐ Paper & pencil for each Scout
☐ The 10 Essentials
☐ Overnight clothes for the season (different types of fabric)
☐ Pack and cover
☐ Usual equipment for an overnight
☐ Hiking Boots
☐ Packing List for current season

## **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**

- 1. **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.
- 2. 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 Clothing and Footwear (p. 241 246)
    - Wool socks, Changing socks!
  - d. Show scouts how to pack the backpack properly, distributing heavy items correctly.

## 3. Guide:

- a. Have each scout write down every item they remember that was packed into the pack, in one minute. Then, dump everything out and see who remembered the most.
- b. Have scouts repack the pack properly, discussing it together.

- 4. **Enable:** Show scouts where in their handbooks they can find clothing and equipment to bring with them on this month's outing. Tell them that if they come prepared and early, they will be able to complete requirement T1a.
- 5. **Discussion of Hiking Rules**: Cover each of the following by asking questions:
  - a. LNT -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
- 6. Discuss water requirements (plan for 1 Liters of Water every 2 hours)
  Troop 166 hiking: 1-3 mph
  1 liter for 2 miles uphill or strenuous,
  1 liter for 4 miles, day hike
  1 liter for 6 miles cool and flat and no gear
  - ☐ Discuss water purification techniques (Heat, mech, chem, UV)
  - □ Do: Purify Water
- 7. Review 10 Essentials (p. 238) Handout on next page
- 8. Fill out **Trip Plan** (p. 246-247)
- 9. Review Packing Lists
  - a. Spring/Fall
  - b. Winter
  - c. Summer Camp
  - d. Backpacking

# **ESSENTIALS**

'Be prepared'! Just like every Scout every camper should be equipped with these ten essentials on any camping trip:

## Contingency & First Aid Kit

"Contingencies" (someone forgot a flashlight, wet weather makes fire building difficult, etc.) are more common than emergencies. A first-aid kit supplemented with a spare flashlight, spare whistle, trail food, matches, and fire starters is your 'air bag' - essential but you hope, (like the air bag in your car), you'll never need



## Whistle

If you become lost or separated stay put and use a whistle. Signal by blowing three blasts (a well-known emergency signal).

Spend a little more on one designed to signal over distances; cheap insurance should you need it.



A sturdy headlamp is better than a hand-held flashlight, LED lights (one with a brightness of 35 lumens is more than adequate) use less power and batteries last longer.

## Rain Gear

Staying warm is crucial, and it's hard to stay warm if you are wet.

Rain pants and a rain jacket are essential, Ponchos restrict movement and don't trap warmth near your body.



## Trail Food

Carry a few granola bars, protein bars, trail mix, or other compact, high-energy, high nutrition food (avoid sugar -based snacks). Carry a couple of additional nutrition bars in the Contingency & First Aid Kit.



## Water

An adequately sized (32) ounces), wide-mouthed rugged water bottle. In dry or hot climates carry two. Include some simple way to purify water, tablets or other chemical treatments don't take up much space.



## **Matches & Fire Starters**

There are any number of fire starter alternatives; many can be made at home.

If you need to get a fire going in difficult circumstances, you want a proved fire starter and matches in a waterproof container.



## Map & Compass

A simple base-plate compass is best.

Buy a reliable brand rather than a cheap knock-off, it's worth spending a bit more for an accurate compass.



## Sun Protection

In direct sun in hot weather sunburn and some level of heat exhaustion are common. Staying hydrated, using sunscreen and wearing a broad-brimmed hat are important.



## Pocket Knife

A sturdy, well-made simple combination knife is ideal for camping.



The secret to dressing for the outdoors is layering. The base layer is worn against the skin, a mid layer goes over the base, an insulating layer is next, and a shell layer is worn over everything. Layers are adjusted according to the season and



Synthetic tee shirt and undershorts for all cascone



Synthetic or wool long underwear for cold conditions



All-purpose layer that can be worn in any conditions.



Synthetic fleece pullover, Rain jacket with hood jacket or wool sweater. synthetic fleece pants



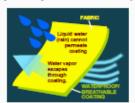
and rain pants for all seasons.

## Waterproof or Waterproof Breathable?

Basic waterproof rain gear works very well. The relatively small amount of moisture trapped inside a waterproof rain suit will be wicked away from the skin by the under layers, and you'll stay comfortable. Waterproof fabrics are less expensive.



Waterproof fabrics have an impermeable coating that does not allow water vapor to escape from the inside out, but still keeps the rain out.



Waterproof breathable fabrics are constructed with a permeable membrane that permits water vapor to escape from the inside out without allowing liquid water to penetrate from the outside in.

What about Ponchos? Ponchos are awkward when doing just about anything other than sitting still. A waterproof jacket and pants are much more serviceable.

I know from experience a rain jacket, rain pants, and synthetic or wool long underwear tops and bottoms can keep you reasonably warm and safe in the worst kind of weather no matter what the season. Carry these two essential layers on any trip.



## **Cotton Kills**

It may sound overly dramatic, but it isn't. Cotton is fine for dry, warm conditions but ideally dry and warm conditions are rare. It is much harder to stay dry and warm outdoors than most people think.

Cotton holds moisture and moisture saps body heat. When the body loses heat faster than it can produce heat hypothermia sets in. At first, this is merely uncomfortable; but it can become serious medical emergency. Hypothermia can happen at temperatures well above freezing.

Synthetic or wool fabrics insulate even when wet and are strongly recommended for cold weather. In warmer weather, a synthetic base layer draws perspiration away from the skin and keeps you cool and comfortable.

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# BACKPACK BASICS

## Two basic types - External frame and Internal frame.

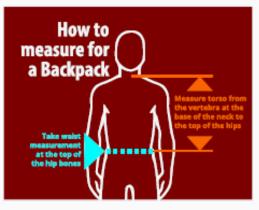


External frame packs have the pack bag attached to the frame.



Internal frame packs have the frame built into the bag.

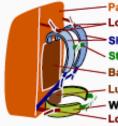
External frame backpacks are *generally* easier to pack and adjust. Internal frame packs are *generally* lighter and have a narrower profile but are *generally* more difficult to pack and adjust.



## The most important thing about choosing a backpack is getting a proper fit.

To carry correctly and comfortably a pack must fit both torso length and hip size. Torso length is measured along the spine between the base of the neck and the top of the hips and hip size is measured around the top of the hips, (don't confuse this with waist size).

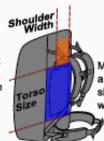
## **Backpack Suspension System**



Pack Bag
Load adjusters
Shoulder Straps
Sternum Strap
Back Padding
Lumbar Pad
Waist Belt
Load adjusters



Load adjustment straps adjust the load between the shoulders and hips.



Many packs provide a range of torso size and shoulder width adjustment.

## Other Features



Some backpackers find external pockets or divided compartments aid in packing and keeping track of their gear. Choice is based on personal taste.



Traditional packs (both internal and external frames) are designed for heavier loads, weigh more and generally have more adjustment features than lightweight packs.



Lightweight packs are designed for lighter loads, weigh less and have fewer adjustments and other features than traditional packs.

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# **DUTDOOR FOOTWEAR BAS**

## Outdoor footwear jargon can be confusing!

Most hiking boots and shoes fall into three basic categories:



## **Backpacking Boots**

High-cut with better balance and ankle support, designed to carry heavier loads on multi-day trips. Stiffer mid soles than lighter footwear.



## **Hiking Boots**

Mid-cut models flex easily and require little break-in time, but lack the ankle support, debris protection, and durability of stouter backpacking boots.



## **Walking Shoes**

Low-cut models with flexible mid soles are excellent for day hiking or camping. They provide less rollresistance for ankles are more vulnerable to dirt, sand or mud getting inside.

## A Proper Fit

feels secure, as if hand is holding the foot over the instep where the laces are. The foot should not move around inside the boot while walking.

Length: Toes wiggle easily.

Get an accurate shoe size and width measurement!

Wear a liner sock and hiking sock when trying on boots or shoes.

Width: Feet don't slide around (too loose) or feet compressed from side to side (too tight). Socks

Liner socks are thin socks worn next to the skin under other socks. Liners wick sweat away and limit blister-causing abrasion between the outer sock and foot.

Hiking socks are available in a number of weights for different conditions.



## **Keeping Feet Dry**

Wet feet are more prone to blisters. During rest breaks and in camp remove your boots and air out your feet. In warm weather waterproof boots may make feet hot and sweaty because they are not as breathable. Synthetic or wool socks dry quickly and hold moisture away from the skin.



Stiffer soled boots and shoes lend stability and comfort to long hikes on rocky, uneven terrain. When testing boots stand on an uneven surface. If you feel each bump the boot is probably not stiff enough to protect your feet.

Squat while testing boots to see if the boot digs into your foot or ankle while it is fully flexed. Sandals

Sandals and slippers are supplemental footwear, rarely a replacement for boots or shoes.



Open-toed sandals or flipflops can lead to stubbed toes and cuts to feet.



In warm weather sandals with toe protection are a reasonable alternative.



Slippers or other lightweight footwear are great after a long day of hiking or.

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## **Camping 2**

Each s	ng Objectives cout should be able to complete requirements: T1b (p. 274-281) Understand the importance of a sleeping pad and proper sleeping bag
	S1c (p. 264-266) Know how and where to set up a campsite and tent
	als Required Tents with poles, stakes, ground cloth Hammers Sleeping bag Sleeping pad
<b>Disco</b> v Since s	very setting up a tent takes awhile, have their tents in bags ready to go.
Teachi	ng-Learning
2.	Explain: Move outside. Choose a location for a campsite and explain why you chose that spot a. Level, but with good drainage. b. Free of lumps, stumps, etc. c. Safe from dead limbs d. Size e. Water and Firewood f. Privacy and Permission g. Low environmental impact –leafs rather than green grass. Use established campsites.  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
3.	comfortable.  Take the tent down and show the scouts how it goes into the bag. Make sure you pack it well
4.	because the scouts will use what you do as a guide to what is expected of them. <b>Guide</b> : Give a tent to each $\frac{1}{2}$ of the group. Guide them in choosing a spot to camp and setting
5.	up their tent. Help them pack their tents away. <b>Enable</b> : Show scouts the sections in the Scout Handbook that relate to this session. Tell them that if they know this material, they will be able to complete requirements T1b and S1C at this menth's outing
	month's outing. Safety on Trail  Watch <u>Bear video</u> Do: Hang Bear Bag
	□ Pack Trailer

WINTER CAMPING PRESENTATION

## Sleeping Bag Use Comfort Ratings

Summer/Indoor

+40°F or higher

3-Season (Spring - Fall) Summer High Altitude

+15°F to +40°F

Winter Camping

-10°F to +15°F

Polar/Extreme Alpine

-10°F or lower

## **REGULAR VS. LONG**



## TYPES OF FILL



## DOWN

Down is the most compressible fill option and has the best warmth-to-weight ratio. A higher "fill power" rating means more volume and thus more warmth; ranges from 400 - 800 fill power. Down is the most expensive fill option.



## SYNTHETIC

Typically polyester fiber that retains its ability to insulate when wet and generally costs less than down.



## COTTON

Cotton-filled sleeping bags are acceptable for indoor sleeping or car camping in warmer weather, but never acceptable in the back-country because of cotton's heaviness, its tendency to soak up water, and its loss of heat-retaining abilities when wet.

## RECTANGULAR BAGS

Rectangular bags have more internal air space to heat, are generally colder to sleep in and are best for warm weather.

Most are heavy and bulky making them a poor choice for backpacking.



## SHELL & LINING

A high-quality Lining sleeping bag's outer shell is usually made of nylon. Lessexpensive bags are constructed of polyester many cheap rectangular bags are cotton. Cotton is good for hot-weather car camping or children's sleepovers, but not much else.





Best for colder weather due to less interior dead air space.

head and foot.

Usually lighter as less material is used than other styles.



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## HOW TO SLEEP WARM

## 1. GO TO BED WARM

Do a few jumping jacks, push ups – just enough to warm yourself up but before you start sweating. If you get in a sleeping bag when you are cold you'll likely stay cold.

## 2. FUEL UP

If it's going to be a very cold night consider a pre-bedtime snack that will keep the furnace burning. Slow burning

fatty snacks are better than refined sugars or caffeine.

## 3. WATER

You need to be well hydrated to stay warm.

How much water to drink within the hour or two before you go to sleep is determined by how fast you process it. If you need to get up early drinking a lot of water before bedding down will serve as a natural alarm clock - it can be tricky to get the timing right. If nature calls in the middle of the night get up and go! Holding it in makes you colder.

## 4. CLOTHING

Change as much of your clothing as possible. The clothes you wore all day will be a bit damp and cold. If you wear them to bed you'll have to warm your cold damp clothes up before you get warm.

## 5. HOT WATER BOTTLES

Consider filling your water bottles with hot water, wrapping them with some spare clothing and warming up your sleeping bag before you get in it.

## ScoutmasterCG.com IDEAS, INFORMATION, AND INSPIRATION FOR SCOUT LEADERS

## 6. WEAR A HAT

We lose heat from our heads. It's not an old wive's tale; wear a hat to keep your feet warm.

## 7. KEEP YOUR NOSE AND MOUTH OUTSIDE

Don't put your nose and mouth into your sleeping bag. Moisture from breathing

> will make the bag and your clothing damp. A well-designed mummy style sleeping bag will allow you to close the bag so only your nose and mouth are exposed.

## 8. KEEP OFF THE GROUND

Sleeping warm means insulating your self from the ground. A good insulating pad is important.

## 9. SLEEPING BAG SOCKS

If you get cold feet try keeping a dedicated pair of thick, loose fleece or wool socks worn only in the sleeping bag.

## **10. SHAKE UP YOUR BAG**

Whatever type of insulation is in your sleeping bag it will be compressed from packing. Do a good job of shaking and redistributing the insulation before you get in the bag.

PODCAST

Camping skills & outdoorsmanship Gear reviews and advice

## **Citizenship** and Personal **Safety**

## **Learning Objectives**

## **Discovery**

Ask how many of them know how to properly display the flag and how many have participated in a flag ceremony before.

## **Teaching-Learning**

- 1. Ask questions about flag etiquette. Use the "Flag Quiz" on the next page.
- 2. Use EDGE to teach scouts how to fold the American flag.
- 3. Go to the flag pole and use <u>EDGE</u> to teach scouts how to properly raise and lower the Flag.
  - a. Cover Hoisting, Flying, Lowering, Half-Staff.
- 4. Review the Three R's on page 400.
- 5. Review bullying on page 405.
- 6. Recite the Scout Law. Explain that each scout will need to have an example of four different points that he has demonstrated in his life to complete each rank. He should start looking for examples now and remembering them.

- 7. Explain that Helpful, Friendly, and Kind mean that we should care for others and help out. Our daily "Good Turn" helps keep that in mind. For all ranks, scouts need to perform service
- 8. Explain that each scout completes F9a and F9b on his own.
- 9. Explain that inviting a friend to join him in Scouts for requirement F10 is a way to be friendly and loyal. He must do it on his own and discuss it with the scoutmaster.

## **Application:**

Scouts should participate in a formal flag ceremony to complete S8a.

## Flag Quiz

True	False	
2	7	Hanging the flag upside down indicates mourning or sadness. It is often done when a president or noted figure dies
	3	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.
	d <del>a</del> I	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.

## **Cooking 1**

## **Learning Objectives**

Each scout should be able to:

- 1. T2a Tell why each patrol member shares in meal prep and cleanup. (p 304-305)

  Pass out Troop 166 Duty roster
- 2. T2b Learn three pot method (p. 308)
- 3. T2c Explain the importance of eating together as a patrol. (p. 306)
- 4. S2e Plan meals using USDA model; Nutritional needs. (p. 291-295)
- 5. F2a Help **plan** a Breakfast, Lunch, Dinner menu, two of which must be hot. Explain nutritional needs. (p. 294)
- 6. F2b Make a list showing a budget / food list. Secure the ingredients.

  Pass out Troop 166 Menu planner
- 7. F2d Discuss safe handling and storage of meat, dairy, eggs, vegetables. Discuss garbage

## **Materials Required**

☐ Bread or multin mixes of different flavors. (Approximately one per participant)
☐ A heat source,
□ Pan of water
□ Zip Lock sandwich bags
☐ Patrol Duty Roster - enough for each Scout
☐ Patrol Menu Planner - enough for each Scout

## **Discovery**

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

## Teaching-Learning

Use pages 292-295 to discuss the importance of good, healthy food.

- 1. Discuss why each patrol member shares in meal prep and cleanup. (p. 304–305)
  - a. Ask: "What happens if only one person does the work?"
  - b. Discuss how sharing duties promotes teamwork, fairness, and efficiency.
- 2. Discuss why we eat together (p. 306)
  - a. Discuss how it builds patrol spirit, teaches responsibility, and makes meals more enjoyable.
- 3. Discuss how we organize camp jobs.
  - a. Explain the roles: cook, assistant cook, cleanup crew, water duty, firewood, etc.
  - b. Why it's important: avoids confusion, teaches accountability.
  - c. Create a duty roster.
- 4. Discuss how to plan a meal, using questions on page 291, and information on 311-325.
  - a. What meals will we need?
  - b. Any dietary restrictions?
  - c. What can be prepared ahead of time?
  - d. How will we store perishables?
- 5. Review p. 311–325 for guidance on nutrition, balanced meals, and meal ideas.
  - a. Introduce **MyPlate** and portion sizes. Talk about including proteins, grains, fruits, veggies, and dairy.
  - b. Pass out Troop 166 Menu planner

## **Application:**

Scouts should complete a duty roster and menu plan for the next campout.

<u>Patrol Duty Roster</u> <u>Patrol Menu Planner</u>

## **Patrol Duty Roster**

mpout Date:	Kitchen Clean Up 1+2 Campsite Clean Up 1+2	Prep dish wash stations     Wash/sterilize/dry dishes     Clean cooking surfaces     Clean cooking surfaces     (dispose of waste properly)     Put away cooking supplies box (all scattered supplies)     Store dish wash station     Could be multiple scouts							Miscellaneous Jobs (To be done by
Patrol's Duty Roster   Campout Date:	Fire Master Water Master	Enforce fire pit safety rules     Arrange/Clean fire pit     Prep tinder/kindling/fuel     Work with Water Master to have water/dirt buckets     Ensure fire is 100% out     Arrange/Clean fire pit patrol hydration buckets     Purity/filter fresh water have water for cooking, cleaning, and hand-washing							Additional Patrol Notes (Anything else to remember):
Patrol's	Assistant Chef	Assist head chef     Prepare food for cooking     (Includes peeling, slicing, washing, pre-heating, etc)     Help keep area clean     Set Patrol table     Boil cleanup water							. (A meals cture of
	Head Chef	Ensure proper sanitation     Prepare patrol's meal     Delegate responsibilities to the Assistant Chef     Maintain cleanliness while cooking is underway     Set general mealtime ETA							Patrol Duty Roster Success Tips:  Consider experience levels when assigning duties (A scout without a Firem'n Chit can't be Fire Master)  Feel free to change job duties around to suit each campout. Changes can be made in the next box>  Make sure each scout knows their job duties and meals beforehand so that they're prepared to start  Keep your duty roster out of the rain and take a picture of it to be extra prepared, just in case:)
	ScoutSmarts	Role Description	Friday Dinner	Saturday Breakfast	Saturday Lunch	Saturday Dinner	Sunday Breakfast	Sunday	More Info

## **Menu Planning Worksheet**

Patrol:	Campout	(Final Control				
Grubmaster:	Campout	t Location:				
Grubmaster is responsible for food/storage/ice/cooler for duration of the campout. Attach for		receipt(s) to this form and return to Troop Treasurer after campout.				
Attendance:	10	Shoppin				
PL		Staples	Have	Need		
APL		Paper towels				
3		Aluminum foil				
4		Garbage bags				
5		Zip-Loc bags				
6		Seasonings				
7		Sugar				
8		Dish scrubber				
9		Dish soap/bleach				
10		Charcoal				
MENU:		Grocery	y List:			
Friday Cracker Barrel						
Main Course						
Side(s)						
Drink						
Saturday Breakfast						
Main Course						
Side(s)						
Drink						
Saturday Lunch						
Saturday Lunch Main Course	11					
Name Course						
Side(s)						
Side(s)				_		
Desert						
Drink						
Saturday Dinner	10					
Main Course						
Side(s)						
Drink						
Sunday Breakfast						
Main Course		Coortes et C:				
		Scoutmaster Signatur	re			
Side(s)						
Drink						

## **Cooking 2 - Campout**

Learning Objectives Each scout should be able to:  ☐ T2a Assist cooking ☐ T2b Teach three pot method (p. 308)
<ul> <li>S2d Hookup our stoves and discuss safety (p. 303-4) Use pliers!</li> <li>S2e On one campout, plan and cook one hot breakfast or lunch, selecting foods from the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.</li> </ul>
<ul> <li>F2c Show which pans, utensils, and other gear will be needed to cook and serve the meals.</li> <li>F2d Demonstrate safe handling and storage of meat, dairy, eggs, vegetables</li> <li>Emphasize pre/post washing of hands using soap.</li> <li>Show about preventing utensil contamination - p. 304-310 to discuss cooking safety, sanitation, and teamwork</li> <li>F2e On one campout, serve as cook. Supervise your assistant(s) Prepare the breakfast, lunch, and dinner planned in 1st Class requirement 2a. Supervise the cleanup.</li> </ul>
Materials Required  Patrol Box Stove Food for meals Cooler for food Container for non-perishable food

## Application:

Scouts should cook meals on their own at the campouts after this presentation. They will complete T2 and S2e on campouts. The ultimate application will be in the completion of F2.

## **Emergency Preparedness 1-2**

Each scout should be able to:
Accidents YouTube video
<ul> <li>S6d 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.</li> <li>S6e Tell how you should respond if you come upon the scene of a vehicular accident.</li> </ul>
Weather
<ul> <li>□ F5b Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning an event. YouTube video</li> <li>□ F5c Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such conditions, and the appropriate actions to take. YouTube video</li> <li>□ F5d 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. YouTube video</li> </ul>
Home Emergencies
<ul> <li>□ F7d Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and how to respond in emergency situations. YouTube video</li> <li>□ F7e Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage. YouTube video</li> <li>□ F7f Explain how to obtain potable water in an emergency. YouTube video</li> <li>□ Purifying Water</li> <li>□ Water treatments – filter, UV light, chemicals, boiling</li> </ul>
<b>Discovery</b> Display several ways to treat water. Ask scouts if they know how each one works. Ask when water should be treated.

## **Teaching-Learning**

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

## **Application: Check the Clouds**

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

## Second Class #6

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

## First Class #5

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

## First Class #7

d.	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.					
	Utility	Hazards	How to respond			
	Davalon an amarra	ency action plan for your home that in	cludes what to do in case of fire, storm, power outage, and			
0.	water outage.	ancy action plan for your nome that in	cauces what to do in case of life, storin, power outage, and			
f.	Explain how to obta	ain potable water in an emergency.				

## First Aid Basics 1

## **Learning Objectives**

Each scout should be able to: (p. 105-155)
☐ T4a Treat for first aid (simple cuts, minor burns, nosebleeds, bites and stings, choking).  YouTube video
☐ T4b Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat exposure to them.   YouTube video  YouTube vid
☐ T4c Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b. <a href="YouTube">YouTube</a> <a h<="" td=""></a>
☐ T4d 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. <a href="YouTube video">YouTube video</a>
Materials Required
<ul> <li>□ Collect \$\$ from each Scout and buy in bulk the gear needed to make a personal first aid kit</li> <li>□ First aid practice kit, troop first aid kit, personal first aid kit, fake wounds</li> <li>□ Bandages suitable for simple cuts, burns, etc.</li> </ul>

## **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**

- 1. What is in a first aid kit?
  - a. Briefly go through the items in your troop first aid kit and their uses. (p. 109)
  - b. Show the contents of the small personal kit. (p. 108)
- 2. Use EDGE to teach scouts how to administer simple First Aid (p. 125-132)
  - a. 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. <u>Demonstrate</u> a problem on a scout. Then, <u>Guide</u> scout buddies to do the problem on each other and show you their results. Then, do the next problem. If they perform the first aid adequately, they are <u>Enabled</u> otherwise have them practice more.
    - i. Cuts and scratches (p125)
    - ii. Blisters (p125)
    - iii. Minor burns (p136)
    - iv. Bites or Stings of insects and ticks (p131)
    - v. Venomous snakes (p129)
    - vi. Nosebleed (p126)
    - vii. Frostbite & Sunburn (p137, 140)
    - viii. Choking (p120)

- 3. Use EDGE to teach scouts how to care for choking victims. (p. 120)
  - Show positioning, but do NOT actually do abdominal thrusts or backblows. Demonstrate on one scout, then have buddy pairs act it out and show you their positions.
    - a. Encourage continued coughing since some air is getting in.
    - b. If coughing stops, do abdominal thrusts and backblows. (DO NOT actually do these!)
    - c. If the victim goes unconscious, lower him to the floor and switch to CPR if needed.
- 4. Poisonous Plants: (p. 127)
  - a. Tell how to identify poisonous plants. Discuss treatment wash skin, wash clothes, relieve itching with lotion.
- 5. Discuss what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.

## Application:

Scouts make their own first aid kit. Ask the scoutmaster if the troop has items to make personal kits.

## **First Aid Basics 2**

Learning Objectives  Each scout should be able to: (p. 105-155)  ☐ S6a Second Class First Aid YouTube video  NOTE: This module may need to be broken into two sessions
Materials Required  Practice first aid kits and wounds  Q-tips Tweezers Blanket Bandages
Discovery
Share stories of getting hurt. See who has had the worst injury.
Teaching-Learning
Use EDGE to teach scouts how to administer First Aid for 10 problems. For each problem, <a href="Explain">Explain</a> the symptoms to look for, steps to treat it, and how to prevent it. Scouts must demonstrate the skill, not just tell how they would do it. Use fake wounds or red marker, water, bandaids, gauze pads, as required. <a href="Demonstrate">Demonstrate</a> a problem on a scout. Then, <a href="Guide">Guide</a> buddy pairs to do the problem on each other and show you their results. Repeat for each problem. Tell scouts there will be scenarios at future troop meetings. Each scenario they complete correctly will get one of the required items checked off. (Remember to have PLC plan time for scenarios!)
<ul> <li>S6a I. Object in eye (p. 133) YouTube video</li> <li>S6a II. Bite of warm-blooded animal (p. 128)</li> <li>S6a III. Puncture wound − infection is a high risk (p. 134-135)</li> <li>S6a IV. Serious burns (p. 137)</li> <li>S6a V. Heat exhaustion (p. 139)</li> <li>S6a VI. Shock (p. 123-124)</li> <li>S6a VII. Heatstroke (p. 139-140)</li> <li>S6a VIII. Dehydration (p. 137-138)</li> <li>S6a IX. Hypothermia (p. 141)</li> <li>S6a X. Hyperventilation (p. 135-136)</li> </ul>

## **First Aid Situation Cards**

## Shock

Have person lie down

## Shock

Raise feet 10 to 12 inches. If he is have trouble breathing raise

## Shock

Never leave him alone

## Shock

Talk to him to assure him that everything will be ok.

## Object In the Eye

Have the person blink

## Object in the Eye

Pull the upper lid down over the lower one.

## Object in the Eye

Place your thumb on the skin just below the lid and pull it down gently.

## Object in the Eye

Lift the object out with the corner of a sterile gauze pad.

## Object in the Eye

Cover the eye with a gauze pad and get the patient under medical

## Bite of Animal

Call police to come pick up the animal.

## **Bite of Animal**

Scrub the bite with plenty of soap and water.

## Bite of Animal

Cover the wound with a sterile bandage and get the victim to a doctor.

## Nail and Splinter

Take out any foreign

## **Nail and Splinter**

Squeeze gently around the wound.

## Nail and Splinter

Wash Gently with soap and water.

## **Nail and Splinter**

Apply and sterile bandage.

## **Fishhook**

Cut the line and allow a doctor to remove the fishhook.

## **Fishhook**

Push the barb out through the skin.

## **Fishhook**

Snip off the barb with a pair of pliers.

## **Fishhook**

Back the fishhook out of the wound.

## Second Degree Burn

Do not break the blisters.

## Second Degree Burn

Place the injury in cool water until the pain

## Second Degree Burn

Apply a moist dressing

## Second Degree Burn

Bandage loosely.

## Second Degree Burn

Do not apply creams, ointments or sprays.

## **Heat Exhaustion**

Symptom: Pale skin.

## **Heat Exhaustion**

Symptom: shallow

## **Heat Exhaustion**

Symptom: nausea.

## **Heat Exhaustion**

Symptom: Dilated pupils, Headache and dizziness.

## **Heat Exhaustion**

Move patient to a cool shady spot.

## **Heat Exhaustion**

Place him on his back and raise his feet

## **Heat Exhaustion**

Fan him and apply cool wet cloths. Give him sips of water.

## **Poisonous Plants**

Poison ivy have three leaves

## **Poisonous Plants**

Poison oak has three leaves

## **Poisonous Plants**

Poison Sumac has white berries.

## **Poisonous Plants**

Do not scrub.

## **Poisonous Plants**

Rinse with water immediately.

## **Poisonous Plants**

Use Calamine lotion to relieve itching.

## **Poisonous Plants**

Remove lingering sap by laundering clothing.

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## First Aid Bandages

Learning Objectiv	e:
Each scout should	be

scout should be able to: (p. 142-148) YouTube video

	F7a	Construct /	use the	bandages	for the	head,	upper	arm,	sprained	ankle,	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**

- 1. Use EDGE to teach scouts how to apply bandages. <u>Explain</u> what splints are. (p. 145) <u>Demonstrate</u> each bandage. Guide scouts in applying bandages to their buddy.
  - a. Show bandages for Sprained ankle (p. 142)
  - b. Show bandages for Head (p. 143)
  - c. Show bandages for Upper arm (p. 147)
  - d. Show use the bandages for Collar Bone (p. 147)
- 2. 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: (p. 111-119)
<ul> <li>□ F7c Describe the five signs of a heart attack <u>YouTube video</u></li> <li>□ Explain the steps in CPR</li> </ul>
Materials Required  ☐ CPR faceguard and gloves kits.
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**

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

## Application:

Have the scoutmaster or other CPR-certified person available for discussion. Recommend every scout get certified in CPR so they really know it. (Note, however, that scouts do not have to be certified to complete requirement F7c.)

## **First Aid Hurry Cases**

Learning Objectives
Each scout should be able to: (p. 111-124) <u>YouTube video</u>
S6b Treat for the hurry cases of:
☐ Stopped breathing
☐ Stroke
☐ Serious bleeding
☐ Ingested poisoning
Materials Required
☐ Practice first aid kits
☐ Roller bandages
☐ Gauze pads
<b>Discovery</b> Ask scouts to take their pulse on their neck. See how many can find it. Help those that cannot. Then, try other spots – wrist, inside thigh, ankle.
Teaching-Learning
☐ S6b Discuss the 8 steps of the First Aid method (p. 111-115) - See next page
☐ S6b Use EDGE to teach how to handle Stopped Breathing: (p. 116-118) Cover both airway obstruction or cardiac problems, so review CPR steps.
☐ S6b Use EDGE to teach how to handle Stroke: (p. 124)
☐ S6b Use EDGE to teach how to handle Serious Bleeding: (p. 119-120)
☐ S6b Discuss what to do for Ingested Poisoning: (p. 121-122)

## Application:

Tell scouts that they will use these skills later this month to complete their requirement.

## 8 steps of the First Aid method

- 1. Recognize the emergency and evaluate the scene: The first step is to quickly recognize that an emergency situation exists and to assess the scene for any potential dangers to yourself or the victim.
- 2. Protect yourself and the victim from further injury: If there are dangers, make sure the scene is safe before approaching the victim. This could involve moving to a safer location, ensuring a safe perimeter, or addressing hazards like live electrical wires.
- 3. Call for help (EMS): If the emergency is serious or involves life-threatening conditions, call 911 (or your local emergency number) immediately, or instruct someone else to do so.
- 4. Assess the victim: Once it's safe and help is on the way, assess the victim's condition. Check for consciousness by asking, "Are you okay?" and gently tapping their shoulder. Look for signs of breathing and circulation (pulse).
- 5. Provide urgent treatment: Address immediate, life-threatening conditions first, such as:
  - Airway: Ensure the airway is open by tilting the head back and lifting the chin.
  - Breathing: If not breathing, begin rescue breaths.
  - Circulation: If no pulse, start CPR.
  - Bleeding: Control severe bleeding by applying direct pressure with a clean cloth.
- 6. Treat for shock: Almost any serious injury or illness can lead to shock. Keep the victim calm, warm, and comfortable, and elevate their legs if there's no suspected spinal injury.
- 7. Address less serious injuries: Once life-threatening issues are stable, begin treating other injuries like fractures, burns, etc.
- 8. Reassure the victim and monitor their condition: Provide comfort and reassurance, explaining what is happening and that help is on the way. Continue to monitor the victim's condition until emergency medical services arrive.

## First Aid Rescues

Learning Objectives (p. 148-150)
Each scout should be able to:
☐ F7b. Demonstrate the carries used to transport a victim. <u>YouTube video</u>
Materials Required
☐ Old large jacket to wear for clothes drag
☐ Ropes
☐ Poles
☐ Blankets for stretcher

## **Discovery**

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

- 1. Use EDGE to teach how to move a person out of a smoke filled room. (p. 148-150) Buddy pairs practice.
  - a. Blanket Drag
  - b. Clothes Drag
  - c. Ankle Drag
- 2. Use EDGE to teach how to transport a person with a sprained ankle. (p. 149-150) Buddy pairs practice.
  - a. Walking Assist
  - b. Pack-strap Carry only a person smaller than you
  - c. Two-Handed Carry
  - d. Four Handed Seat Carry

## **Application: Carry Relay**

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

#### Fitness & Nutrition 1

Learning Objectives
Each scout should be able to: (p. 75-102)
Complete requirements:
☐ T6a Record results <u>YouTube video</u>
☐ Pushups
☐ Situps
☐ Sit and Reach
☐ 1 Mile run
☐ T6b Record 30 days of 5 days per week, 30 mins per day (See <u>Tracking sheet</u> in Rank Workbook)
Materials Required
☐ Exercise chart for each scout (appendix)
☐ A stopwatch
☐ A Sit-and-Reach box
☐ A location for doing fitness tests in T6a.

#### **Teaching-Learning**

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

#### **Application:**

Have scouts record their best in the tests listed on page 77. Record these for your records as well. Part of this requirement is to practice for 30 days. Scouts should bring back their completed chart to show they practiced before the 30-day check.

#### **Tenderfoot Fitness Test**

#### 6a. Record your best in the following tests:

Record the number done correctly in 60 seconds for both the push-ups and sit-ups Record the distanced stretched for the sit-and reach Record your total time to complete the mile

Pushups	
Sit-up or Curl-ups	-
Back-saver sit-and-reach	9
1-mile walk/run	5



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.

Pushups	88
Sit-up or Curl-ups	9
Back-saver sit-and-reach	
1-mile walk/run	

#### **Tenderfoot Fitness Tracking**



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.

Pushups	Pushups	Sit-up or Curl-ups	Back-saver sit-and-reach	1-mile walk/run
	rusiiups	Currups	Sit-and-reach	1-illie waik/iuli
Day 1				-
Day 2				
Day 3	-			
Day 4				
Day 5				
Day 6				
Day 7				
Day 8				
Day 9				
Day 10				
Day 11				
Day 12				
Day 13				
Day 14				
Day 15				
Day 16	1			
Day 17				
Day 18				
Day 19			ļ	
Day 20				
Day 21				
Day 22				
Day 23				
Day 24				
Day 25				
Day 26				
Day 27				
Day 28				
Day 29				
Day 30				

Second Class Rank		Scout's Name: _	Scout's Name:		
Week 1					
Date	Activity & Notes	Start Time	End Time	Duration	
Maak 2					
Week 2	A.C. it. O Notes	Start Time	Ford Time	Donation	
Date	Activity & Notes	Start Time	End Time	Duration	
Week 3					
Date	Activity & Notes	Start Time	End Time	Duration	
Week 4		· ·	•		
Date	Activity & Notes	Start Time	End Time	Duration	

#### First Class

Date	Activity & Notes	Start Time	End Time	Duration
				-
Week 2				
ate	Activity & Notes	Start Time	End Time	Duration
	That is a second of the second		1	1
Week 3				
Week 3	Activity & Notes	Start Time	End Time	Duration
Week 3	Activity & Notes	Start Time	End Time	Duration
	Activity & Notes	Start Time	End Time	Duration
	Activity & Notes	Start Time	End Time	Duration
	Activity & Notes	Start Time	End Time	Duration
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	Activity & Notes	Start Time	End Time	Duration
	Activity & Notes	Start Time	End Time	Duration
	Activity & Notes	Start Time	End Time	Duration
	Activity & Notes	Start Time	End Time	Duration
Week 4				
Week 4	Activity & Notes  Activity & Notes	Start Time	End Time	Duration
Week 4				
ate				
Week 4				

#### **Second & First Class Fitness Tracking**

at least 30 minutes each day for five days a week for 4 weeks. Keep track of your activities. (Use the thin grey rows to record the dates). Scout Name After completing Tenderfoot requirement 6c/First Class requirement 7a, be physically active Second Class Fitness Requirement #7b/First Class Fitness Requirement #8b Second Class Fitness Requirement #7a/First Class Fitness Requirement #8a

Share your challenges and successes in completing Second Class requirement 7a/First Class requirement 8a.

Set a goal for continuing to include physical activity as part of your daily life (and develop a plan for doing so).

#### Fitness & Nutrition 2

**Learning Objectives** 

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

☐ T6c Record results:
☐ Pushups
☐ Situps
☐ Sit and Reach
☐ 1 Mile run
☐ S7a 30 days of 5 days per week, 30 mins per day
☐ S7b Develop plan for physical activity
☐ F8a 30 days of 5 days per week, 30 mins per day
☐ F8b Develop plan for physical activity
Materials Required
☐ Completed exercise chart for each scout
<u> </u>
☐ A stop watch
☐ A Sit-and-Reach box
☐ A location for doing fitness tests in T6c.

#### Application:

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

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

#### **Fitness & Nutrition 3**

Goal: To educate Scouts on the dangers of using drugs, alcohol, tobacco, and other harmful substances, and to help them connect this understanding to the values of the Scout Oath and Scout Law.

Learning Objectives: By the end of this lesson, Scouts will:
<ul> <li>Understand the health risks and consequences of using drugs, alcohol, tobacco, and engaging in other harmful practices.</li> <li>Discuss their participation in the program with their family.</li> <li>Be able to explain the dangers of substance addictions.</li> <li>Reflect on and report how parts of the Scout Oath and Scout Law relate to healthy living and avoiding harmful substances.</li> <li>S7c 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.</li> </ul>
Materials Required:
<ul> <li>□ Whiteboard or poster board and markers</li> <li>□ Printed handouts (optional): Quick facts about drug/alcohol/tobacco dangers</li> <li>□ "Scout Law &amp; Oath" cards or poster</li> <li>□ Small slips of paper or index cards</li> <li>□ Pen or pencil for each Scout</li> </ul>
Teaching-Learning (15 minutes):
1. Introduction (3 minutes)
<ul> <li>Start with a quick group question: "Why do you think people start using things like alcohol, tobacco, or drugs?"</li> <li>Allow for brief answers, then summarize:         <ul> <li>"Sometimes people give in to peer pressure, curiosity, stress, or think it makes them cool. Bu using these substances can lead to serious health problems, addictions, and even legal issues."</li> </ul> </li> </ul>
2. Overview of Dangers (7 minutes)
<ul> <li>☐ Use a whiteboard to list key points as you talk about:</li> <li>☐ Tobacco: Lung disease, cancer, addiction</li> <li>☐ Alcohol: Impaired judgment, liver damage, risky behavior</li> <li>☐ Drugs (prescription misuse and illegal): Overdose, addiction, brain damage, criminal consequences</li> <li>☐ Other harmful practices: Vaping, misuse of medications, energy drink overuse</li> </ul>

☐ Share one or two short real-life stories (from news or community programs) about consequences faced by youth due to substance use.

#### 3. Scout Law & Oath Connection (5 minutes)

Ask: "Which parts of the Scout Oath and Law do you think relate to staying away from harmful substances?"

- 1. Discuss these examples:
  - a. "To keep myself physically strong..." (Oath)
  - b. "Mentally awake" (Oath)
  - c. Trustworthy, Clean, Brave (Law)
- 2. Encourage discussion and personal reflection on how living by these principles helps Scouts make healthier choices.

#### Application (5 minutes):

#### **Reflection Activity**

- 1. Hand out slips of paper and ask each Scout to write down:
  - a. One thing they learned today
  - One part of the Scout Law or Oath that stands out to them in relation to avoiding harmful substances
- 2. Collect responses and invite 2–3 Scouts (voluntarily) to share.

#### **Family Discussion Challenge**

- 1. Instruct Scouts to talk with their parent or guardian this week about what they learned and ask if they'd be willing to share any advice or experiences.
- 2. Tell them to prepare to report back at the next meeting with:
  - a. What part of the conversation stood out
  - b. Which part of the Oath or Law helped them the most

#### Home essential requirements

That you paront or guardian, complete and exercises in the parinprinet from to 7 retoot
Your Children From Child Abuse: A Parent's Guide and view the Personal Safety Awareness
videos (with your parent or guardian's permission) - Assign at first meeting
your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout
motto.
S7b 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.
S8c 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. YouTube video
S8d 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 2nd 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.
S8e 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.
F9d Participate in three hours of service through one or more service projects approved by
your Scoutmaster. The project(s) must not be the same project(s) used previously.

#### **Second Class Budgeting Worksheet**

#### Second Class Requirement 8c & 8d

Earn Money and Shop for Best Price Exercise

Sco	ut Name:		
This handout will help Scouts the Scout Complete Second Class Requirement 8c & 8d (end). Work for this requirement CANNOT be used for the Personal Management Merit Badge, and visa versa. When you finish this requirement bring your work into a Troop Meeting and have an Adult Leader sign off on it.			
Ster	o #1: Choose Something to Purchase		
	(It is recommended to choose something under \$25 you would like t	o buy.)	
Wh	at did you choose?:		
<u>Ste</u> r	p #2: Shopping		
Find	3 places can you buy this item and how much does it c	ost at each place?	
	(The Scout can visit these stores, or shop online while being supervised)		
1	Store:	\$	
2	Store:	\$	
3	Store:	\$	
Step #3: Price Comparing Which of these 3 locations is the best place to purchase your item?			
Store: Price: \$			
Is the item on sale? If so, when is the sale over?			

#### Step #4: Savings Plan

On the back of the sheet, with your Parents/Guardian, write a plan to earn the amount of money needed to purchase your item. You need to follow that plan. You CAN make changes as you go — but you should aim to finish your plan, earning all the money needed to complete this requirement.

#### **Mentoring**

#### **Introduction to Leadership Skills for Troops**

#### Syllabus -

https://www.scouting.org/wp-content/uploads/2018/07/721-07218-ILST-Facil-Training\_WEB.pdf

#### **Nature** 1

Learning Objectives	
Each scout should be able to: (p. 199-212)	
☐ S4 Appreciate and respect the animals that live in their communities.	YouTube video
Materials Required	
☐ Examples of plaster casts of animal prints	
☐ Books on animal identification	
☐ Piece of fur, feather, bone	

#### **Discovery**

An excellent discovery would be to have an animal brought to the meeting by a qualified professional. Show the fur, feather, and bone. Ask what can be determined about the animal that left them.

#### **Teaching-Learning**

- 1. 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)
- 2. Identifying Animals
  - a. Show the (p. 200-210) in the *Handbook* that can be used in identifying animals.
  - b. Show other books that can be used.
- 3. Observing Animals
  - a. Seeing the animal
  - b. Hearing the animal's vocalization
  - c. Evidence of animals tracks, scat, fur, feathers

https://www.youtube.com/watch?v=mY754kPOF8U

#### **Application:**

Have scouts collect evidence of at least 10 different kinds of wild animals, be able to identify the animal, and bring the evidence to a future meeting. This can include plaster casts, fur, feathers, shells, photographs they took (not from a magazine), etc. Or, you could go on a hike with the patrol and collect the evidence.

Worksheet for Identifying or Evidence of Animals			
Identify or show evidence of at least ten kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.			
You might actually see the animal or you might find evidence, like a nest or track. Or you might hear the animal.			
Date	Animal	Describe what you saw, heard, etc.	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

#### Nature 2

Learning Objectives (p. 188-199) Each scout should be able to:	
☐ F5a: Use resources to identify plants. <u>YouTube video</u>	
<ul><li>□ Review Poisonous Plants: (p. 127) Tell how to identify poisonous plants.</li><li>□ Discuss treatment - wash skin, wash clothes, relieve itching with lotion.</li></ul>	
Materials Required	
☐ Plant identification books	
□ 10 to 15 different types of leaves (1 of each per buddy pair and a set for the pres	enter)
☐ Example leaf casts and leaf prints	
https://www.iloveny.com/things-to-do/fall/leaf-identifier/	
<b>Discovery</b> Allow scouts to look at the leaves and try to identify them.	
Teaching-Learning	
1. Demonstrate how to identify a leaf by using a Plant Key, either in a book or an ap	p. (p. 196)
https://www.youtube.com/watch?v=PanMn8mnnHM	
Leaf ID Presentation	
a. Types of Trees	
i. Deciduous (Broad Leafed)	
ii. Coniferous (Evergreen or Cone Bearing)	
b. Types of leaves:	

2. Discuss other ways to identify plants - Flower, fruit, bark, smell

Simple

Compound

Simple Palmate

Compound Palmate

i.

ii.

iii. iv.

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c. Using one sample leaf, determine with the group its characteristics –

Deciduous, coniferous, simple, lobed, compound, smoothness, size, etc.

#### **Application: Plant Hike**

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

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

5. a. 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.

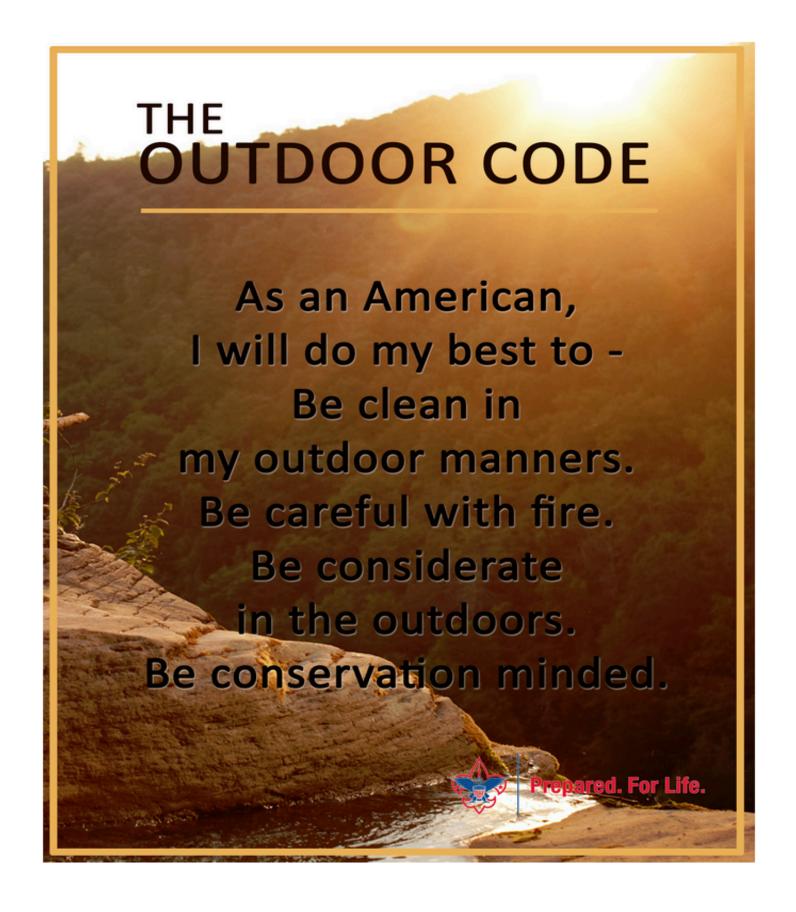
	Plant	Evidence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

#### **Outdoor Ethics**

NOTE: This module could be divided into small sections spread out over 2 or 4 weeks.

Learning Objectives  Each scout should be able to: (p. 222-235)  ☐ T1c Tell how you practiced the Outdoor Code on a campout or outing.
☐ S1b Explain the principles of <b>Leave No Trace</b> and tell how you practiced them on a campout.
<ul> <li>☐ F1b Explain the principles of <b>Tread Lightly</b> and tell how you practiced them on a campout.</li> <li>☐ F9c On a Scouting or family outing, take note of the trash and garbage you produce.</li> </ul>
Materials Required  ☐ Leave No Trace cards ☐ Outdoor Code cards
<b>Discovery</b> Ask: What are some reasons people like to go camping?
Teaching-Learning  □ T1c Review the Outdoor Code and what it means (p. 223). Hand out Outdoor Code cards to each participant that doesn't have one yet. Ask how the scouts practiced the Outdoor Code on their last campout.  □ S1b Discuss the seven Leave No Trace principles (p. 225-232) and how our camping practices support them: (p. 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  □ F1b Discuss Tread Lightly! (p. 233-234)  □ F9c Review requirement F9c and explain to the scouts that they need to individually note their trash, make a plan to reduce waste, and actually use that plan and note the results.
Application:  Remind scouts that they are expected to follow OF quidelines on all campouts and hikes

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

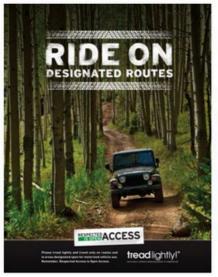






### TREAD Lightly!

- Travel responsibly
- Respect the rights of others
- Educate yourself
- Avoid sensitive areas
- Do your part



TREAD Lightly!'s core focus is on people that use or are affected by motorized and mechanized vehicles

https://www.treadlightly.org/

#### **Totin' Chip**

<b>Learning Objectives (p. 378-386)</b> Each scout should be able to:
☐ J5 Pocketknife safety <u>YouTube video</u>
☐ T3d Properly use and care for the scout knife, ax, and saw. YouTube video
S2b Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.
☐ Earn the <u>Totin' Chip</u>
Materials Required
☐ Totin' Chip Cards
☐ Ax ☐ Knife
□ 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
<ul><li>☐ How important do you think it is to be safe with these tools?</li><li>☐ What do you think can happen if you're not safe?</li></ul>
Tooching Loorning

#### **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

- 1. Care and Sharpening: The best way to 'sharpen' a blade is to buy a new one.
- 2. Usage:
  - a. Keep the blade sheathed except when in use.
  - b. Cut off the end of a log, not the center, so the saw does not bind.
  - c. Use long, smooth strokes
  - d. Keep blade out of dirt
  - e. Undercut branches first when clearing trails.

#### 3. Carrying and Passing:

- a. Sheath the blade.
- b. Carry with blade down and away, and handle facing forward.
- c. Pass from right to left hand, not across the body.
- d. Make sure the other person has the tool (i.e. says 'thank you').

#### II. The Scout Ax

#### 1. Sharpening

- a. Use a file with a knuckle guard and wear gloves.
- b. Use a log and stakes as shown in the *Scout Handbook* on page 386.
- c. 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.

#### 2. Handling and Use

- a. The ax should be sharp and the head on tight.
- b. Always wear sturdy shoes to protect your feet.
- c. Clear the area in which you're working.
- d. Carry an ax correctly.
- e. Hand the ax in the proper way (Scout Handbook page 385).
- f. Know how to properly: Buck a log, Switch hit, Use a chopping block, and split wood.

#### III. The Scout Knife:

#### 1. Care and Sharpening

- a. Cleaning:
  - i. Open all the blades.
  - ii. Twirl a small piece of cloth or paper towel onto the end of a toothpick.
  - iii. Moisten it with oil and wipe out the inside.
  - iv. Be sure to clean the joint at the base of each blade.
  - v. Swab out extra oil with a clean cloth.

#### b. Sharpening:

- i. Put a few drops of honing oil on the whetstone.
- ii. Hold the back against the stone at about a 23 degree angle.
- iii. Push the blade along the stone as if you were slicing a thin piece off the stone.
- iv. Work the blade back and forth. Make sure that the number of times for each side is the same to evenly sharpen the blade.

#### 2. B. Handling and Use: Follow these Do's and Don'ts.

- a. Do:
  - i. Keep blades closed except when in use.
  - ii. Cut away from yourself.
  - iii. Close blades before handing the knife to someone else.
  - iv. Make sure that no one is within an arm's length away when using the knife.

#### b. Don't:

- i. Carry a knife with the blade open.
- ii. Pound on the knife handle with another tool.
- iii. Throw the knife.
- iv. Pry with the point of the knife blade.
- v. Put the knife in a fire can ruin the temper and weaken the knife.
- c. Handing your knife to another person.
  - i. Close the blade.
  - ii. Hand the knife.
  - iii. Make sure the other person has the tool (i.e. says 'thank you').

#### **Application:**

Scouts should receive the Totin' Chip card as recognition for their accomplishments and a reminder of the responsibility of using wood tools.

To complete S2b, a scout should saw a 6-inch length of 3-inch diameter limb with a saw, split it with the hand ax, and make tinder and tinder with the knife. They could then use this wood for the S2c requirement.

#### Fire 'Em Chit / Fires & Fire Safety

Learning Objectives
Each scout should be able to: (p. 387-393)
☐ S2a Explain when to use fire
☐ S2c Use tinder, kindling to make a fire
☐ S2d Lightweight Stoves
* Understand the Outdoor Code and Leave No Trace as it relates to fire safety.
Materials Required
☐ Fire starters
☐ Fire aids
☐ Tinder
☐ Kindling
☐ Wood
☐ 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**

- 1. Describe the Minimize Campfire Impact principle use campfires only in existing fire rings.
- 2. **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 the site cleaned up? Scoop out cold ash and scatter far from campsite
- 3. **Fires:** (use EDGE to teach scouts to lay and light fires)
  - a. Explain fires are for cooking, heat, and entertainment. We make our own fires.

- b. <u>Demonstrate</u> laying a TeePee. Emphasize air space, tinder, kindling, lighting spot, wind direction, having extra wood ready. Demonstrate match lighting and starting the fire.
- c. <u>Guide</u> 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 the match.
- d. Enable have scouts take their fire lays apart. Have each build a fire and then light it.

#### 4. 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!
- 5. 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.

#### **Orienteering 1**

#### **Learning Objectives**

Each scout should be able to (p. 328-357):
<ul> <li>S3a 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. YouTube video YouTube video on using a compass</li> <li>S3c Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. YouTube video</li> </ul>
☐ F4b Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system while on a campout or hike. 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. <a href="YouTube video">YouTube video</a>
Materials Required
☐ Topographic maps
☐ A GPS
□ 1 compass and map for every buddy pair

#### **Discovery**

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

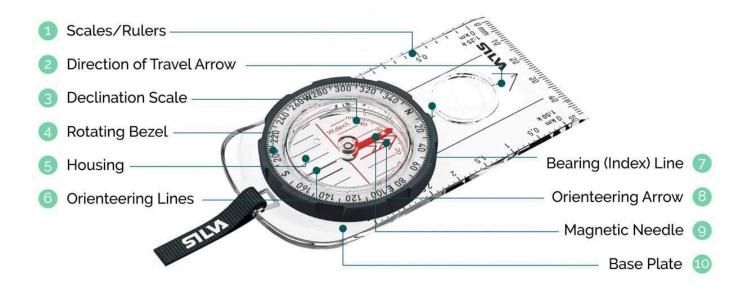
#### **Teaching-Learning**

- 1. Compass
  - a. Use EDGE to teach how to use a compass: (p. 338-339)
    - i. To follow a bearing:
      - 1. Turn the bezel so the degree bearing is at the base of the Direction of Travel arrow.
      - 2. Turn with the compass until the north end of the Needle is inside the Orienting Arrow.
  - b. To find which direction you are heading, or direction to a landmark:
    - Point Direction of Travel arrow at landmark.
    - ii. Turn the bezel until the north end of the Needle is inside the Orienting Arrow.
    - iii. Read degrees at the base of the Direction of Travel arrow.
- 2. Map (p. 332-338)
  - a. Give each buddy pair a map and ask questions about the symbols:
    - i. What do different colored areas on the map mean? (forest, clear, water, ...)
    - ii. What symbols represent man-made structures?
    - iii. What symbols represent trails, roads, railroads?
    - iv. What other lines are on the map? (boundaries, rivers, contour lines, lat/lon, ...)
    - v. What are the contour lines for? Explain how they are used. (p. 336)
    - vi. What other interesting symbols are on the map?

- vii. Which direction is North on the map?
- 3. Orienting the map: Use EDGE to teach how to orient the map. (p. 343)
- 4. Demonstrate a GPS. (p. 345-349)
  - a. Use EDGE to teach how to use a GPS to show your location and direction to travel to reach a waypoint.
- 5. Discuss what hazards and injuries might be encountered when hiking.

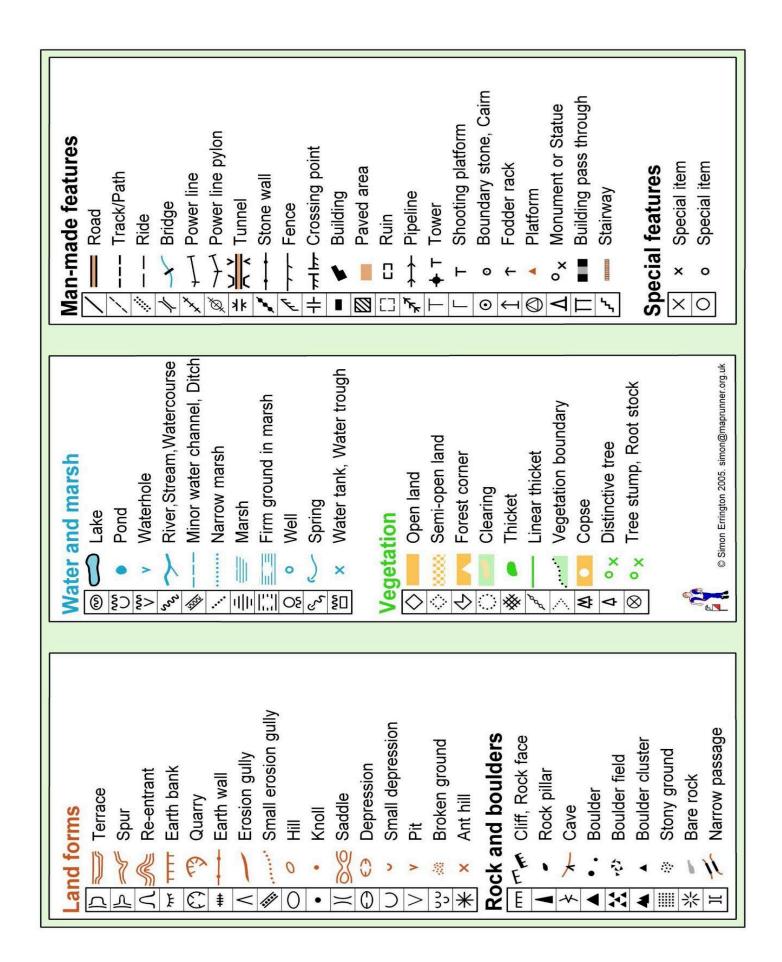
#### Application:

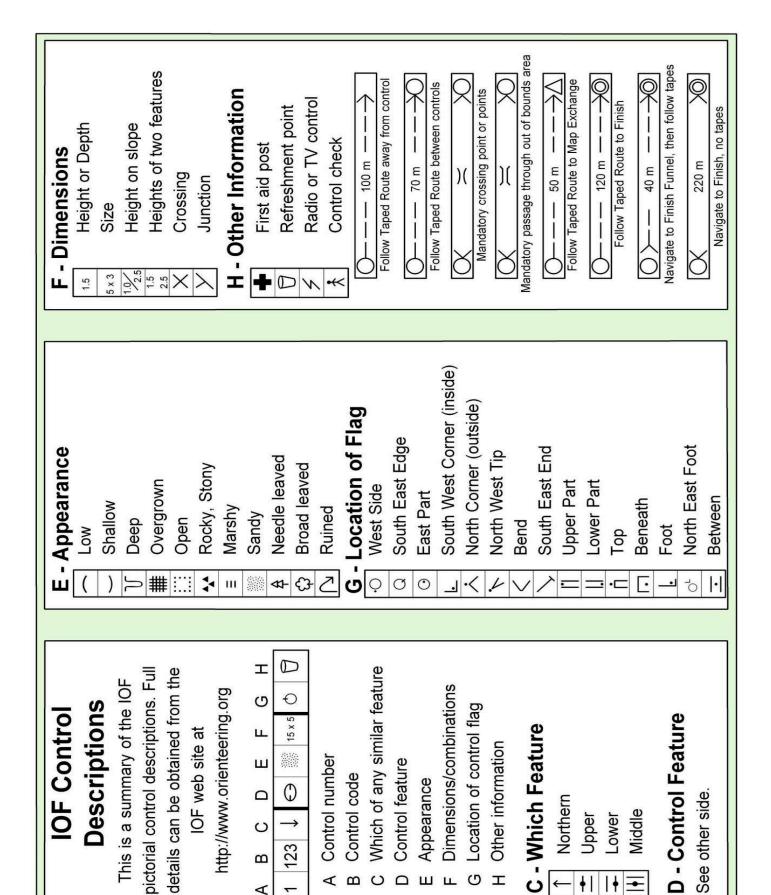
Arrange time for a 5-mile hike (about 2.5 hours), using a map and compass, around the city or on an upcoming campout. See the scoutmaster for topo maps of local parks.



In general these are the major color categories used on USGS topo maps.

- Brown lines contours (note that intervals vary)
- Black lines roads, railroads, trails, and boundaries
- Red lines survey lines (township, range, and section lines)
- Blue areas streams and solid is for larger bodies of water
- Green areas vegetation, typically trees or dense foliage
- Pink or light gray areas cities and dense buildings ("built-up areas")
- Purple areas used to show what was new on the latest editions of their maps (USGS no longer does this but it is still on some maps)





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#### **Orienteering 2**

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.

	ng the day and at night without using a compass or
an electronic device. <u>YouTube video</u> 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**

- 1. Use EDGE to teach finding directions during the day with the shadow stick method, watch method, and equal-length shadow method. (p. 356) The time for the equal-length method can be shortened to 20 minutes. Mark the tip of the shadow with a pebble or twig every 5 minutes. The row of pebbles will run west to east.
- 2. Use EDGE to teach finding directions at night. (p. 354)
  - a. North Star method Cassiopeia is the "W" on the opposite side of the North Star from the Big Dipper and its center points towards the North Star.
  - b. Constellation Method. There are many constellations in the sky. These move in a predictable way throughout the various seasons. If you know the constellation, you can tell directions from where they are in the sky, given the season and time. This is easily demonstrated using a wheel type Star Gazer or Constellation Finder.
  - c. Methods used during the day with the sun's shadow will also work at night with a bright moon!
  - d. See <a href="http://CompassDude.com/no-compass.php">http://CompassDude.com/no-compass.php</a> for more information.

#### **Application:**

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

#### **Orienteering 3 (Campout)**

Learning Objectives (p. 328-331, 350-351)
Each scout should be able to:
☐ S3b 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. <a href="YouTube video">YouTube video</a>
☐ F4a 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.). YouTube video
Materials Required
☐ Compass and map
☐ Orienteering map

#### **Discovery**

Meet at a 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**

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

#### **Application: Orienteering Course**

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

#### Pioneering 1

Learning Objectives (p. 360-367)	
Each scout should be able to:	
☐ J4a Tie and use square knot, two half hitches, and taut line hitch. Youtube Video	1
☐ J4b Whip and fuse the ends of a rope. <u>Youtube Video</u>	
☐ T3a Demonstrate a practical use of the square knot. <u>Youtube Video</u>	
☐ T3b Demonstrate a practical use of two half-hitches. <u>Youtube Video</u>	
☐ T3c Demonstrate a practical use of the taut-line hitch. <u>Youtube Video</u>	
☐ T8 Teach someone how to tie the square knot using EDGE. <u>Youtube Video</u>	
Materials Required	
☐ Have at least one experienced scout, or adult, available as a judge to watch EDGE.	
Frayed ropes that need to be whipped and fused.	
String for whipping and a candle and matches for fusing.	
☐ One rope for each participant for knot tying.	
☐ Short poles or dowels for tying hitches.	
☐ Stakes or fixed object	

#### Discovery

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

#### Teaching-Learning

- 1. Use EDGE to teach scouts to whip a rope. (p. 361)
- 2. <u>Explain:</u> We need to have equipment in good shape for safety and usability. Whipping or fusing rope makes a rope more useful and safe.
- 3. Demonstrate: Whip the rope while the scouts watch.
- 4. Guide: Step the scouts through whipping the rope, helping where needed.
- 5. Enable: Watch as each scout whips his own rope.
- 6. Explain to the scouts that you just used **EDGE** and that is how all training is done in Scouts.
- 7. Explain what the acronym stands for Explain, Demonstrate, Guide, Enable.
  - a. Repeat EDGE with Fusing ropes. (p. 361)
  - b. Repeat EDGE with tying a square knot. (p. 365)
  - c. 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.
  - d. Teach the Two Half Hitches and its use.
  - e. Teach the Taut Line Hitch and its use.

#### Application: Knot Relay

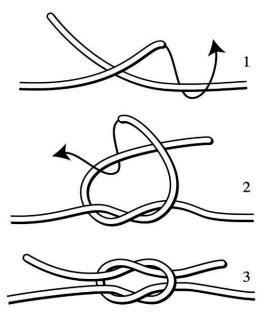
Divide the patrol up into two teams. At the signal, one member of each team will run to the judge and tie a Taut Line Hitch and Two Half Hitches. That patrol member then steps behind the judge and sits down. The first team with all members sitting behind their judge wins.

## The Six Boy Scout Knots

by John Geffre

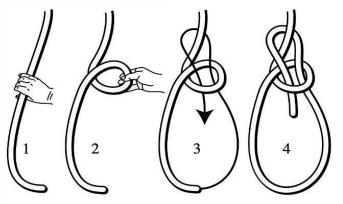
#### **Square Knot**

The square knot is used as a binding knot for such things as clamping a pad on a wound, tying a gathering rope on the male end of an extension cord, or as a shoestring knot. The bowknot we all use to tie our shoes with is really just a double slipped square knot. The books say not to use the square knot to tie two ropes together because it can untie itself under the right conditions but I have used a single slipped square knot to tie two ropes together for years without a problem yet.



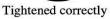
#### **Bowline**

The bowline is used to make a non-slip loop on the end of a rope. It is called the king of knots and it is so dependable that it can be used for rescue work.



After the bowline has been formed, you must tighten it correctly like this.



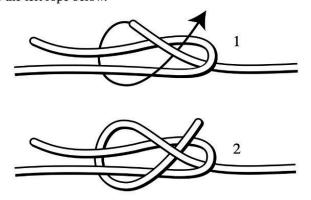




Tightened incorrectly

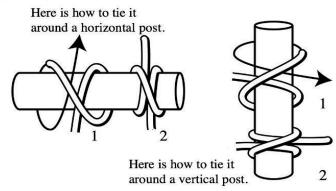
#### **Sheet Bend**

The sheet bend is the knot you are "supposed" to use to tie two ropes together. You can tie on to a sheet or blanket with it if you fold the corner of the sheet into a point and substitute it for the left rope below.



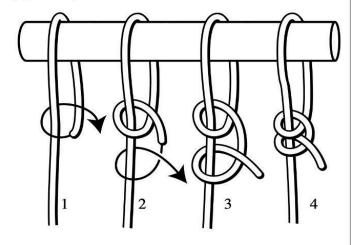
#### **Clove Hitch**

The clove hitch is known in the oilfield around here as a claw hitch. It is the best knot to use with stiff large diameter rope because it never makes a sharp bend. It is also used to start and finish lashings. A lashing is a series of wraps tying two poles together.



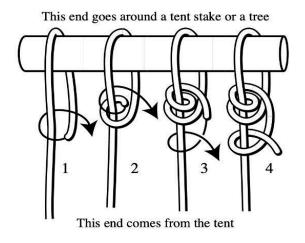
#### **Two Half Hitches**

Two half hitches is my favorite knot. You can tie onto almost anything with it. In the first step, if you go around the post one and a half times instead of just one half time as shown, you will make a knot called "a round turn and two half hitches" which will grip onto the post extremely well. If you go around the post two and a half times or more, you will make a knot called "the pipe hitch" which will form a death grip on the post.



#### **Taut-line Hitch**

The taut-line hitch is my least favorite of the six boy scout knots. It is used as an adjustable knot in tent guy lines and that's about all it is used for. This knot has to be internally tightened quite tight for it to work properly. Two half hitches works almost as well as this knot for tent guy lines and the trucker's knot works even better.



#### **Other Useful Knots**

#### **Overhand Knot**

Use this knot on both ends of your rope to keep it from unraveling and as a "stopper" knot. I have found that I like a stopper knot better than "whipping" because both can come off the end of the rope but you can retie an overhand knot quickly and without having to find some whipping material.

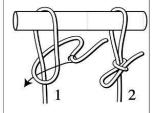
## Coiling a Rope

Learn how to do this, it is important.



#### **Hitching Tie**

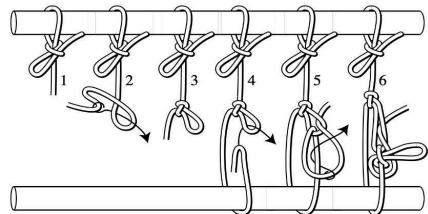
So cowboy, how do YOU tie your horse to the hitchin' rack? Learn how to tie this knot real fast and you can tie a rope to anything in about 3 seconds and untie it in nothing flat.



#### The Trucker's Knot

This is the most useful knot that I know of. Use it to make a very tight rope between two objects. The knot in step 1 can be a clove hitch, two half hitches, or my favorite the hitching tie as shown. The knot in step 3 is called the slip knot. In step 4 after you have pulled the "bight" (bight means "rope folded in half") through the slip knot as tight as you can, pinch the crossing with your left thumb and forefinger so your right hand can tie the knot in step 5. The knot formed in step 5 is called a slippery half hitch or a slipped half hitch. By the way, a hitching tie is actually a slipped slip knot for anyone who cares about such things.

If you tie the trucker's knot using a hitching tie as shown, the whole conglomeration can be untied with only four pulls in the right places. See if you can figure out which are the four right places.



#### **Pioneering 2**

some other pioneering projects.

NOTE: This module will take more than 1 week.

Learning Objectives  Each scout should be able to: (p. 360-378)  ☐ S2f Tie the sheet bend Youtube Video ☐ S2g Tie the bowline Youtube Video
<ul> <li>☐ F3a Discuss when you should and should not use lashings. Youtube Video</li> <li>☐ F3b Demonstrate timber hitch, and clove hitch. Youtube Video</li> <li>☐ F3c Demonstrate tying the square, shear, and diagonal lashings. Youtube Video</li> <li>☐ F3d Use lashings to make a useful camp gadget or structure. Youtube Video</li> </ul>
Note: need 3' cord per 1" of staves
Materials Required  ☐ 2 short 1.5 to 2 inch diameter dowels for each participant and one for the instructor ☐ Paracord or manila rope ☐ Scout Staves ☐ Fence posts
<b>Discovery</b> Before the meeting, build an H trestle (p. 375) for the scouts to inspect with the 5-foot and 7-foot poles. Let them notice how sturdy the structure is. Let the scouts take the structure apart.
Teaching-Learning  ☐ Use EDGE to teach the sheet bend, bowline, timber hitch, and clove hitch. (p. 367-370)  ☐ Explain when lashings are used. (p. 371-372)  ☐ Use EDGE to teach square, sheer, and diagonal lashings. (p. 373-376)
<b>Application:</b> This module may take extra time to master all seven knots and lashings. You may want to practice these skills more during the skills time of the next meeting. If so, scouts can make an X trestle or

Have scouts make a camp gadget on this month's outing to complete requirement F3d.

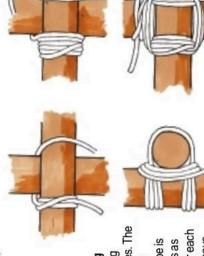
## \_ashings

Lashings are knots which use wrapping to create a binding a combination of knots and which holds poles together securely.

poles that cross at right angles. The shown and pulled tightly after each been made you twist the rope and do a number of frappings between he wrappings together and tighten turn. When five or six turns have Hitch. The free end of the rope is then passed around the poles as the two poles. The frappings pull the lashing. Finish with a Clove This lashing is used for joining knot is started using a Clove **Fraditional square lashing** 

# Traditional Square Lashing

Shear Lashing



## Diagonal Lashing

parallel. Two lashings are required one at the butt of the poles are spread apart and poles together to create shear legs when The shear lashing is used to join two to create a long pole and keep them

and finish with a Clove Hitch. Wrap and frap as shown. In the case of a shear legs use a each end of the overlapping poles. Start with frapping whereas in the case of joining two poles do not use a frapping.



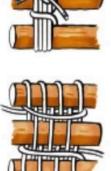
Tripod Lashing

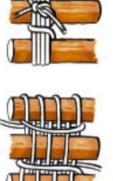


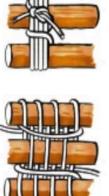


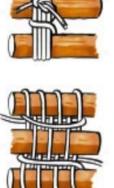




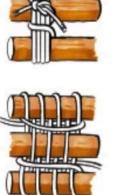




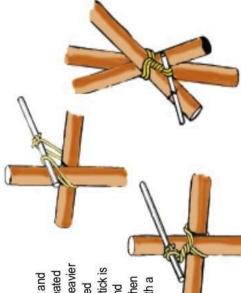












**Turnique Lashing** 

Traditional Tripod lashing

lash together poles which cross The diagonal lashing is used to

wrapping is created as shown.

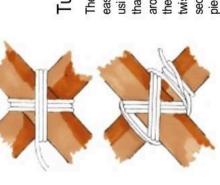
with a Clove Hitch

timber hitch. Once secure the

lashing is started by using a

each other at an angle. This

using a closed loop of rope (heavier around the poles. A piece of stick is easy lashing to create. It is created The turnique lashing is a quick and secured to one of the poles with a twisted until tight. The stick is then than normal lashing rope) placed then placed through the loop and piece of string





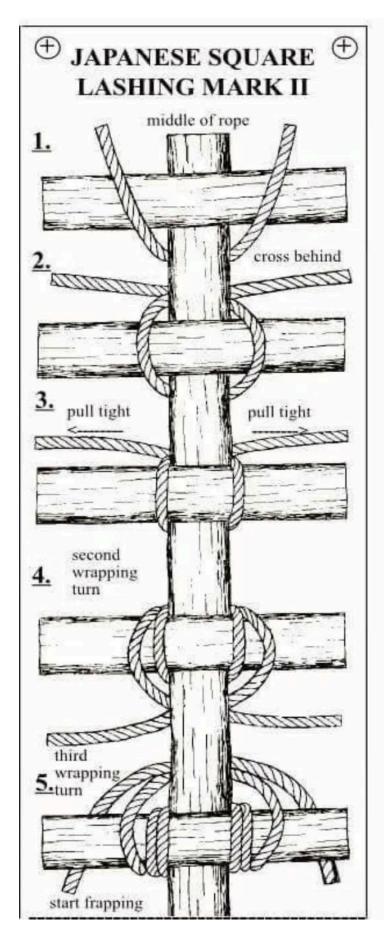


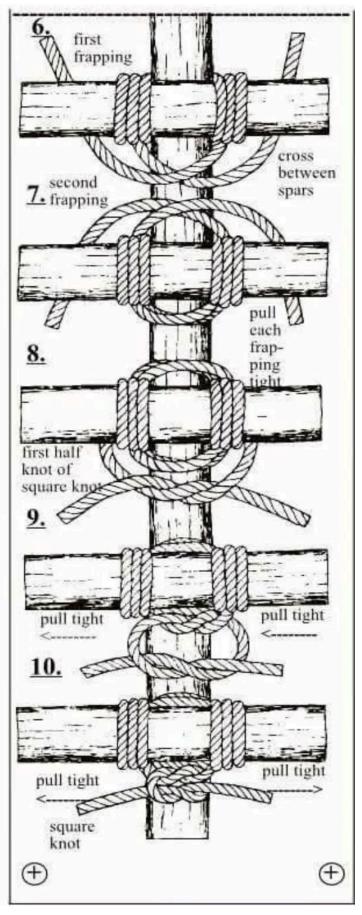




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### **Scout Basics**

### **New Joins Forming the Patrol**

Learning Objectives
Each scout should be able to: (p. 8-29, 413-422)
☐ J1a-b;e-f Review the Scout Oath, Law, Outdoor Code, Pledge of Allegiance, Motto, Slogan.
☐ J1c Know the Scout sign, salute, and handshake.
☐ J1d Describe the First Class badge (p. 20).
☐ J2 Troop: Describe how scouts provide leadership (p. 420-422), steps to advancement, ranks, merit badge (p. 413-418) <u>YouTube video</u>
☐ J3 Patrol: Patrol method (p. 24-25), patrol name, give the yell, and describe their patrol flag (p. 25-26)
☐ J3b What is Scout Spirit? (p. 15) Discuss how scouts can make their patrol the best.
☐ T5a Describe why we use the buddy system. p. 29 YouTube video
Materials Required
☐ A large beach ball

### **Discovery**

Have an older patrol present their flag at the opening of the meeting. Make sure they tell you about the symbolism of the flag and the embellishments that have been put on it.

## **Teaching-Learning**

- 1. Recite with the Scouts the Scout Oath, Scout Law, Motto, and Slogan. Use the sign, salute, and handshake appropriately (pg 11-19). Do these every time you meet.
- 2. Recite the Outdoor Code (pg 223)
- 3. Describe the First Class badge (pg 20).
- 4. Discuss the buddy system (pg 29). Ask them why they think that the buddy system is important.
- 5. 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.

- 6. What is a Patrol? (pg 24-25) Discuss how each patrol has its own leader, its own gear, its own responsibilities. A patrol is a group of scouts that can do anything they don't need a troop. A troop is just a bunch of patrols.
- 7. What is Scout Spirit? (pg 15) Discuss how scouts can make their patrol the best. Make sure every other scout feels welcome in the patrol!
- 8. Patrol Method, Name, Yell, Flag (pg 25-26). Help scouts decide on a patrol patch and name, yell, and flag design.
- 9. iV. Scout Leadership (pg 420-422)
- 10. v. Advancement & merit badge process (pg 413-418)

### **Application: Patrol Meeting**

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

# **New Scout Study Guide**







The three points of the

trefoil stand for the three

### Scout Oath

On my honor I will do my best

To do my duty to God and my country and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight.

### Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

### Scout Sign

Give the Scout sign each time you recite the Scout Oath and Law. When a Scout or Scouter raises the Scout sign, all Scouts should make the sign also and come to silent attention.

To give the Scout sign, cover the nail of the little finger of your right hand with your right thumb, then raise your right arm bent in a 90-degree angle, and hold the three middle fingers of your hand upward. These fingers stand for the three parts of the Scout Oath.

#### Scout Handshake

The Scout handshake is made by extending your left hand to another Scout (the hand nearest your heart) and firmly

grasping his left hand. The fingers do not interlock.

#### Scout Salute

The Scout salute shows respect. Use it to salute the United States flag or another Scout leader or Scout. Form the Scout sign with your right hand and then bring that hand upward until your forefinger touches the brim of your hat or right eyebrow. The palm of your hand should not show.





Scout Slogan
Do a Good Turn Daily.

### Scout Badge

The badge is shaped like the north point on an old compass. The design resembles an arrowhead or a trefoil—a flower with three leaves. It is also known by the French name "fleur-de-lis", which means lily or iris flower. It is the basic shape of the badges used by

Scout organizations in other countries, also.

There are two stars on the badge. They symbolize truth and knowledge.

The shape of the Scout badge means that a Scout can point the right way in life as does a compass in the field. to defend freedom.

The scro

The knot at the
bottom of the
bottom of the
scroll represents

The knot at the bottom of the scroll represents the Scout slogan, Do a Good Turn Daily.

parts of the Scout Oath.

The eagle and shield stand for freedom and a Scout's readiness to defend that

The scroll bearing the Scout motto is turned up at the ends as a reminder that a Scout smiles as he does his duty.

### Outdoor Code

As an American, I will do my best to Be clean in my outdoor manners, Be careful with fire, Be considerate in the outdoors, and Be conservation-minded.

### How to Tie a Square Knot

The square knot is also known as a joining knot because it can join together two ropes and it is the first knot Scouts learn in the BSA.

To tie a square knot, hold one rope end in each hand. Pass

the right end over and under the rope in your left hand and pull it snug. Next, pass the rope now in your left hand over and under the one now in your right, and pull it snug. Remember, right over left, left over right.

#### The Pledge of Allegiance

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all,

# **Swimming & Paddle Sports**

### **Learning Objectives**

scout should be able to: (p. 158-181) lete requirements
S5a Tell what precautions must be taken for a safe swim.  S5d Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why/how a rescue swimmer should avoid contact with the victim.  S5c, Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects
<ul> <li>F6b Tell what precautions must be taken for a safe trip afloat.</li> <li>F6c Identify the parts of a paddle or an oar.</li> <li>F6d 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.</li> </ul>
* Prepare for requirements S5b, S5c, F6a, F6e

### **Teaching-Learning**

- 1. Discuss the Safe Swim Defense precautions. (p. 158-161) YouTube video
- 2. Discuss the Safety Afloat precautions. (p. 172-173) YouTube video
- 3. Discuss parts of watercraft and proper positioning (p. 174-176) F6c, F6d (YouTube)
- 4. Review the BSA Swimmer Test requirements. (p. 168)
- 5. Discuss Water Rescue methods. (p. 177-181) YouTube video
- 6. Discuss why swimming rescues should be avoided. (p. 181) YouTube video

### 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.

# **Wilderness Survival** 1

**GOAL:** Prepare Scouts with the knowledge and skills needed to succeed in a survival-focused weekend campout, meeting advancement requirements from Scout to First Class.

Topic: Personal Survival Skills & Safety
Learning Objectives Each scout should be able to:
<ul> <li>☐ Understand the core gear, mindset, and safety practices of wilderness survival.</li> <li>☐ Learn how to use tools (knives, axes), build fires, and pack personal gear safely and effectively.</li> </ul>
Requirements Covered:
<ul> <li>□ J5 (knife safety)</li> <li>□ T1a-b (gear), T3a-c (knots), T5a-d (hiking safety)</li> <li>□ S2a-c (fire)</li> <li>□ F5a-d (tools), F9a (hazards)</li> </ul>
Agenda (25 minutes)
<ul> <li>5 min — What is survival? What gear do you actually need?</li> <li>10 min — Knife &amp; fire safety, how to earn Totin' Chip</li> <li>5 min — Packing your survival essentials (demonstrate)</li> <li>5 min — Demonstrate 3 survival knots: square, bowline, taut-line</li> </ul>

### Resources:

- Totin' Chip Basics Troop 682
- How to Pack a Backpack REL

# **Wilderness Survival 2**

**Topic:** Navigation, First Aid, and Emergency Response **Learning Objectives** Each scout should be able to: ☐ Learn how to navigate with a map and compass. ☐ Understand how to respond to common wilderness emergencies. ☐ Practice Leave No Trace and the EDGE teaching method. **Requirements Covered:** ☐ T4a-d (first aid), T8 (EDGE) ☐ S1b (Leave No Trace), S3a (map/compass), S6a-d (first aid) ☐ F4a-b (navigation), F5b-d (weather), F7f (emergency water) **Agenda** □ 10 min — Map and compass basics: how to find direction, bearings □ 10 min — First aid for cuts, burns, hypothermia, insect bites ☐ 5 min — How to teach a skill using EDGE; intro to Leave No Trace **Resources:** ☐ Map & Compass – Nature Reliance ■ Wilderness First Aid Basics – Red Cross

# **Wilderness Survival 3 - Weekend Campout: "Survive and Thrive"**

### Friday Night – Arrival & Orientation

6:00 PM — Meet for campout & personal gear check
7:00 PM  — Arrival & campsite setup 8:30 PM  — Campfire briefing: fire safety, Totin' Chip, survival mindset, site hazards 11:00 PM — Lights out
Saturday – Full Survival Skills Day
7:00 AM — Wake up and cook breakfast (patrols)
Morning:
<ul> <li>□ Totin' Chip review + tool use (J5, F5a-d)</li> <li>□ Fire building challenge (T3a-c, S3a-c)</li> <li>□ Navigation course with compass and map (S2a-c, F3a-d)</li> </ul>
Lunch:
<ul><li>☐ Cook lunch in patrols (fire or stove)</li><li>☐ Camp gadget building (Second Class 4)</li></ul>
Afternoon:
<ul> <li>□ Emergency shelter construction (First Class 7a–c)</li> <li>□ First aid scenarios (cuts, burns, sprains) (Tenderfoot 6a–c, Second Class 1a, First Class 1a)</li> <li>□ EDGE Method skill teaching (Tenderfoot 8)</li> </ul>
Evening:
<ul> <li>□ Dinner (patrols prepare full hot meal — First Class 6a–e)</li> <li>□ Campfire program: skits, stories, survival reflections</li> <li>□ Lights out by 11:00 PM</li> </ul>
Sunday – Wrap-Up and Departure
6:30 AM — Wake up 7:00 AM — Cold breakfast (granola, fruit, trail mix, etc.) 7:30 AM — Leave No Trace cleanup and gear breakdown 8:30 AM — Final gear check, closing circle 9:00 AM — Depart camp
Advancement Summary Scouts can fulfill parts of the following rank requirements:
<ul> <li>□ Scout: 5a-b, 6</li> <li>□ Tenderfoot: 2a-c, 3a-c, 4a, 5a-c, 6a-c, 7a-b, 8</li> <li>□ Second Class: 1a, 2a-c, 3a-d, 4, 6a-c</li> <li>□ First Class: 1a, 3a-d, 5a-d, 6a-e, 7a-c, 8a, 9a-d, 10</li> </ul>

# **Appendix**

This section contains the forms and worksheets you will need to implement the program. Find more Scouting Resources at:

https://troopleader.scouting.org/

www.BoyScoutTrail.com

https://www.palmacscouting.org/program/external-links

https://youtu.be/Mm5Nkt2tLNU?feature=shared - How to get the tenderfoot rank in less than 30 days!

# **Scouting America Themes with Links:**

### **Program Features**

- Archery
- Backpacking
- Camping
- Caving
- Climbing and Rappelling
- Cooking
- COPE
- Cycling
- Fishing
- Geocaching
- Hiking
- Nature and Environment
- Orienteering
- Outdoor Ethics
- Paddle Sports
- Pioneering
- Scuba Diving
- Shotgun Shooting
- Sustainability
- Swimming
- Wilderness Survival
- Wildlife Management
- Winter Camping

### Health and Safety Program Features

- Emergency Preparedness
- First Aid
- Games
- Safety
- Special Needs Awareness

### Citizenship and Personal Development Program Features

- Citizenship
- Communication
- Duty to God
- Ethics
- Financial Management
- Mentoring
- Project Planning

### **STEM Program Features**

- Engineering
- Mathematics
- Science
- Technology

### **Sports Program Features**

- Fitness and Nutrition
- Rifle Shooting
- Skateboarding
- Soccer
- Snowboarding and Skiing

### Arts and Hobbies Program Features

- Living History
- Multimedia
- Music
- Spectator Sports

Aaron Strausser
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# **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

Month	Requirements	Theme
March	J1, J2, T5a	Scout Basics
Homework		Scout Basics
	T1a, T5b-c	Camping 1
April	T6a-b	Fitness 1
	J4a-b, T3a-c, T8	Pioneering 1
	T2a-c, S2e, F2a-e	Cooking 1
	J5, T3d, S2b, S2a,c,d	Totin' Chip
	T1b, S1c	Camping 2
April Campout	S2a,c,d	Fire 'Em Chit / Fires & Fire Safety
	T2a-b, S2d-e, F2c-e	Cooking 2 (Campout)
May	T4a-d	First Aid Basics 1
iviay	S3a-c, F4b	Orienteering 1
May Campout	354-0, 145	Cooking 2 (Campout)
iviay campout	T2a-b, T2d-e, F2c-e, T1c, S1b, F1b, F9c	Outdoor Ethics
Memorial Day	T7h	Citizenship and Personal Safety
and the same of th	S5a-d, F6a-e	Swimming & Paddle Sports
June	T6c	Fitness 2
June Campout		Orienteering 3 (Campout)
June Campout	S30, F4a	Nature 1
	T-00	
	T1c, S1b, F1b, F9c	Nature 2
	Scout Rank Complete	
July	S6a, S6c	First Aid Basics 2
Summer Camp	Control of the Contro	Swimming & Paddle Sports
Trailblazer Program	J3a, J4a, J5, T3a-d, T4a-c, T5a-c, T7a, S1b, S2a-c,	
1000	S2f-g, S3a&c, S6a-e, S8a-b, F1b, F3a-d, F7a-c	
August	T1a TCh a	Commiss 1
September	T1a, T5b-c	Camping 1
	S2f-g, F3a-d	Pioneering 2
	S3d	Orienteering 2
September Campout		
October	S6d-e, F5b-d, F7d-f	Emergency Prep
	T2a-c, S2e, F2a-e	Cooking 1
Nacotoromet and topographic	\$7c	Fitness 3
	Tenderfoot Done	
	T2a-b, S2d-e, F2c-e	Cooking 2 (Campout)
November	F7b	First Aid Rescues
	F7c	First Aid CPR
	T7a, S8a-b, S9a-b	Citizenship and Personal Safety
November Outing	S8e, F9d	Citizenship and Personal Safety
December	Second Class Done	
	T4a-d	First Aid Basics 1
	S6a, S6c	First Aid Basics 2
December Campout		
January		
	F7a	First Aid Bandages
	F7c	First Aid CPR
	S6b	First Aid Hurry Cases
January Campout		
January Campout <b>February</b>		
	F7b	First Aid Rescues
	F7b	
	F7b	First Aid Rescues Mentoring

# **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.

Require ment	М	С	o	Theme	Target Date
				Scout	
1				Scout Basics	
2				Scout Basics	
3				Scout Basics	
4				Pioneering 1	
5				Outdoor Ethics	
6				Totin' Chip	
				TenderFoot	
1a				Camping 1	
1b				Camping 2	
1c				Outdoor Ethics	
2				Cooking 1	
3a				Pioneering 1	
3b				Pioneering 1	
3с				Pioneering 1	
3d	ļ			Totin' Chip	
4				First Aid Basics 1	
5a			Scout Basics		
5b			Camping 1		
5c				Camping 1	
6a				Fitness 1	
6b				Fitness 1	
6c				Fitness 2	
7a				Citizenship and	
8				Pioneering 1	
,					
				Second Class	
1a					_
1b				Outdoor Ethics	
1c				Camping 2	
2a				Fire 'Em Chit / Fires	
2b				Totin' Chip	
2c				Fire 'Em Chit / Fires	
2d				Fire 'Em Chit / Fires	
2e				Cooking	
2f				Pioneering 2	
2g				Pioneering 2	
3a				Orienteering 1	
3b				Orienteering 1	
3с				Orienteering 1	
3d				Orienteering 3	

Require ment	М	С	0	Theme	Target Date						
				Second Class							
4				Nature 1							
5				Swimming & Paddle							
6a			First Aid Basics 2								
6b				First Aid Hurry Cases							
6c			First Aid Basics 2								
6d				Emergency Prep							
6e				Emergency Prep							
7				Fitness 1							
8a				Citizenship and Personal							
8b				Citizenship and Personal							
8c											
8d											
9a				Citizenship and Personal							
9b				Citizenship and Personal							
				First Class							
1a											
1b				Outdoor Ethics							
2				Cooking 2 (Campout)							
3				Pioneering 2							
4a				Orienteering 2							
4b				Orienteering 1							
5a				Nature 2							
5b				Emergency Prep							
5c				Emergency Prep							
5d				Emergency Prep							
6				Swimming & Paddle							
7a				First Aid Bandages							
7b				First Aid Rescues							
7c				First Aid CPR							
7d				Emergency Prep							
7e				Emergency Prep							
7f				Emergency Prep	)						
8				Fitness 2	)						
9a				Citizenship and Personal							
9b				Citizenship and Personal							
9c				Outdoor Ethics	)						
10				Citizenship and Personal	T						
NOTE: M = do at C = do at a O = do at	Camp		, i								

# **Presentation Schedule Worksheet**

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

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

# **Scout Advancement Progress Chart**

Patro	l:						
Troop Guide:							
Scor	t (Joining)						
	Repeat from memory and explain: Oath, Law, Motto, Slogan						
1b.	Explain scout spirit						
1c.	Scout sign, salute and handshake				£		
1d.	Describe First Class badge						
1e.	Repeat and explain Outdoor Code						
1f.	Repeat the Pledge of Allegiance						
2a.	Describe how scouts provide leadership						
2b.	Describe four steps of advancement					,	
2c.	Describe boy scout ranks and process						
2d.	Describe merit badges and process						
3a.	Explain the patrol method						
3b.	Know Patrol Name, emblem, flag, and yell						
4a.	Tie square knot, two half-hitches, and tautline hitch						
4b.	Whip and fuse rope						
5. 0	Demonstrate pocketknife safety						
6.	Complete abuse booklet with parent, & cyber chip						
7.	Scoutmaster Conference						
Tend	erfoot  Prenare for compout				73		
1b.	Prepare for campout  Spend 1 night on campout in tent						
1c.	Tell how you practiced Outdoor Code on outing		ž.				
2a.	Assist with cooking	-					
2b.	Demonstrate safe meal utensil cleaning						
2c.	Explain importance of eating as patrol		(4) (4)				
3a.	Demonstrate square knot	-					
3b.	Demonstrate two half-hitches						
3c.	Demonstrate tautline hitch						
3d.	Demonstrate proper care, sharpening, use of woods tools						
4a.	Demonstrate First Aid skills						
4b.	Describe and identify poisonous plants and treatment	1					
4c.	Tell how to prevent occurrences of 4a & 4b						
4d.	Assemble personal first aid kit						
5a.	Explain buddy system						
5b.	Describe what to do if you get lost						
5c.	Explain rules of safe hiking						
6a.	Record best in (record date here, numbers below):						
i	Push ups			c .			
ii	Sit-ups						
iii	Sit-and-reach						
iv	1 mile walk/run						

OI.	D		i		r		
6b.	Describe your plan to improve after 30 days						
6c.	Show improvement (record date here, numbers below):						
i	Push ups						
ii 	Sit-ups						
iii	Sit-and-reach						
iv	1 mile walk/run						
7a.	Demonstrate flag skills						
7b.	Participate in 1 hour service project						
8.	Describe and use EDGE training method						
9-11.	Scout Spirit, Scoutmaster Conference, Board of Review	 0					
***	101						
Secon	nd Class Since joining, participate in five activities, not meetings	e-		ľ			
1b.	Explain Leave No Trace						
1c.	Select a location for patrol site						$\vdash$
2a.	Explain when it is appropriate to use a fire						
2b.	Prepare tinder, kindling, and fuel for a fire						
2c.	Demonstrate building a fire						
2d.	Demonstrate using a lightweight stove						
2e.	Plan and cook a hot breakfast or lunch						
26. 2f.	Demonstrate the sheet bend knot						
	Demonstrate the bowline knot					r	
2g.							
	Demonstrate a compass, orient a map, explain map symbols						
3b.	Using compass and map, take a 5 mile hike						
3c.	Describe hazards and injuries of hiking and how to prevent						
	monstrate finding direction in day and night without compass						
4.	Identify/show evidence of 10 animals						
5a.	Tell precautions for a safe swim.						
5b.	Demonstrate swimming ability.						
5c.	Demonstrate water rescue methods.						
5d.	Explain why swimming rescues are avoided						
6a.	Demonstrate advanced First Aid						
6b.	Show what to do for 'Hurry Cases'						
6c.	Tell how to prevent 6a and 6b problems						
6d.	Explain what to do in emergencies						
6e.	Tell what to do when finding a vehicle accident	5					
7a.	Be physically active for four weeks						
7b. -	Set goal and make plan to remain physically active						
7c.	Participate in program on dangers of drugs						
8a.	Participate in a flag ceremony						
8b.	Explain flag respect						
8c.	Make and follow plan to earn money						
8d.	Compare prices of an item						
8e.	Participate in 2 hours of service						
9a.	Explain three R's of personal safety						
9b.	Describe bullying			1			
10-12.	Scout Spirit, Scoutmaster Conference, Board of Review						

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First (								
1a.	Participated in 10 activities since joining							
1b.	Explain Tread Lightly!							
2a.	Plan patrol menu for breakfast, lunch, dinner.		(A		e.			
2b.	Make food list						2	
2c.	Show gear needed to prepare meals							
2d.	Demonstrate food and garbage handling procedures		0					
2e.	Serve as cook							
3a.	Discuss use of lashings							
3b.	Demonstrate tying timber hitch and clove hitch							
3c.	Demonstrate square, sheer, and diagonal lashings							
3d.	Make a camp gadget using lashings							
4a.	Complete orienteering course with measurements							
4b.	Demonstrate how to use a GPS							
5a.	Identify/show evidence of 10 native plants							
5b.	Identify 2 ways to get weather forecast							
5c.	Describe 3 natural indicators of hazardous weather							
5d.	Describe and discuss extreme weather conditions							
6a.	Pass BSA swimmer test							
6b.	Tell precautions for safe trip afloat							
6c.	Identify parts of a boat, canoe, or kayak and oar or paddle							
6d.	Describe proper body positioning in watercraft							
6e.	With helper and victim, show line rescue							
7a.	Bandages for head, upper arm, collar bone, sprained ankle							
7b.	Transport a victim							
7c.	Tell five signs of heart attack and explain CPR							
7d.	Describe potential utility hazards							
7e.	Develop home emergency action plan							
7f.	Explain how to obtain potable water in an emergency							
8a.	Be physically active for four weeks	C			ÿ			
8b.	Set goal and make plan to remain physically active							
9a.	Visit and discuss citizenship with community leader							
9b.	Investigate an environmental issue							
9c.	Note garbage produced and reduce it							
9d.	Participate in 3 hours of service							
10.	Tell a boy about Boy Scouts							
11-13.	Scout Spirit, Scoutmaster Conference, Board of Review							
				1				