

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 BEFORE 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/[Code of Conduct](#)
- ☐ 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)

- ☐ 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.
- ☐ 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) [Youtube Video](#)

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)
 - i. 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](#)

TEN ESSENTIALS

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

Contingency & First Aid Kit 1

"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 it.



First Aid Kit Bag
+ Spare Whistle
+ Spare Flashlight
+ Trail Food
+ Matches and Fire Starters

Flashlight 2

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.



Trail Food 3

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.



Matches & Fire Starters 4

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.



Sun Protection 5

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.



Whistle 6

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.



Rain Gear 7

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.



Water 8

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.



Map & Compass 9

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.



Pocket Knife 10

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



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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 conditions.

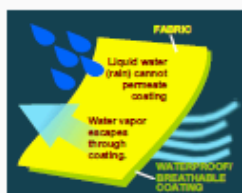


Waterproof or Waterproof Breathable?

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.

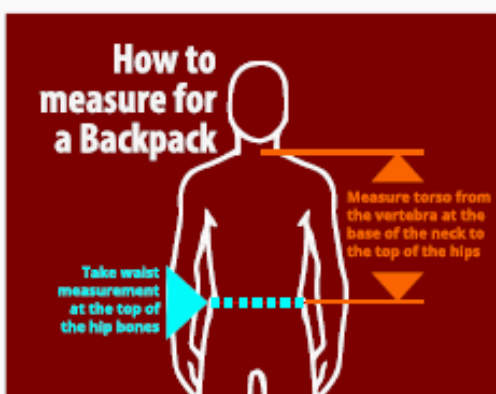


External frame packs have the pack bag attached to the frame.



Internal frame packs have the frame built into the bag.

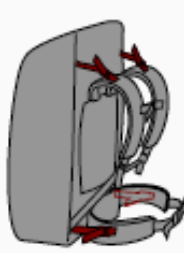
External frame backpacks are *generally* easier to pack and adjust. Internal frame packs are *generally* lighter and have a narrower profile but are *generally* more difficult to pack and adjust.



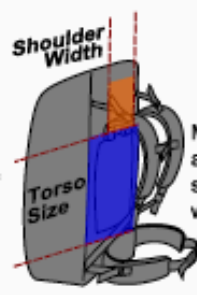
The **most important thing** about choosing a backpack is getting a proper fit.

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



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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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 roll-resistance 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!



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

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



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.



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.



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.



Sandals

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



Open-toed sandals or flip-flops 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

Learning Objectives

Each scout 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

Materials Required

- ☐ Tents with poles, stakes, ground cloth
- ☐ Hammers
- ☐ Sleeping bag
- ☐ Sleeping pad

Discovery

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

Teaching-Learning

1. **Explain:** Move outside. Choose a location for a campsite and explain why you chose that spot:
 - a. Level, but with good drainage.
 - b. Free of lumps, stumps, etc.
 - c. Safe from dead limbs
 - d. Size
 - e. Water and Firewood
 - f. Privacy and Permission
 - g. Low environmental impact –leaves rather than green grass. Use established campsites.
2. **Demonstrate:** Lay ground cloth and pitch the tent. Ask scouts if they have ever stayed out in a tent before. Ask the scouts if they have ever set a tent like this up before. Put the sleeping pad and bag in the tent. Review that leaving packs covered outside will make the tent more comfortable.
3. **Take the tent down** and show the scouts how it goes into the bag. Make sure you pack it well because the scouts will use what you do as a guide to what is expected of them.
4. **Guide:** Give a tent to each ½ of the group. Guide them in choosing a spot to camp and setting up their tent. Help them pack their tents away.
5. **Enable:** 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 month's outing.
6. Safety on Trail
 - ☐ Watch [Bear video](#)
 - ☐ Do: Hang Bear Bag
 - ☐ Pack Trailer

WINTER CAMPING PRESENTATION

SLEEPING BAG BASICS

Sleeping Bag Use

| |
|--|
| Summer/Indoor |
| 3-Season (Spring - Fall) Summer High Altitude |
| Winter Camping |
| Polar/Extreme Alpine |

Comfort Ratings

| |
|-----------------|
| +40°F or higher |
| +15°F to +40°F |
| -10°F to +15°F |
| -10°F or lower |

REGULAR VS. LONG



Get a long sleeping bag if you are over 6' tall.

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

Lining

A high-quality sleeping bag's outer shell is usually made of nylon. Less-expensive 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.



shell

MUMMY BAGS

Mummy bags are widest at the shoulders and taper down to a narrower head and foot.

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

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.

6. WEAR A HAT

We lose heat from our heads. It's not an old wife'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 re-distributing the insulation before you get in the bag.



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IDEAS, INFORMATION, AND INSPIRATION FOR SCOUT LEADERS

- Camping skills & outdoorsmanship
- Gear reviews and advice
- Practical help for Scout volunteers



Citizenship and Personal Safety

Learning Objectives

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

- ☐ T7a Demonstrate how to display, raise, lower, and fold the US Flag. [YouTube video](#)
- ☐ S8a Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity. [YouTube video](#)
- ☐ S8b, Explain what respect is due the flag of the United States [YouTube video](#)
- ☐ S9a Explain three R's of personal safety (p. 400) [YouTube video](#)
- ☐ S9b Describe bullying (p. 405) [YouTube video](#)

Homework:

- ☐ F9a Visit and discuss with a selected individual **approved by your leader** the constitutional rights and obligations of a U.S. citizen. [YouTube video](#)
- ☐ F9b, Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern. [YouTube video](#)
- ☐ F10 Tell someone who is eligible to join Scouts, or an inactive Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Scout to become active. Share your efforts with your Scoutmaster or other adult leader. [YouTube video](#)

Materials Required

- ☐ Flag pole
- ☐ American flag

Discovery

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

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 EDGE 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

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

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 muffin 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.

[Patrol Duty Roster](#)

[Patrol Menu Planner](#)

Patrol Duty Roster

| <div>  <div> <div>Patrol's Duty Roster</div> <div>Campout Date: _____</div> </div> </div> | | | | | |
|--|--|---|--|--|---|
| Role Description | Head Chef | Assistant Chef | Fire Master | Water Master | <div> <div>Kitchen Clean Up 1+2</div> <div>Campsite Clean Up 1+2</div> </div> |
| | <ul style="list-style-type: none"> • Ensure proper sanitation • Prepare patrol's meal • Delegate responsibilities to the Assistant Chef • Maintain cleanliness while cooking is underway • Set general mealtime ETA | <ul style="list-style-type: none"> • Assist head chef • Prepare food for cooking (Includes peeling, slicing, washing, pre-heating, etc) • Help keep area clean • Set Patrol table • Boil cleanup water | <ul style="list-style-type: none"> • Enforce fire pit safety rules • Arrange/Clean fire pit • Prep tinder/kindling/fuel • Have fire ready for events • Work with Water Master to have water/dirt buckets • Ensure fire is 100% out | <ul style="list-style-type: none"> • Fill/maintain water jugs for patrol hydration • Fill fire-prevention buckets for tents and fire pit • Purify/filter fresh water • Prepare water for cooking, cleaning, and hand-washing | <div>Kitchen Clean Up 1+2</div> <ul style="list-style-type: none"> • Prep dish wash stations • Wash/sterilize/dry dishes • Clean cooking surfaces (dispose of waste properly) • Put away cooking supplies • Store dish wash station • Could be multiple scouts <div>Campsite Clean Up 1+2</div> <ul style="list-style-type: none"> • Clear/Clean eating area • Properly store food • Dispose of garbage • Get everything into Patrol box (all scattered supplies) • Pick up campsite trash • Could be multiple scouts |
| Friday Dinner | | | | | |
| Saturday Breakfast | | | | | |
| Saturday Lunch | | | | | |
| Saturday Dinner | | | | | |
| Sunday Breakfast | | | | | |
| Sunday Lunch | | | | | |
| More Info | <div> <div> Patrol Duty Roster Success Tips: <ul style="list-style-type: none"> • 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 :) </div> <div> Additional Patrol Notes (Anything else to remember): </div> <div> Miscellaneous Jobs (To be done by _____): <ul style="list-style-type: none"> • Set up bear bag (Done by: _____) <input type="checkbox"/> • Cheer and song leader (Done by: _____) <input type="checkbox"/> • Build _____ (Done by: _____) <input type="checkbox"/> • _____ Activity setup (Done by: _____) <input type="checkbox"/> • _____ Activity cleanup (Done by: _____) <input type="checkbox"/> • _____ • _____ </div> </div> | | | | |

Menu Planning Worksheet

| | |
|-------------|-------------------|
| Patrol: | Campout Date: |
| Grubmaster: | Campout Location: |

Grubmaster is responsible for food/storage/ice/cooler for duration of the campout. Attach food receipt(s) to this form and return to Troop Treasurer after campout.

| Attendance: | |
|-----------------|-----------------------|
| PL | |
| APL | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| MENU: | |
| Friday | Cracker Barrel |
| Main Course | |
| Side(s) | |
| Drink | |
| Saturday | Breakfast |
| Main Course | |
| Side(s) | |
| Drink | |
| Saturday | Lunch |
| Main Course | |
| Side(s) | |
| Desert | |
| Drink | |
| Saturday | Dinner |
| Main Course | |
| Side(s) | |
| Drink | |
| Sunday | Breakfast |
| Main Course | |
| Side(s) | |
| Drink | |

[illegible]

Scoutmaster Signature

Cooking 2 - Campout

Learning Objectives

Each scout should be able to:

- ☐ T2a Assist cooking
- ☐ T2b Teach three pot method (p. 308)

- ☐ S2d Hookup our stoves and discuss safety (p. 303-4) Use pliers!
- ☐ 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.

- ☐ F2c Show which pans, utensils, and other gear will be needed to cook and serve the meals.
- ☐ F2d Demonstrate safe handling and storage of meat, dairy, eggs, vegetables
 - ☐ Emphasize pre/post washing of hands using soap.
 - ☐ Show about preventing utensil contamination - p. 304-310 to discuss cooking safety, sanitation, and teamwork
- ☐ 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.

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

Learning Objectives (p. 111-115, 148-155, 212-218, 240)

Each scout should be able to:

Accidents [YouTube video](#)

- ☐ 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.
- ☐ S6e Tell how you should respond if you come upon the scene of a vehicular accident.

Weather

- ☐ 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](#)
- ☐ 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](#)
- ☐ 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](#)

Home Emergencies

- ☐ 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](#)
- ☐ 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](#)
- ☐ F7f Explain how to obtain potable water in an emergency. [YouTube video](#)
 - ☐ Purifying Water
 - ☐ Water treatments – filter, UV light, chemicals, boiling

Discovery

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

Teaching-Learning

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.

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- ☐ Explain what constitutes an emergency and what information you will need to provide to a responder.

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

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First Class #5

- ☐ d. Explain what to do in case of accidents that require emergency response in the home and backcountry.

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- ☐ Explain what constitutes an emergency and what information you will need to provide to a responder.

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

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

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- ☐ f. Explain how to obtain potable water in an emergency.

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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](#)
- ☐ 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. [YouTube video](#)
- ☐ 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. [YouTube video](#)

Materials Required

- ☐ Collect \$\$ from each Scout and buy in bulk the gear needed to make a personal first aid kit
- ☐ First aid practice kit, troop first aid kit, personal first aid kit, fake wounds
- ☐ Bandages suitable for simple cuts, burns, etc.

Discovery

Display the personal first aid kit and troop first aid kit. Ask scouts who will provide first aid when we are out camping and someone gets hurt? (we need to be able to help each other)

Teaching-Learning

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. Demonstrate a problem on a scout. Then, Guide scout buddies to do the problem on each other and show you their results. Then, do the next problem. If they perform the first aid adequately, they are Enabled 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
- ☐ Water bottle
- ☐ 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, Explain the symptoms to look for, steps to treat it, and how to prevent it.

Scouts must demonstrate the skill, not just tell how they would do it. Use fake wounds or red marker, water, bandaids, gauze pads, ... as required. Demonstrate a problem on a scout. Then,

Guide buddy pairs to do the problem on each other and show you their results. Repeat for each problem. Tell scouts there will be scenarios at future troop meetings. Each scenario they complete correctly will get one of the required items checked off. (Remember to have PLC plan time for scenarios!)

- ☐ S6a I. Object in eye (p. 133) [YouTube video](#)
- ☐ S6a II. Bite of warm-blooded animal (p. 128)
- ☐ S6a III. Puncture wound – infection is a high risk (p. 134-135)
- ☐ S6a IV. Serious burns (p. 137)
- ☐ S6a V. Heat exhaustion (p. 139)
- ☐ S6a VI. Shock (p. 123-124)
- ☐ S6a VII. Heatstroke (p. 139-140)
- ☐ S6a VIII. Dehydration (p. 137-138)
- ☐ S6a IX. Hypothermia (p. 141)
- ☐ S6a X. Hyperventilation (p. 135-136)

First Aid Situation Cards

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

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

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

Learning Objectives

Each 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. Explain what splints are. (p. 145)
Demonstrate 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)

- ☐ F7c Describe the five signs of a heart attack [YouTube video](#)
- ☐ Explain the steps in CPR

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) [YouTube video](#)

S6b Treat for the hurry cases of:

- ☐ Stopped breathing
- ☐ Stroke
- ☐ Serious bleeding
- ☐ Ingested poisoning

Materials Required

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

Discovery

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

Teaching-Learning

- ☐ 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. [YouTube video](#)

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 [YouTube video](#)
 - ☐ Pushups
 - ☐ Situps
 - ☐ Sit and Reach
 - ☐ 1 Mile run
- ☐ T6b Record 30 days of 5 days per week, 30 mins per day (See [Tracking sheet](#) 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 _____

1-mile walk/run _____



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 _____

Sit-up or Curl-ups _____

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 |
|---------|---------|-----------------------|-----------------------------|-----------------|
| Day 1 | | | | |
| Day 2 | | | | |
| Day 3 | | | | |
| Day 4 | | | | |
| Day 5 | | | | |
| Day 6 | | | | |
| Day 7 | | | | |
| Day 8 | | | | |
| Day 9 | | | | |
| Day 10 | | | | |
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| Day 25 | | | | |
| Day 26 | | | | |
| Day 27 | | | | |
| Day 28 | | | | |
| Day 29 | | | | |
| Day 30 | | | | |

Second Class Rank

Scout's Name:

Week 1

| Date | Activity & Notes | Start Time | End Time | Duration |
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Week 2

| Date | Activity & Notes | Start Time | End Time | Duration |
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Week 3

| Date | Activity & Notes | Start Time | End Time | Duration |
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Week 4

| Date | Activity & Notes | Start Time | End Time | Duration |
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First Class

Week 1

| Date | Activity & Notes | Start Time | End Time | Duration |
|------|------------------|------------|----------|----------|
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Week 2

| Date | Activity & Notes | Start Time | End Time | Duration |
|------|------------------|------------|----------|----------|
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Week 3

| Date | Activity & Notes | Start Time | End Time | Duration |
|------|------------------|------------|----------|----------|
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Week 4

| Date | Activity & Notes | Start Time | End Time | Duration |
|------|------------------|------------|----------|----------|
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Second & First Class Fitness Tracking

Second Class Fitness Requirement #7a/First Class Fitness Requirement #8a

Scout Name _____

After completing Tenderfoot requirement 6c/First Class requirement 7a, be physically active

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).

[illegible]

Second Class Fitness Requirement #7b/First Class Fitness Requirement #8b

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

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

Learning Objectives

- ☐ 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
- ☐ 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:

- ☐ Understand the health risks and consequences of using drugs, alcohol, tobacco, and engaging in other harmful practices.
- ☐ Discuss their participation in the program with their family.
- ☐ Be able to explain the dangers of substance addictions.
- ☐ Reflect on and report how parts of the Scout Oath and Scout Law relate to healthy living and avoiding harmful substances.
- ☐ 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.

Materials Required:

- ☐ Whiteboard or poster board and markers
- ☐ Printed handouts (optional): Quick facts about drug/alcohol/tobacco dangers
- ☐ "Scout Law & Oath" cards or poster
- ☐ Small slips of paper or index cards
- ☐ Pen or pencil for each Scout

Teaching-Learning (15 minutes):

1. Introduction (3 minutes)

- ☐ Start with a quick group question: "Why do you think people start using things like alcohol, tobacco, or drugs?"
- ☐ Allow for brief answers, then summarize:
"Sometimes people give in to peer pressure, curiosity, stress, or think it makes them cool. But using these substances can lead to serious health problems, addictions, and even legal issues."

2. Overview of Dangers (7 minutes)

- ☐ Use a whiteboard to list key points as you talk about:
 - ☐ **Tobacco:** Lung disease, cancer, addiction
 - ☐ **Alcohol:** Impaired judgment, liver damage, risky behavior
 - ☐ **Drugs** (prescription misuse and illegal): Overdose, addiction, brain damage, criminal consequences
 - ☐ **Other harmful practices:** Vaping, misuse of medications, energy drink overuse

- ☐ 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
 - b. 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

- ☐ J6 With your parent or guardian, complete the exercises in the pamphlet *How to Protect 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
- ☐ T7b 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.
- ☐ 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

Scout 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.

Step #1: Choose Something to Purchase

(It is recommended to choose something under \$25 you would like to buy.)

What did you choose?: _____

Step #2: Shopping

Find 3 places can you buy this item and how much does it cost 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. [YouTube video](#)
- ☐ Review Poisonous Plants: (p. 127) Tell how to identify poisonous plants.
- ☐ Discuss treatment - wash skin, wash clothes, relieve itching with lotion.

Materials Required

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

<https://www.iloveny.com/things-to-do/fall/leaf-identifier/>

Discovery

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 app. (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:
 - i. Simple
 - ii. Compound
 - iii. Simple Palmate
 - iv. Compound Palmate
 - c. Using one sample leaf, determine with the group its characteristics –
Deciduous, coniferous, simple, lobed, compound, smoothness, size, etc.
2. Discuss other ways to identify plants - Flower, fruit, bark, smell

Application: Plant Hike

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

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

- ☐
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 **Leave No Trace** and tell how you practiced them on a campout.
- ☐ F1b Explain the principles of **Tread Lightly** and tell how you practiced them on a campout.
- ☐ F9c On a Scouting or family outing, take note of the trash and garbage you produce.

Materials Required

- ☐ Leave No Trace cards
- ☐ Outdoor Code cards

Discovery

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 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.

THE 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.
Be conservation minded.



Prepared. For Life.

LEAVE NO TRACE

Plan Ahead and Prepare
Travel and Camp on Durable
Surfaces

Dispose of Waste Properly

(PACK IT IN, PACK IT OUT)

Leave What You Find

Minimize Campfire Impacts

Respect Wildlife

Be Considerate of Other Visitors

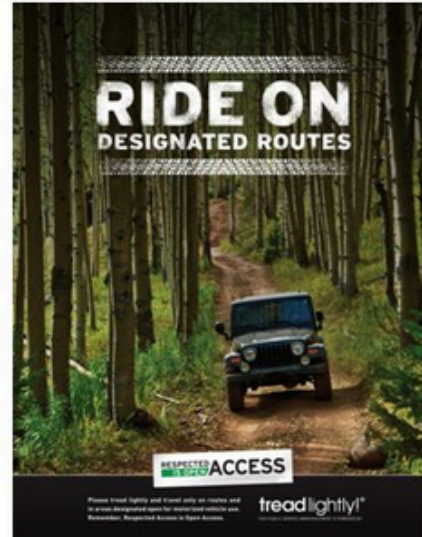


Prepared. For Life.



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

Learning Objectives (p. 378-386)

Each scout should be able to:

- ☐ J5 Pocketknife safety [YouTube video](#)
- ☐ 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 [Totin' Chip](#)

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
- ☐ How important do you think it is to be safe with these tools?
- ☐ What do you think can happen if you're not safe?

Teaching-Learning

Note: You may wish to do I, II, and III as three separate EDGE presentations separated by a game or activity. This can be especially helpful with younger scouts. Or, have 3 stations set up and divide the scouts into groups that rotate between the stations – you will need two other scouts to help you.

I. The Scout Saw

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. Demonstrate laying a TeePee. Emphasize air space, tinder, kindling, lighting spot, wind direction, having extra wood ready. Demonstrate match lighting and starting the fire.
 - c. Guide scouts in laying their fires. Make them tall and thin instead of flat and wide, and emphasize air space. Give each scout 5 matches to practice lighting 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):

- ☐ 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](#)
- ☐ S3c Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. [YouTube video](#)
- ☐ 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. [YouTube video](#)

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.

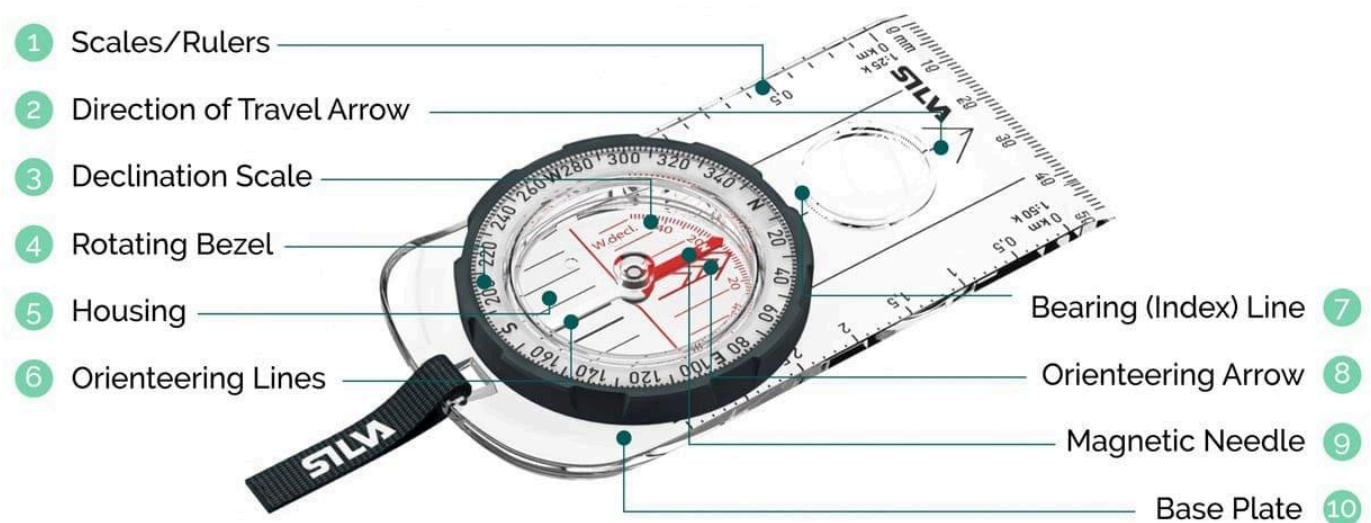
Teaching-Learning

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:
 - i. 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)

Land forms

| | |
|--|---------------------|
| | Terrace |
| | Spur |
| | Re-entrant |
| | Earth bank |
| | Quarry |
| | Earth wall |
| | Erosion gully |
| | Small erosion gully |
| | Hill |
| | Knoll |
| | Saddle |
| | Depression |
| | Small depression |
| | Pit |
| | Broken ground |
| | Ant hill |

Rock and boulders

| | |
|--|------------------|
| | Cliff, Rock face |
| | Rock pillar |
| | Cave |
| | Boulder |
| | Boulder field |
| | Boulder cluster |
| | Stony ground |
| | Bare rock |
| | Narrow passage |

Water and marsh

| | |
|--|----------------------------|
| | Lake |
| | Pond |
| | Waterhole |
| | River, Stream, Watercourse |
| | Minor water channel, Ditch |
| | Narrow marsh |
| | Marsh |
| | Firm ground in marsh |
| | Well |
| | Spring |
| | Water tank, Water trough |

Vegetation

| | |
|--|------------------------|
| | Open land |
| | Semi-open land |
| | Forest corner |
| | Clearing |
| | Thicket |
| | Linear thicket |
| | Vegetation boundary |
| | Copse |
| | Distinctive tree |
| | Tree stump, Root stock |



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Man-made features

| | |
|--|-----------------------|
| | Road |
| | Track/Path |
| | Ride |
| | Bridge |
| | Power line |
| | Power line pylon |
| | Tunnel |
| | Stone wall |
| | Fence |
| | Crossing point |
| | Building |
| | Paved area |
| | Ruin |
| | Pipeline |
| | Tower |
| | Shooting platform |
| | Boundary stone, Cairn |
| | Fodder rack |
| | Platform |
| | Monument or Statue |
| | Building pass through |
| | Stairway |

Special features

| | |
|--|--------------|
| | Special item |
| | Special item |

IOF Control Descriptions

This is a summary of the IOF pictorial control descriptions. Full details can be obtained from the IOF web site at

<http://www.orientteering.org>

| A | B | C | D | E | F | G | H |
|---|-----|---|---|--------|---|---|---|
| 1 | 123 | ↓ | ↻ | 15 x 5 | ⊙ | ⊙ | ⊙ |

- A Control number
- B Control code
- C Which of any similar feature
- D Control feature
- E Appearance
- F Dimensions/combinations
- G Location of control flag
- H Other information

C - Which Feature

| | | | | |
|----------|-------|-------|--------|---|
| ↑ | → | → | → | ↑ |
| Northern | Upper | Lower | Middle | |

D - Control Feature

See other side.

E - Appearance

| | | | | | | | | | | |
|-----|---------|------|-----------|------|--------------|--------|-------|---------------|--------------|--------|
| (|) | U | ■ | ■ | ▲ | ■ | ▲ | ▲ | ▲ | ▲ |
| Low | Shallow | Deep | Overgrown | Open | Rocky, Stony | Marshy | Sandy | Needle leaved | Broad leaved | Ruined |

G - Location of Flag

| | | | | | | | | | | |
|-----------|-----------------|-----------|----------------------------|------------------------|----------------|------|----------------|------------|------------|-----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| West Side | South East Edge | East Part | South West Corner (inside) | North Corner (outside) | North West Tip | Bend | South East End | Upper Part | Lower Part | Top |

F - Dimensions

| | | | | | |
|-----------------|-------|-----------------|-------------------------|----------|----------|
| 1.5 | 5 x 3 | 1.0/2.5 | 1.5/2.5 | X | Y |
| Height or Depth | Size | Height on slope | Heights of two features | Crossing | Junction |

H - Other Information

| | | | |
|----------------|-------------------|---------------------|---------------|
| + | ⊙ | ⚡ | ⚡ |
| First aid post | Refreshment point | Radio or TV control | Control check |

| | | | | | | | | | |
|--------------------------------------|-------------------------------------|------------------------------------|--|------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Follow Taped Route away from control | Follow Taped Route between controls | Mandatory crossing point or points | Mandatory passage through out of bounds area | Follow Taped Route to Map Exchange | Follow Taped Route to Finish | Follow Taped Route to Finish | Follow Taped Route to Finish | Follow Taped Route to Finish | Follow Taped Route to Finish |
| 100 m | 70 m | | 50 m | 120 m | 40 m | 220 m | | | |

Navigate to Finish, no tapes

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.

Learning Objectives (p. 354-357)

Each scout should be able to:

- ☐ S3d Demonstrate how to find directions during the day and at night without using a compass or an electronic device. [YouTube video](#)

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 <http://CompassDude.com/no-compass.php> for more information.

Application:

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

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. [YouTube video](#)
- ☐ 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](#)
- ☐ J4b Whip and fuse the ends of a rope. [Youtube Video](#)
- ☐ T3a Demonstrate a practical use of the square knot. [Youtube Video](#)
- ☐ T3b Demonstrate a practical use of two half-hitches. [Youtube Video](#)
- ☐ T3c Demonstrate a practical use of the taut-line hitch. [Youtube Video](#)
- ☐ T8 Teach someone how to tie the square knot using EDGE. [Youtube Video](#)

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. Explain: 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

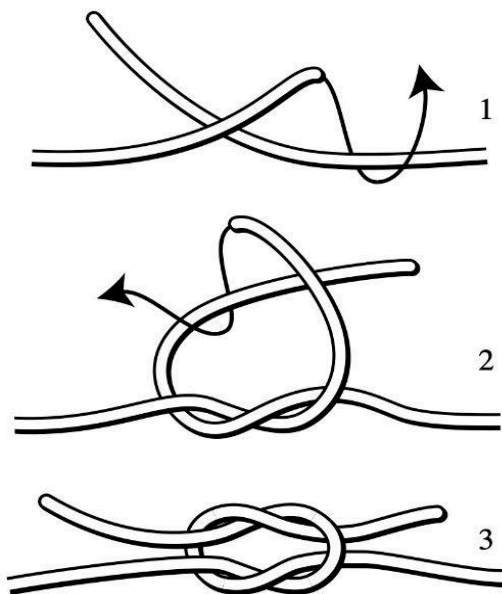
Divide the patrol up into two teams. At the signal, one member of each team will run to the judge and tie a Taut Line Hitch and Two Half Hitches. That patrol member then steps behind the judge and sits down. The first team with all members sitting behind their judge wins.

The Six Boy Scout Knots

by John Geffre

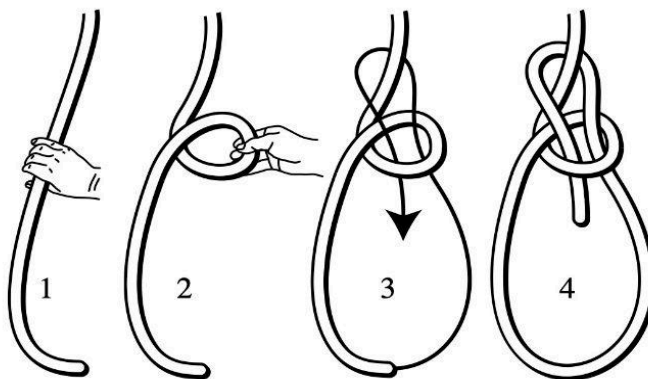
Square Knot

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.

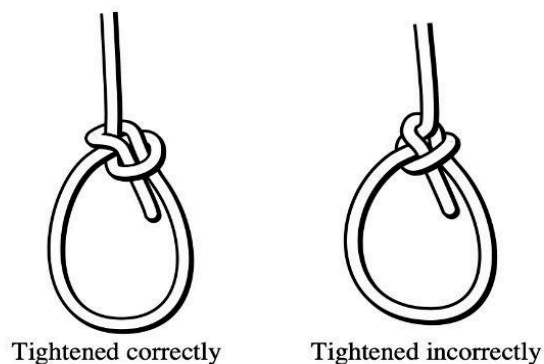


Bowline

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.

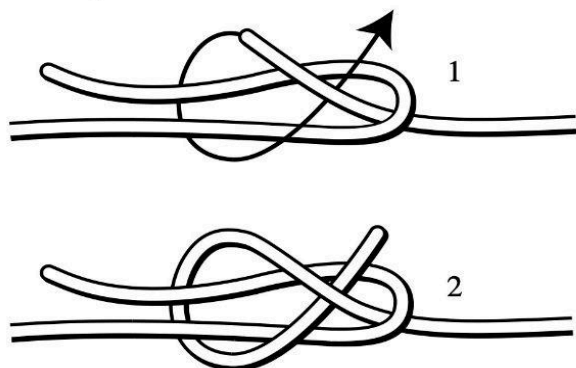


Tightened correctly

Tightened incorrectly

Sheet Bend

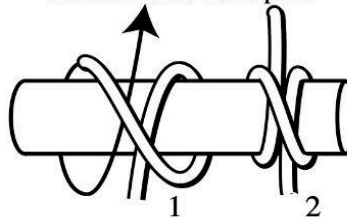
The sheet bend is the knot you are "supposed" to use to tie two ropes together. You can tie on to a sheet or blanket with it if you fold the corner of the sheet into a point and substitute it for the left rope below.



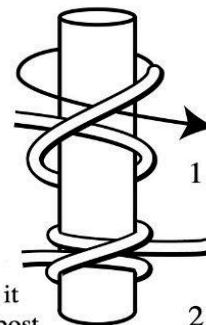
Clove Hitch

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.

Here is how to tie it around a horizontal post.

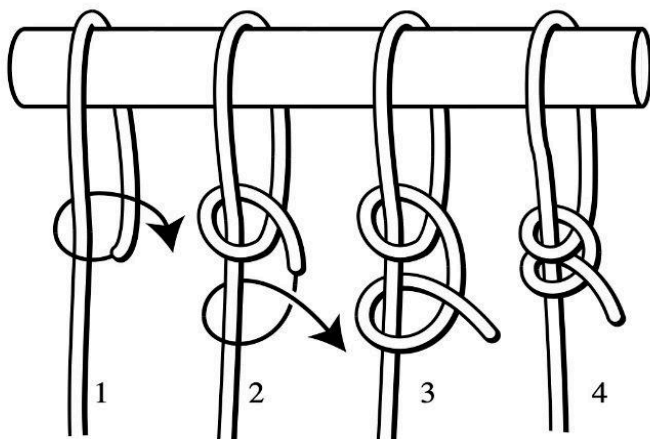


Here is how to tie it around a vertical post.



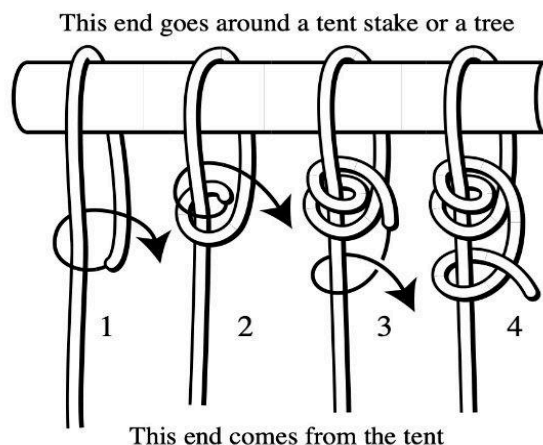
Two Half Hitches

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

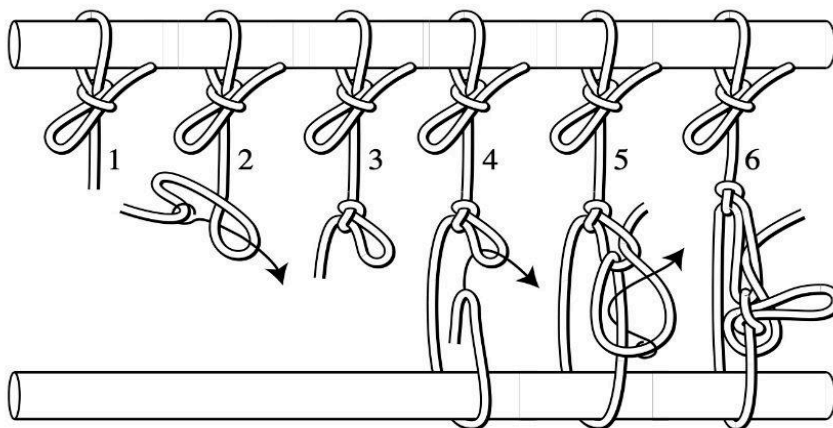
Use this knot on both ends of your rope to keep it from unraveling and as a "stopper" knot. I have found that I like a stopper knot better than "whipping" because both can come off the end of the rope but you can retie an overhand knot quickly and without having to find some whipping material.



The Trucker's Knot

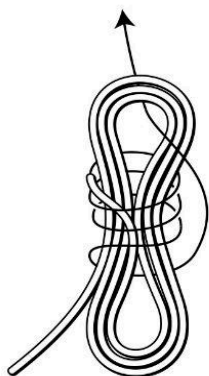
This is the most useful knot that I know of. Use it to make a very tight rope between two objects. The knot in step 1 can be a clove hitch, two half hitches, or my favorite the hitching tie as shown. The knot in step 3 is called the slip knot. In step 4 after you have pulled the "bight" (bight means "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.



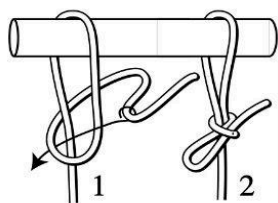
Coiling a Rope

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.



Pioneering 2

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](#)
- ☐ F3a Discuss when you should and should not use lashings. [Youtube Video](#)
- ☐ F3b Demonstrate timber hitch, and clove hitch. [Youtube Video](#)
- ☐ F3c Demonstrate tying the square, shear, and diagonal lashings. [Youtube Video](#)
- ☐ F3d Use lashings to make a useful camp gadget or structure. [Youtube Video](#)

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

Discovery

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)

Application:

This module may take extra time to master all seven knots and lashings. You may want to practice these skills more during the skills time of the next meeting. If so, scouts can make an X trestle or some other pioneering projects.

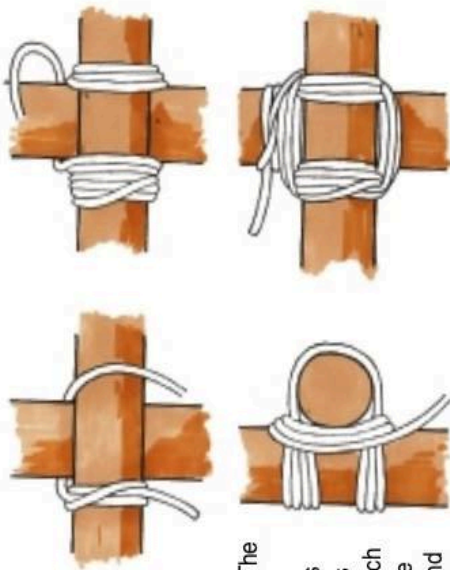
Have scouts make a camp gadget on this month's outing to complete requirement F3d.

Lashings

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

Traditional square lashing

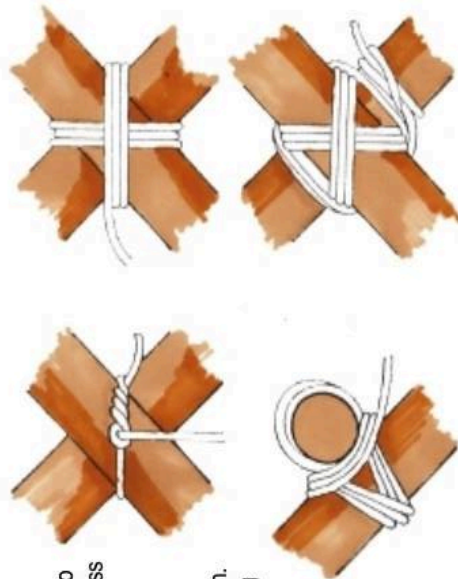
This lashing is used for joining poles that cross at right angles. The knot is started using a Clove Hitch. The free end of the rope is then passed around the poles as shown and pulled tightly after each turn. When five or six turns have been made you twist the rope and do a number of frappings between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



Traditional Square Lashing

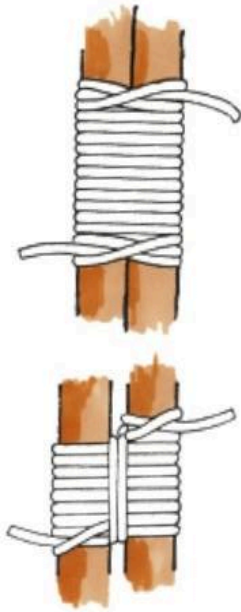
Diagonal Lashing

The diagonal lashing is used to lash together poles which cross each other at an angle. This lashing is started by using a timber hitch. Once secure the wrapping is created as shown. Then the frapping and finishing with a Clove Hitch

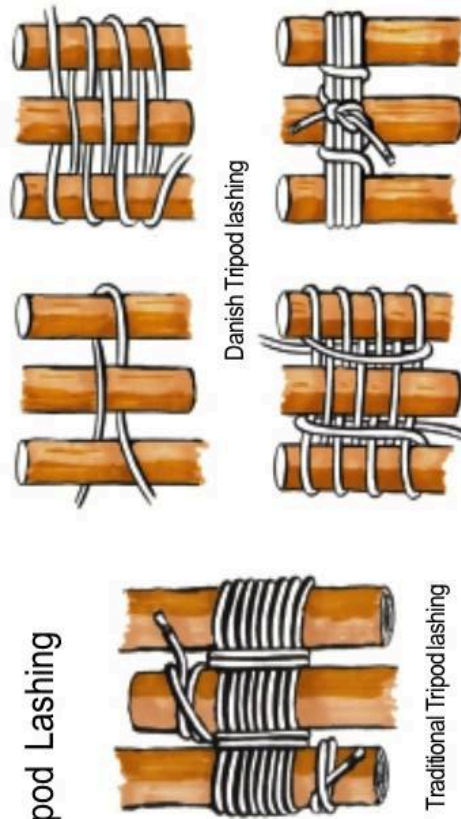


Shear Lashing

The shear lashing is used to join two poles together to create shear legs when the butt of the poles are spread apart and to create a long pole and keep them parallel. Two lashings are required one at each end of the overlapping poles. Start with and finish with a Clove Hitch. Wrap and frap as shown. In the case of a shear legs use a frapping whereas in the case of joining two poles do not use a frapping.



Tripod Lashing

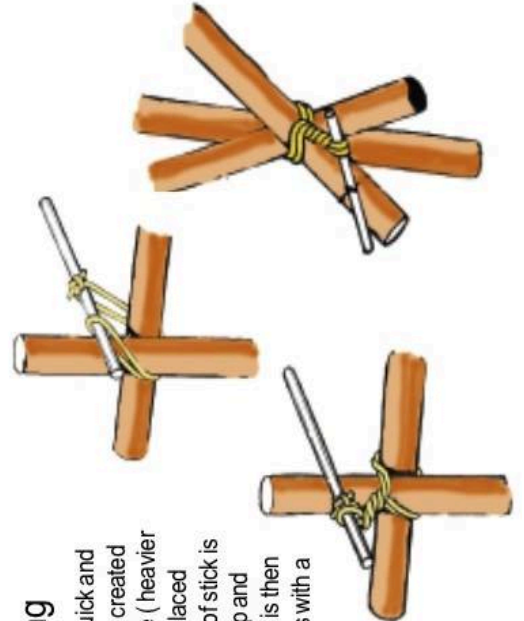


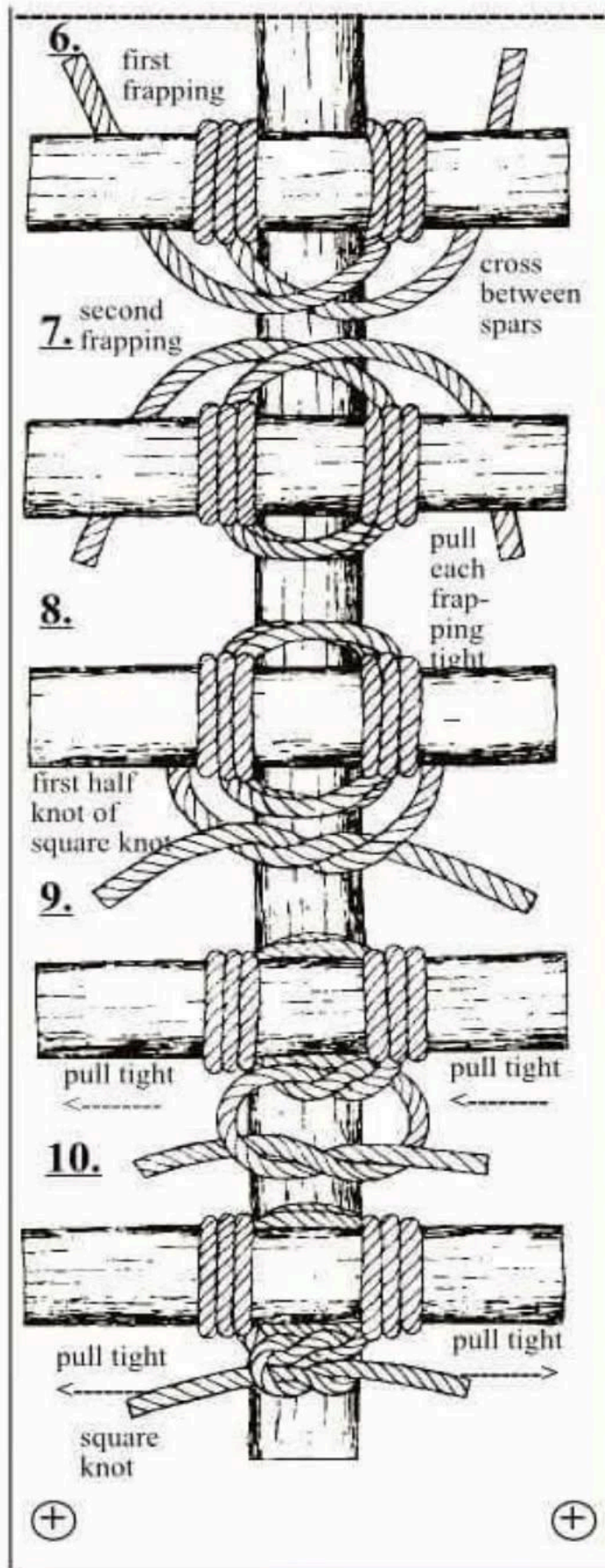
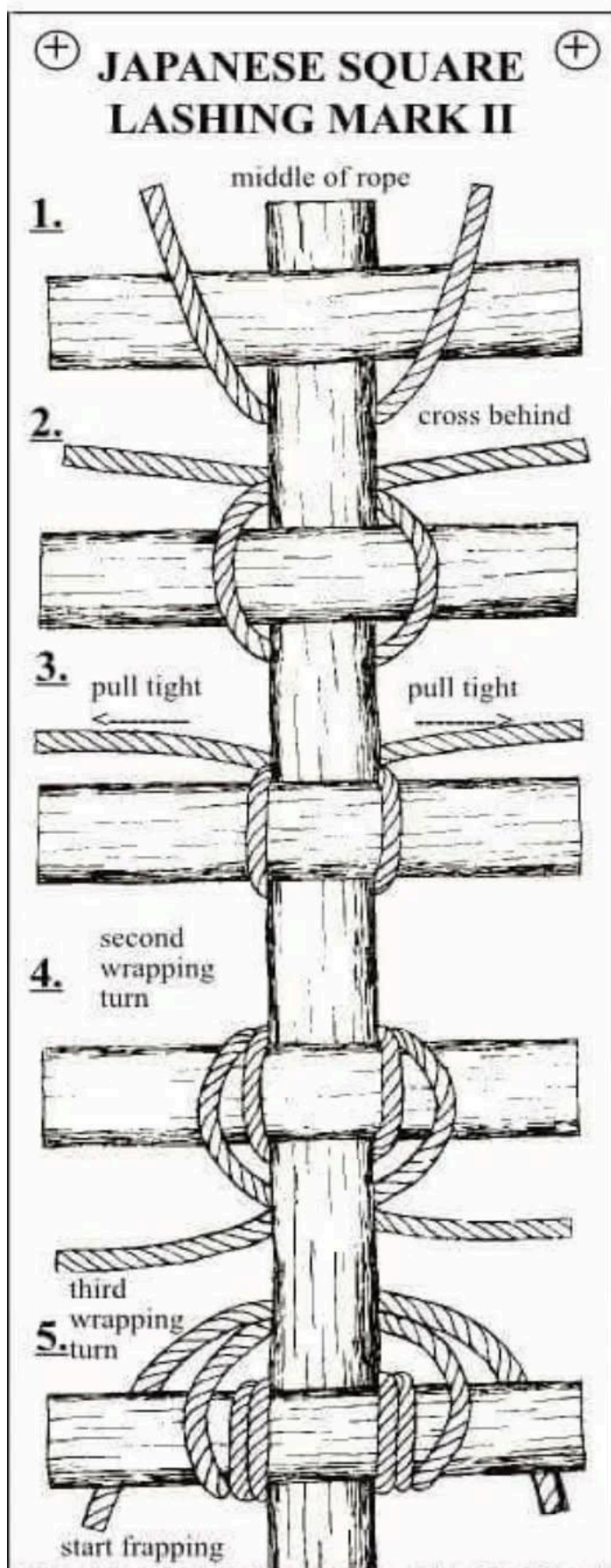
Danish Tripod lashing

Traditional Tripod lashing

Turnique Lashing

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





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) [YouTube video](#)
- ☐ 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

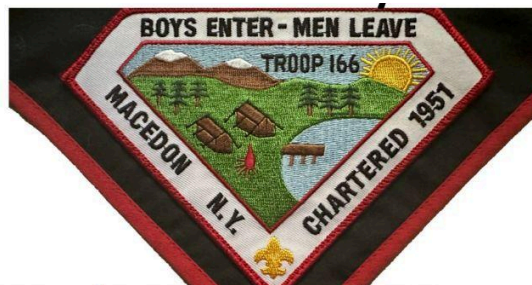
1. Recite with the Scouts the Scout Oath, Scout Law, Motto, and Slogan. Use the sign, salute, and handshake appropriately (pg 11-19). Do these every time you meet.
2. Recite the Outdoor Code (pg 223)
3. Describe the First Class badge (pg 20).
4. Discuss the buddy system (pg 29). Ask them why they think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



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.

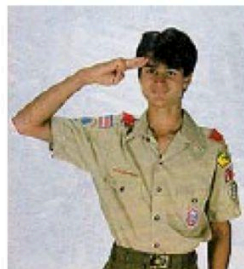
Scout Handshake

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 Motto

Be prepared.

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.

The **three points** of the trefoil stand for the three parts of the Scout Oath.



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

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

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

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

Complete 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
- ☐ F6b Tell what precautions must be taken for a safe trip afloat.
- ☐ F6c Identify the parts of a paddle or an oar.
- ☐ 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.

* 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:

- ☐ Understand the core gear, mindset, and safety practices of wilderness survival.
- ☐ Learn how to use tools (knives, axes), build fires, and pack personal gear safely and effectively.

Requirements Covered:

- ☐ J5 (knife safety)
- ☐ T1a-b (gear), T3a-c (knots), T5a-d (hiking safety)
- ☐ S2a-c (fire)
- ☐ F5a-d (tools), F9a (hazards)

Agenda (25 minutes)

- ☐ 5 min — What is survival? What gear do you actually need?
- ☐ 10 min — Knife & fire safety, how to earn [Totin' Chip](#)
- ☐ 5 min — Packing your survival essentials (demonstrate)
- ☐ 5 min — Demonstrate 3 survival knots: square, bowline, taut-line

Resources:

- [Totin' Chip Basics – Troop 682](#)
- [How to Pack a Backpack – REI](#)

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:

- ☐ Totin’ Chip review + tool use (J5, F5a–d)
- ☐ Fire building challenge (T3a–c, S3a–c)
- ☐ Navigation course with compass and map (S2a–c, F3a–d)

Lunch:

- ☐ Cook lunch in patrols (fire or stove)
- ☐ Camp gadget building (Second Class 4)

Afternoon:

- ☐ Emergency shelter construction (First Class 7a–c)
- ☐ First aid scenarios (cuts, burns, sprains) (Tenderfoot 6a–c, Second Class 1a, First Class 1a)
- ☐ EDGE Method skill teaching (Tenderfoot 8)

Evening:

- ☐ Dinner (patrols prepare full hot meal — First Class 6a–e)
- ☐ Campfire program: skits, stories, survival reflections
- ☐ Lights out by 11:00 PM

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:

- ☐ Scout: 5a–b, 6
- ☐ Tenderfoot: 2a–c, 3a–c, 4a, 5a–c, 6a–c, 7a–b, 8
- ☐ Second Class: 1a, 2a–c, 3a–d, 4, 6a–c
- ☐ First Class: 1a, 3a–d, 5a–d, 6a–e, 7a–c, 8a, 9a–d, 10

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.palmascouting.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

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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 | J6 | 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 |
| April Campout | J5, T3d, S2b, S2a,c,d | Totin' Chip |
| | T1b, S1c | Camping 2 |
| | 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 |
| | S3a-c, F4b | Orienteering 1 |
| May Campout | T2a-b, T2d-e, F2c-e, T1c, S1b, F1b, F9c | Cooking 2 (Campout) |
| | | Outdoor Ethics |
| Memorial Day | T7b | Citizenship and Personal Safety |
| June | S5a-d, F6a-e | Swimming & Paddle Sports |
| | T6c | Fitness 2 |
| June Campout | S3b, F4a | Orienteering 3 (Campout) |
| | S4 | Nature 1 |
| | T1c, S1b, F1b, F9c | Nature 2 |
| Court of Awards | Scout Rank Complete | |
| July | S6a, S6c | First Aid Basics 2 |
| Summer Camp | S5a-d, F6a-e | Swimming & Paddle Sports |
| Trailblazer Program | J3a, J4a, J5, T3a-d, T4a-c, T5a-c, T7a, S1b, S2a-c, S2f-g, S3a&c, S6a-e, S8a-b, F1b, F3a-d, F7a-c | |
| August | | |
| 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 |
| | S7c | Fitness 3 |
| Court of Awards | Tenderfoot Done | |
| October Campout | 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 | | |
| February | | |
| | F7b | First Aid Rescues |
| | | Mentoring |
| February Campout | | |
| Court of Awards | First Class Done | |

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.

| Requirement | M | C | 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 | |
| 3c | | | | Pioneering 1 | |
| 3d | | | | 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 | |
| 3c | | | | Orienteering 1 | |
| 3d | | | | Orienteering 3 | |

| Requirement | M | C | O | 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 | |
| NOTE: M = do at a Meeting. C = do at a Campout O = do at Other | | | | | |

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

Patrol: _____

Troop Guide: _____

Scout (Joining)

- 1a. Repeat from memory and explain: Oath, Law, Motto, Slogan
- 1b. Explain scout spirit
- 1c. Scout sign, salute and handshake
- 1d. Describe First Class badge
- 1e. Repeat and explain Outdoor Code
- 1f. Repeat the Pledge of Allegiance
- 2a. Describe how scouts provide leadership
- 2b. Describe four steps of advancement
- 2c. Describe boy scout ranks and process
- 2d. Describe merit badges and process
- 3a. Explain the patrol method
- 3b. Know Patrol Name, emblem, flag, and yell
- 4a. Tie square knot, two half-hitches, and tautline hitch
- 4b. Whip and fuse rope
5. Demonstrate pocketknife safety
6. Complete abuse booklet with parent, & cyber chip
7. Scoutmaster Conference

Tenderfoot

- 1a. Prepare for campout
- 1b. Spend 1 night on campout in tent
- 1c. Tell how you practiced Outdoor Code on outing
- 2a. Assist with cooking
- 2b. Demonstrate safe meal utensil cleaning
- 2c. Explain importance of eating as patrol
- 3a. Demonstrate square knot
- 3b. Demonstrate two half-hitches
- 3c. Demonstrate tautline hitch
- 3d. Demonstrate proper care, sharpening, use of woods tools
- 4a. Demonstrate First Aid skills
- 4b. Describe and identify poisonous plants and treatment
- 4c. Tell how to prevent occurrences of 4a & 4b
- 4d. Assemble personal first aid kit
- 5a. Explain buddy system
- 5b. Describe what to do if you get lost
- 5c. Explain rules of safe hiking
- 6a. Record best in (record date here, numbers below):
 - i Push ups
 - ii Sit-ups
 - iii Sit-and-reach
 - iv 1 mile walk/run

[illegible]

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

First Class

| | | | | | | | | | |
|--------|---|--|--|--|--|--|--|--|--|
| 1a. | Participated in 10 activities since joining | | | | | | | | |
| 1b. | Explain Tread Lightly! | | | | | | | | |
| 2a. | Plan patrol menu for breakfast, lunch, dinner. | | | | | | | | |
| 2b. | Make food list | | | | | | | | |
| 2c. | Show gear needed to prepare meals | | | | | | | | |
| 2d. | Demonstrate food and garbage handling procedures | | | | | | | | |
| 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 | | | | | | | | |
| 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 | | | | | | | | |