



2024

TROOP GUIDEBOOK

Scouts BSA:

- onto the scouting stuff -

Scouting is a year-round program designed to meet the needs of youth and their families. The program offers fun and challenging activities that promote character development and physical fitness. Family involvement is an essential part of the program, and parents are encouraged to play an active role in making the most of the short time they have to impact the lives of their children. Scouting is designed to be experienced outdoors. Canoeing, hiking, camping, biking, mountain climbing, kayaking, whitewater rafting, rappelling, caving —these are just some of a scout's outdoor experiences.

Outdoor adventure is the promise made to youth when they join scouting. Young people yearn for outdoor programs that stir their imagination and interest. In the outdoors, scouts have opportunities to acquire skills that make them more self-reliant. They can explore canoe and hiking trails and complete challenges they first thought were beyond their ability. Attributes of good character become part of a scout as He or she learns to cooperate to meet outdoor challenges that may include extreme weather, difficult trails and portages, and dealing with nature's unexpected circumstances. scouts plan and carry out activities with thoughtful guidance from their Scoutmaster and other adult leaders.

BSA Scouts is a youth-led, youth-run organization, but the scouts must be trained to be leaders. One of the Scoutmaster's most important responsibilities is to provide the direction, coaching, and training that empowers the scout with the skills needed to lead the troop.

Historically, what happens to a BSA Scout? For every 100 youth who join scouting, records indicate that:

- **5 will become Eagle Scouts**
- **17 will become future Scout volunteers**
- **18 will develop a hobby that will last through their adult life**
- **8 will enter a vocation that was learned through the merit badge system**
- **1 will use their Scouting skills to save their own life**

- **3 will use their Scouting skills to save the life of another person**

Meetings:

Each troop meets Tuesdays from 7-8:30 pm. If and when needed, pandemic meetings are through Zoom, MEETING ID: 8233192327, and PASSWORD: 82AFAR. In-person meetings are held at Second Baptist Church except for the weeks we are at Allagash and summer camp.

Troop 260 and Troop 262 do meet separately, however, come together for certain skill building and advancement opportunities, or when the activity planned for one troop will benefit the other. The troops gather together at the end of the meeting to “circle up,” where each scout and leader has the opportunity to share thoughts or disseminate information.

Uniforms:

Scouts are expected to be in full Class A uniform or Official Class B uniform for meetings. Class A uniforms are required when traveling to and from non-winter camping trips (April – November) or for national or international travel. Uniforms are not required for winter camping trips. Class A uniforms are also expected to be worn at functions where you represent the Troop such as the Memorial Day Parade and Suffield on the Green. From Memorial Day thru Labor Day, Relaxed Class B uniforms may be worn.

The Official Class B uniform consists of the “Troop Meeting T-shirt and class B pants or shorts. Leggings or skorts are also available for females.

The Class A uniform is full uniform top, neckerchief, belt, and shorts/pants/leggings/skorts. If in any short pants gear, official BSA socks must also be worn.

Relaxed Class B uniforms consist of wearing uniform long or short pants and any Scouting T-shirt.

Dues:

Scouts are expected to pay dues of \$0.50 per week each year except for meetings in July and August. This provides each scout a sense of responsibility and helps offset small troop meeting items.

Registration Fee:

As part of annual registration with BSA Scouts of America, each scout will be required to pay an annual registration fee. The fee for 2021 was \$165 with a Scout’s Life subscription. The Troop Committee will determine the fee for 2023 in the fall of 2022. Scouts that join from another BSA unit, such as a Cub Scout Pack or a Girl Scouts unit do not pay a registration fee the year

they switch units.

Fundraising:

Because the troops share the same committee, and most equipment, they have a combined fundraising approach. The troops have several fundraising events throughout the year.

- Kettle Corn Sales - We pop and sell our own Kettle Corn brand several times throughout the year. It is a very popular item! This effort does take the help of parents, as the popping process itself is not appropriate for the youth. This is an opportunity for scouts to earn money directly as a portion of this sale is deposited into the scout accounts of those scouts that participate. The Scout Account can be used to offset the cost of Summer Camp or a High Adventure trip such as the Allagash.
- Hike/Bike for Scouting – an event typically held in early April. Scouts receive pledges for miles completed. Scouts benefit directly as 50% of all funds each scout raises is deposited into their Scout Account.
- Suffield on the Green – In addition to our iconic Rope Bridge, Troop 260 has used SOTG as a fundraising opportunity. We typically have a food booth on the green where we sell items. Our current item is our kettle corn. Once again, parent participation is critical to our success on SOTG. Troop 262 may join in the rope bridge or pow-wow to develop its own iconic event!

Fundraising is critical to the success of the program. In addition to scout accounts, scouts also benefit from the fundraising efforts through camp subsidies. In 2021 our Summer Camp subsidy was \$150 and our Allagash subsidy in 2021 was \$80. In addition, Scouts benefit from the high quality camping gear the troops are proud to own.

As scouts and parents will soon discover, we have a landmark international trip to Italy planned in July of 2023. This trip requires an aggressive fundraising approach to maximize the subsidy afforded each scout. We will outline these plans in April 2022.

All fundraising activities and events are dependent on BSA and state recommendations and may be canceled or modified due to the COVID-19 Pandemic.

Family Nights:

Family nights are special meetings typically held in February, June and October. Our next Family Night is on a modified schedule due to delays because of COVID. It is April 21st, 6-8pm, location TBD. It is at these meetings where special information is relayed to parents and scouts are recognized for their accomplishments. Future meetings may be held in person, virtually, or in hybrid fashion secondary to the pandemic. Announcements will be made stating the date & time, method, and place/link to these events.

Eagle Ceremonies:

The highest rank in BSA Scouts is the Eagle Scout. Troop 260 is proud of our scouts that reach the rank of Eagle. All Scouts and their families are invited and encouraged to attend all Eagle Ceremonies. All Eagle Ceremonies have been postponed, however, we have several Eagle Scouts awaiting their ceremonies. We also have upcoming Eagle Scouts within Troop 260 and an ambitious Troop 262 scout making her way up the ranks towards the coveted award.

What about my youth's other extra-curricular activities?

We understand that youth today are often involved in multiple extra-curricular activities. Since BSA Scouting is a year-round activity, we are accepting of youth whose focus during a portion of the year may be on other activities such as sports, drama, etc. as long as Scouts and parents understand that time away from BSA Scouting may mean a slower advancement rate.

Summer Camp:

Troop 260 historically has attended Camp Workcoeman in New Hartford CT. Workcoeman no longer offers summer camp, and therefore we have elected to attend Camp Webster in Ashford, CT. Camp is traditionally the third week in July and will be Jul 18-24 in 2021. Camp is a great opportunity for Scouts to grow and advance. Unless otherwise decided, Troop 262 will attend camp at the same time and location.

BSA Troop 260 & Troop 262 Summer Camp Packing List

COMPLETE SCOUT Class A UNIFORM	Daily change of socks (as many scout socks as possible, but at least 1 pair) Socks are to be wore at all times shoes are worn except	Sheets and blanket or sleeping bag	Toothbrush and Toothpaste
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	at the waterfront		
Clothing hanger (for uniform)	Swim suit (2)	Pillow	Comb or brush
CLOSED TOE shoes	Raincoat or poncho	Mosquito netting	Beach towels (2)
Water shoes (optional)	Sleepwear	PVC poles for mosquito netting	Insect repellent (no aerosol)
Hat	Light jacket / sweatshirt	Tennis balls (4)	Sunscreen (no aerosol)
Shorts +extra	Headlight or flashlight	Zip ties (8)	Water bottle (1 liter)
Pants + extra	Day pack (to carry daily items, merit badge supplies)	Soap (in container)	Pocket Knife
Shirts + extra	Scout Handbook	Shampoo	Totin' Chip
Daily change of underwear	Notebook, pencil (1) pen (1)	Other toiletries as necessary	Merit Badge books

Things not to bring

- Aerosol cans (bug spray, sun block etc.)
- Cell phones – there's no service anyways
- Electronics of any kind (iPods, 3DS etc.)
- Anything with liquid fuel
- Foods and drink – not allowed in the campsite

Not Necessary but Nice

- Fishing tackle
- First aid kit
- Deck of cards

Note on Spending Money:

The Trading Post sells snacks, and some Merit Badges require merchandise purchased at the trading post. Be sure to bring enough money to purchase these extra kits. \$20 - \$25 is recommended in addition to snack money

How to get to camp:

June Norcross Webster Scout Reservation
231 Ashford Center Rd, Ashford, CT 06278

Arrival to Camp Sunday:

Please bring all your stuff to our assigned Campsite. From there we head to medical check in and then to the swim test. **Parents must fill out a wellness paper of the scout upon arriving at camp and stay until medical check in is complete.** Time of arrival will be given the week before camp.

Medical Forms Link:

[June Norcross Medical Forms](#)

Allagash Wilderness Waterway Canoe Trip:

Every other year, Troop 260/262 travels to northern Maine and spends a week canoeing 62 miles of the Allagash Wilderness Waterway. We take this trip every other year. Due to the planned Italy trip, our next Allagash will be in 2024.

ALLAGASH PACKING LIST

1	Pair "WET" Shoes	All participants are required to wear shoes that have the following: 1. Ties 2. Closed-toes 3. Closed Heel 4. Tread **Recommendation: Merrill Moab II Ventilators, High Ankle
1	Pair of Camp Shoes	All participants are required to bring closed-toe/closed-heel camp shoes with hard soles, such as lightweight sneakers, crocks, etc.
1	Rain Jacket	All participants are required to pack a quality rain jacket with a hood. Ensure that your rain gear is waterproof, not just water resistant. Ponchos are not acceptable and are very dangerous in the event of a capsized canoe.
1	Rain Pants	
2	Shirts	Long-sleeved, Lightweight.
2	Pants	Quick Dry – recommend Zip Off Legs.
3	Pair of Socks	Synthetic or Wool – NO Cotton.
2	Pair of Underwear	Recommend Synthetic, Quick Dry.
1	Hat	Broad Rimmed or Baseball Style
1	Jacket	Lightweight Fleece.
1	Uniform	For wearing to and from Allagash for Travel

1	Clean/Dry Clothes	For after coming off river (pack separately)
1	Bathing Suit	
1	Sleeping Bag	Lightweight, rated 20-40 degrees
1	Waterproof Stuff Sack	25-30 liter dry bag for all gear
1	Sleeping Pad	Closed Cell or self-inflating foam
1	Camp Towel	Bandanna, Buff or Synthetic Camp Towel
1	Belt	(separate from uniform belt)
1	Toothbrush/Paste	
1	Mess Kit	Plastic or metal: 12 oz bowl, 8-12 oz cup, spoon, fork, or spork
1	Pocketknife	Folding
1	Water Bottle	1 liter
1	Headlamp	
1	Sunglasses	With head keeper
2	Medications	Personal meds needed (1 for travel, 1 for on-river)
	Personal Toiletries	Toiletries as necessary
1	Bathing Towel	For after river use, shower (pack separately)
1	Camera	With extra batteries and waterproof case if needed
1	Long Underwear	Cold nights / mornings
1	Head Net	
1	Small Compass	
1	Sunscreen	No aerosol spray bottles. Rub-on lotion only
1	Bug Repellant	High DEET content. No aerosol spray bottles
1	Monkey-Butt Powder	
1	Personal First Aid Kit	As per BSA Handbook
1	Bucket	5 or 6 gallon pail for storage and seating
OPTIONAL		
	Fishing Pole	
	Fishing Tackle	
1	Repair Kit	Multitool, duct tape, small sewing kit
1	Binoculars	
1	Filet Knife	

BSA Scout Troop General Camping Gear List

****Highlighted items annotate winter specific camping items**

Cooking & KP

- Matches (in waterproof container)
- **Eating**
- Plate, bowl, cup
- Fork & spoon
- Canteen – plastic preferred
- **Toiletries**
- Toilet paper in plastic bag
- Toothbrush
- Toothpaste
- Soap
- Powder (Anti Monkey Butt)
- Pre-moistened clean-up wipes
- Other toiletries as necessary
- Non-aerosol Bug Spray
- Non-aerosol sunscreen

Sleeping Gear

- Sleeping Bag (spring, summer & fall 30 degree rating synthetic fill)
- **Sleeping Bag (winter -20 rating* (minus 20) synthetic fill)** *Note: sleeping bag temperature ratings are typically survival ratings not comfort ratings. Most newer bags rated above 0 degrees are using the EN system which will give comfort and survival ratings
- **“Closed-Foam” Ground Pad**
- **Sleeping Cap and mittens (winter hat)**
- Clean underwear
- Clean socks
- Sleepwear (sweats, pajamas, etc)
- **Long johns, sweats and hoodie (winter)**
- **Shoes**
- Hiking boots (spring, summer & fall) Remember sneakers get wet quick and never dry. Be kind to your feet.
- **Winter Pack boots with removable liner (winter)**
- Sneakers (optional)
- Appropriate socks and plus extras pairs
- **Clothing**
- Complete Uniform – wear to and from **(not in winter)**
- Complete change of clothes (plastic bagged)
- Poncho or Rain gear
- **Weather appropriate outerwear – it may be warm during the day but it can get cool to cold at night**
- **Hat, gloves, mittens, snow pants, winter jacket**

Miscellaneous

- 2 Large garbage bags (1 to cover pack, 1 for trash)
- Flashlights & spare batteries
- Handbook, paper and pen
- First Aid kit
- Twine or paracord (min 15 ft)
- Non Climbing Carabiner to hang pack (optional)
- Totin’ Chip Card
- Folding knife with locking blade (optional) only bring if you have your Totin’ Chip

WINTER CAMPING TIPS

1. Layer Up: The lynchpin to your winter camping getup is a close-fitting base layer to trap body heat. A pair of polypropylene long johns work great as a cheaper option. You'll also want an insulating layer that you can take on and off as you warm up and cool down throughout the day. A down jacket, lightweight fleece or even your favorite wool sweater will do the job. Your outermost layer should protect you from wind, snow and rain, so choose a shell with weather-proof lining like GoreTex.

Avoid cotton altogether when packing for your trip—it's no good at wicking moisture, and once it's wet it can cool you faster than standing naked in the cold.

2. Stay Dry: That brings us to a second winter camping maxim: Stay dry. Water conducts heat better than air does, so wet clothes will quickly lower your body temperature. Even working up a sweat can dangerously cool you down in the long run. Take it slow and peel off layers to limit perspiration.

Wet feet mean frozen feet, so leave the trail runners at home. Waterproof boots and gaiters (along with snowshoes) are a must when trudging through deeper snow. If you'll be hiking on top of packed snow, your normal hiking boots with some waterproofing treatment should be fine.

In general, it's better to overpack than to run out of dry clothes—you'll probably regret packing ultra-light when you slide on that pair of damp socks in the morning.

3. Sleep With Your Gear: If you have any wet clothes by day's end, keep them in your sleeping bag to dry them out overnight. You'll also want to cozy up to any gadgets you brought, as cold temperatures quickly drain battery life.

4. Strategic Urination: Experienced winter campers seem to stress this one. Drink plenty of water, but don't idle when nature comes calling—your body will burn up valuable calories to heat any urine stored in your bladder. Backpacker magazine compiled [a list of products](#) for girls.

5. Choose the Right Sleeping Bag: First see if you can make do with what you have. You can avoid shelling out for a brand-new cold weather bag by buying a sleeping-bag liner, which can extend the temperature rating of your sleeping bag by 10 to 15 degrees. If the forecasted lows are way out of your sleeping bag's range, you'll want to invest in a 0-degree or lower bag.

6. Don't Forget the Pad: Sleeping pads aren't just there for comfort—they keep you off the frozen ground, which saps away your body heat faster than the air outside. There are some expensive insulated inflatable sleeping pads out there, but the important part is staying off the ground, so choose something you can afford that does the job.

7. Choose Your Campsite Wisely: A lot goes into finding the right winter campsite. As usual, the guiding principle is shelter from the elements. Avoid the bottom of hills, where cold-air troughs form, and the tops of hills, which can be exposed to wind. Choose a flat site, and compress the snow where you plan to pitch your tent by walking around on it—packed snow insulates heat better than loose snow. Make sure the tent is well staked down, and pitch it with the door perpendicular to prevailing winds.

Troop 260/262 Key Contacts:

Name	Position	Email	Phone
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Marques Gibson	Assistant Scoutmaster	marquesg89@gmail.com	860-849-8934
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The Difference Between Cubs and Scouts:

The difference between Cub Scouts and BSA Scouts encompasses critical categories like unit structure, leadership, parental involvement, advancement and camping.

Both programs are built on scouting's time-tested values. Beginning in May 2015, both programs use the Scout Oath and Scout Law.

Beyond that, though, you'll find more differences than similarities — for good reason. You wouldn't teach a third-grader the same way you'd teach a ninth-grader. That same logic tells us your approach to Cub Scouting and BSA Scouting shouldn't be the same.

Unit structure

Cub Scouts: youth are in dens, which are part of a pack. Their den is made up of other youth of the same Cub Scout age & rank. Dens usually meet weekly or biweekly; packs meet monthly.

BSA Scouts: Scouts are in patrols, which are part of a troop. Some troops prefer mixed-age patrols (in which an 11-year-old and a 17-year-old could be in the same patrol), while others

prefer to keep scouts of similar ages together. We prefer the latter whenever possible. Troops meet weekly. Patrol meetings are part of the weekly troop meeting, typically, though patrols are welcome to meet on their own.

Leadership

It's pretty simple: Cub Scouting is led by adults; BSA Scouting is led by the Scouts.

Cub Scouts: Adults plan and conduct the meetings and promote advancement, teamwork, fun and character-building.

BSA Scouts: The Scouts plan and conduct meetings and outings. Adults step in when asked for help and model good behavior. We're striving for youth-led, in BSA Scouting, It's not always as organized or successful as if adults were running things, but kids learn from their mistakes.

Leadership roles: Cub Scouting positions and the equivalent position in BSA Scouting are:

Cub Scouts	Scouts BSA
Den Leader	Patrol Leader
Cubmaster	Senior Patrol Leader
Unit Committee (planning functions)	Patrol Leaders Council
None	Scoutmaster
Unit Committee (administrative functions)	Unit Committee

As you can see, adults hold all of the Cub Scout positions, while Scouts occupy most of the BSA Scout roles.

Why is there no Cub Scout equivalent to Scoutmaster? Because Scoutmasters, unlike Cubmasters, are mentors who sit on the sidelines. "The way to think of Scoutmaster is as 'chief adult guide' and the assistant scoutmasters as 'adult guides.'"

Please refer back to my welcome letter to parents for a synopsis of differences and further expectation of the youth-led concept..

Parental involvement

Parents are a critical part of both Cub Scouting and BSA Scouting. There are significant differences however:

Cub Scouts: The parents are expected to assist the pack with planning or helping with at least one activity or event annually. They may also take a leadership role in the pack or den. Parents

are usually required to accompany their son on overnight campouts.

Scouts BSA: The parents are expected to continuously assist the troop by supporting the scouts and participating in those tasks that the scouts cannot do. This may include: transportation to an activity, shopping for a trip or chaperoning a trip. It also may include assisting with fundraisers (finances and organization) and coordinating special events. It is expected that each family takes an active role in the troop. Unlike Cub Scouts, parents do not camp with their scouts. If interested though, they are encouraged to register as a leader and actively take part in the outdoor program.

Advancement

Cub Scouts progress through the ranks to earn the Arrow of Light. BSA Scouts progress through the ranks to earn the Eagle Scout Award.

Cub Scouts: Cub Scouts rely on their den leaders, den chiefs and parents to plan and assist with all advancement activities. Achievements/books are signed by either the den leader or parent. Ranks are based *only* on age or grade. Even if a Scout did not earn the age appropriate rank, he or she moves to the next one as the remaining den members move. The levels are: Lion, Tiger, Bobcat, Wolf, Bear, Webelos and Arrow of Light.

Scouts BSA: Parents can guide, but advancement is planned and assisted by patrol leaders and adults. Unlike in Cub Scouts, advancement is individual, not by patrol. A Scout works at their own pace, meaning a 13-year-old in the Dragon Patrol might be a Life Scout while a 15-year-old in the Dragon Patrol is still a Star Scout. A Scout cannot advance to the next level until all activities are completed in the lower rank. The ranks are Scout, Tenderfoot, Second Class, First Class, Star, Life and Eagle. (Eagle Palms may also be earned after Eagle.)

Camping

Cub Scouts: Limited to Scout and parent weekend or day trips. May have some camping in tents or cabins. Campouts usually have a very structured schedule.

Scouts BSA: Monthly or bimonthly camping trips as well as additional outdoor day activities. Much of the program involves activities that can only be done outdoors (nature, ecology, pioneering, orienteering, conservation, etc.) Also available to the Scout is at least a week of camping each summer. Not every minute of the campout is scheduled. Free time is important. Scouts normally get a couple of hours of free time to hang with friends, walk in the woods, work on advancement, play sports, or do nothing at all.

Chain of command Where do Scouts go with a problem or question?

- **Cub Scouts:** They'll ask their parents, den leader or Cubmaster.
- **Scouts BSA:** They'll follow the "chain of command." **BSA Scouts are taught to go to their patrol leader, then their senior patrol leader and finally the adults.** Where safety or health is an issue, though, Scouts may go straight to the adult leadership.

ADVANCEMENT

*Excerpts from the BSA Guide to Advancement - SEE: <https://www.scouting.org/resources/guide-to-advancement/>

Advancement is the process by which youth members of the Boy Scouts of America progress from rank to rank.

2.0.0.1 It Is a Method—Not an End in Itself

Advancement is simply a means to an end, not an end in itself. It is one of several methods designed to help unit leadership carry out the aims and mission of the Boy Scouts of America. See the inside front cover for text of the aims and mission.

2.0.0.2 Advancement Is Based on Experiential Learning

Everything done to advance—to earn ranks and other awards and recognition—is designed to educate or to otherwise expand horizons. Members learn and develop according to a standard. This is the case from the time a member joins, and then moves through, the programs of Cub Scouting, BSA Scouting, Varsity Scouting, and Venturing or Sea Scouts.

Experiential learning is the key: Exciting and meaningful activities are offered, and education happens. Learning comes from doing. For example, youth may read about first aid, hear it discussed, and watch others administer it, but they will not learn it until they practice it. Rushing a Scout through requirements to obtain a badge is not the goal. Advancement should be a natural outcome of a well-rounded unit program, rich in opportunities to work toward the ranks.

It is important to note, as with any educational opportunity, a rank or award is not the end of the learning process. In Scouting, after a requirement has been passed, the Scout is placed in practical situations that build retention through repeated use of skills. For example, they play games that feature the skills, teach other Scouts, and perhaps practice them in “real-life” outdoor experiences. A well-rounded and strong unit program takes advantage of these kinds of opportunities, using them to improve retention through practical application.

2.0.0.3 Personal Growth Is the Primary Goal

Scouting skills—what a young person learns to do—are important, but not as important as the primary goal of personal growth achieved through participating in a unit program. The concern is for total, well-rounded development. Age-appropriate surmountable hurdles are placed before members, and as they face these challenges they learn about themselves and gain confidence.

Learning Scout skills and concepts through active participation is a vehicle for *personal growth*, but it is not the primary goal. For example, learning how to tie a knot, plan a menu, swim, or administer first aid may turn out to be critical in one's life, but they are secondary to the goal of personal growth that comes with learning. As a Scout learns a skill and then is tested on it, and reviewed and recognized, he or she develops confidence. They come to realize they can learn and do other similar things. The retention of Scouting skills and knowledge is important, of course; but for retention to take place, it will be because Scouting skills and knowledge are used in our programs.

Success is achieved when we fulfill the BSA Mission Statement and when we accomplish the aims of Scouting: character development, citizenship training, and mental and physical fitness. We know we are on the right track when we see youth accepting responsibility, demonstrating self-reliance, and caring for themselves and others; when they learn to weave Scouting ideals into their lives; and when we can see they will be positive contributors to our American society.

Though certainly goal-oriented, advancement is not a competition. Rather, it is a joint effort involving the leaders, the members, other volunteers such as merit badge counselors or Venturing consultants, and the family. Though much is done individually at their own pace, youth often work together in groups to focus on advancement at Cub Scout den meetings, for example, or participate in a BSA Scout campout or Sea Scout cruise. As they do this, we must recognize each young person's unique combination of strengths and weaknesses. As watchful leaders, either adult or youth, we lend assistance as called for and encourage members to help each other according to their abilities.

2.0.0.4 The Methods of Scouting

From Cub Scouting through Venturing and Sea Scouts, we put the methods to work. Together they lead to mission fulfillment. For example, the methods of the BSA Scouting program are Scouting ideals, the patrol method, advancement, adult association, outdoor program, the uniform, personal growth, and leadership development. Scouting ideals, put forth in the timeless instruments of the Scout Oath and Scout Law, represent the most basic method. Moving on, we know young people want to belong to groups. Throughout the Scouting program, we provide a place where the sense of belonging—as in a patrol—is an outcome of practicing skills, exploring interests, learning values, forming friendships, and enjoying adventure. Associations within families and with a variety of adults are critical too, especially in terms of providing support and recognition and in developing mutual respect.

Advancement is the method by which we promote and encourage the ongoing involvement and commitment that keeps members coming back for more. It works best when it is built into a unit's program so that simply participating leads to meaningful achievement and recognition—and to a continually improving readiness for **more** complex experiences. Note that the methods for Cub Scouting, Venturing, and Sea Scouts are very similar to those of BSA

Scouting but worded differently to take into account the needs of the members.

Mechanics of Advancement

Both adult and youth leaders approve BSA Scout and Varsity Scout advancement. This permits greater emphasis on standards and more consistency in measurement, but it also places another level of importance on teaching and testing. As Scouts work with one another, learning takes place on both sides of the equation as they play teacher and student in turn. Parents are involved at home encouraging, mentoring, and supporting, but they do not sign for rank advancement requirements unless they serve as leaders or Lone Scout counselors (see [“Lone Scouting,” 5.0.3.0](#)).

Advancement at this level presents a Scout with a series of challenges in a fun and educational manner. As they or she completes the requirements they achieve the three aims of Scouting: to develop character, to train in the responsibilities of participating citizenship, and to develop physical and mental fitness. It is important to remember that in the end, a badge recognizes the Scout has gone through an experience of learning something they did not previously know. As a result, through increased confidence, they discover or realize they are able to learn similar skills or disciplines. Advancement is thus about what a young man is now able to learn and to do, and how they have grown. Retention of skills and knowledge is then developed later by using what has been learned through the natural course of unit programming; for example, instructing others and using skills in games and on outings.

Advancement, thus, is not so much a reward for what has been done. It is, instead, more about the journey: As a Scout advances, he or she is measured and they grow in confidence and self-reliance, and they build upon their skills and abilities.

The badge signifies that a young man—through participation in a series of educational activities—has provided service to others, practiced personal responsibility, and set the examples critical to the development of leadership; all the while working to live by the Scout Oath and Scout Law.

The badge signifies a youth has provided service to others, practiced personal responsibility, and set the examples critical to the development of leadership.

4.2.0.1 Scouting Ranks and Advancement Age Requirements

There are seven ranks in BSA Scouting that are to be earned sequentially no matter what age a youth joins the program.

All BSA Scout awards, merit badges, badges of rank, and Eagle Palms are only for registered BSA Scouts, Varsity Scouts, and Lone BSA Scouts; and also for qualified Venturers or Sea Scouts who

are not yet 18 years old. Venturers and Sea Scouts qualify by achieving First Class rank as a BSA Scout, Varsity Scout, or Lone Scout. The only exceptions for those older than age 18 are related to Scouts registered beyond the age of eligibility ([“Registering Qualified Members Beyond Age of Eligibility,” 10.1.0.0](#)) and those who have been granted time extensions to complete the Eagle Scout rank ([“Time Extensions,” 9.0.4.0](#)).



The Scout rank is oriented toward learning the basic information every youth needs to know to be a good Scout. It starts with the Scout demonstrating their knowledge and understanding of the Scout Oath, Scout Law, Scout motto, and Scout slogan and then introduces them to basic troop operations and safety concerns.



Tenderfoot



Second Class



First Class

Tenderfoot, Second Class, and First Class ranks are oriented toward learning and practicing skills that will help the Scout develop confidence and fitness, challenge their thought processes, introduce them to their responsibilities as a citizen, and prepare them for an exciting and successful Scouting experience. Requirements for Tenderfoot, Second Class, and First Class may be passed at any time after the Scout badge has been earned. For example, a Scout working toward Tenderfoot may fulfill and be signed off on all the first aid– related requirements for all three of the ranks. For information on boards of review for these ranks, see [“Particulars for Tenderfoot Through Life Ranks \(or Palms\),” 8.0.2.0](#), especially point No. 7.



Star



Life



Eagle

All requirements for Star, Life, and Eagle, except for those related to merit badges, must be fulfilled after the successful completion of a board of review for the previous rank.

In BSA Scouting, advancement requirements must be passed as written. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then that is what Scouts must do. Filling out a worksheet, for example, would not suffice.

4.2.1.0 Four Steps in Advancement

A Scout advances from Tenderfoot to Eagle by doing things with their patrol and troop, with their leaders, and on their own. A well-rounded and active unit program that generates advancement as a natural outcome should take youth to First Class in their first 12 to 18 months of membership. BSA Scout advancement is a straightforward matter when the four steps or stages outlined below are observed and integrated into troop programming. The same steps apply to Varsity Scouting, or where members are qualified to continue with BSA Scout advancement in Venturing or Sea Scouts. In these cases, references to troops and various troop leaders would point to teams, crews, and ships, and their respective leaders.

4.2.1.1 The Scout Learns

He learns by doing, and as they learn, they grow in their ability to do their part as a member of the patrol and troop. As they develop knowledge and skill, they are asked to teach others; and in this way they learn and develop leadership.

4.2.1.2 The Scout Is Tested

The unit leader authorizes those who may test and pass the Scout on rank requirements. They might include their patrol leader, senior patrol leader, an assistant unit leader, another Scout, or the unit leader themselves. Merit badge counselors teach and test them on requirements for merit badges.

4.2.1.3 The Scout Is Reviewed

After they have completed all requirements for a rank, the Scout meets with a board of review. For Tenderfoot, Second Class, First Class, Star, and Life ranks, and Eagle Palms, members of the unit committee conduct it. See [“Particulars for Tenderfoot Through Life Ranks \(or Palms\),” 8.0.2.0](#). The Eagle Scout board of review is held in accordance with National Council and local council procedures.

4.2.1.4 The Scout Is Recognized

When the board of review has approved their advancement, the Scout deserves recognition as soon as possible. This should be done at a ceremony at the next unit meeting. Their achievement may be recognized again later, during a formal court of honor.

4.2.1.5 After the Scout Is Tested and Recognized

After the Scout is tested and recognized, a well-organized unit program will help them practice their skills in different settings and methods: at unit meetings, through various activities and outings, by teaching other Scouts, while enjoying games and leading projects, and so forth. These activities reinforce the learning, show how Scout skills and knowledge are applied, and build confidence. Repetition is the key; this is how retention is achieved. The Scout fulfills a requirement and then is placed in a situation where they have to put it to work. If they have forgotten what they learned, they may have to seek out a friend, leader, or other resource to help refresh their memory. As they do so, we are able to watch them grow.

Once a Scout has been tested and signed off by someone approved to do so, the requirement has been met. The unit leader is accountable for ensuring proper advancement procedures are followed. A part of this responsibility includes the careful selection and training of those who approve advancement. If a unit leader believes a youth has not learned the subject matter for a requirement, they or she should see that opportunities are made available for the Scout to practice or teach the requirement, so in this way they may complete their learning and further develop their skills.

4.2.3.0 Rank Requirements Overview

When people are asked what they did in Scouting, or what it is they think Scouts do or learn, they most often mention the outdoor activities, such as camping and hiking. A First Class Scout would surely add first aid or fire building or swimming or cooking or knot tying. And those who made at least Star or Life would doubtless talk about the merit badges they had earned to achieve those ranks—especially those required for Eagle. But these hands-on experiences, as memorable as they are, make up only a portion of what must be done to advance. And the

remaining requirements—those beyond the merit badges and skills activities—are generally the most difficult to administer and judge. This section concentrates on those. Consult the *Troop Leader Guidebook*, No. 33009 (volume 1), for guidance on implementing the others.

Since we are preparing young people to make a positive difference in society, we judge that a member is “active” when their level of activity in Scouting has had a sufficiently positive influence toward this end.

4.2.3.1 Active Participation

The purpose of Star, Life, and Eagle Scout requirements calling for Scouts to be active for a period of months involves impact. Since we prepare young people to go forth, and essentially, make a positive difference in our American society, we judge that a member is “active” when their level of activity in Scouting, whether high or minimal, has had a sufficiently positive influence toward this end.

Use the following three sequential tests to determine whether the requirement has been met. The first and second are required, along with either the third or its alternative.

1. **The Scout is registered.** The youth is registered in their unit for at least the time period indicated in the requirement, and they have indicated in some way, through word or action, that they consider themselves a member. If a youth was supposed to have been registered, but for whatever reason was not, discuss with the local council registrar the possibility of back-registering them.
2. **The Scout is in good standing.** A Scout is considered in “good standing” with their unit as long as they have not been dismissed for disciplinary reasons. They must also be in good standing with the local council and the Boy Scouts of America. (In the rare case they are not, communications will have been delivered.)
3. **The Scout meets the unit’s reasonable expectations; or, if not, a lesser level of activity is explained.** If, for the time period required, a Scout or qualifying Venturer or Sea Scout meets those aspects of their unit’s pre-established expectations that refer to a level of activity, then they are considered active and the requirement is met. Time counted as “active” need not be consecutive. A youth may piece together any time they have been active and still qualify. If they do not meet their unit’s reasonable expectations, then they must be offered the alternative that follows.
 - Please review the section in this guide regarding active participation for Troop 260/262.

4.2.3.2 Demonstrate Scout Spirit

The ideals of the Boy Scouts of America are spelled out in the Scout Oath, Scout Law, Scout motto, and Scout slogan. Members incorporating these ideals into their daily lives at home, at school, in their religious life, and in their neighborhoods, for example, are said to have Scout spirit. In evaluating whether a member has fulfilled this requirement, it may be best to begin by asking them to explain what Scout spirit and living the Scout Oath and Scout Law mean to them. Young people know when they are being kind or helpful, or a good friend to others. They know when they are cheerful, or trustworthy, or reverent. All of us, young and old, know how we act

when no one else is **around**.

Evaluating Scout spirit will always be a judgment call, but through getting to know a young man and by asking probing questions, we can get a feel for it. We can say however, that we do not measure Scout spirit by counting meetings and outings attended. It is indicated, instead, by the way they live their life.

“Scout spirit” refers to ideals and values; it is not the same as “school spirit.”

A leader typically asks for examples of how a Scout has lived the Oath and Law. It might also be useful to invite examples of when they did not. This is not something to push, but it can help with the realization that sometimes we fail to live by our ideals, and that we *all* can do better. This also sends a message that a Scout can admit they have done wrong, yet still advance. Or in a serious situation-such as alcohol or illegal drug use-understand why advancement might not be appropriate just now. This is a sensitive issue, and must be treated carefully. Most Scout leaders do their best to live by the Oath and Law, but any one of them may look back on years past and wish that, at times, they had acted differently. We learn from these experiences and improve and grow. We can look for the same in our youth.

4.2.3.3 Service Projects

Basic to the lessons in Scouting, especially regarding citizenship, service projects are a key element in the Journey to Excellence recognition program for councils, districts, and units. They should be a regular and critical part of the program in every pack, troop, team, crew, and ship.

Service projects required for ranks other than Eagle must be approved according to what is written in the requirements and may be conducted individually or through participation in patrol or troop efforts. They also may be approved for those assisting on Eagle Scout service projects. Service project work for ranks other than Eagle clearly calls for participation only. Planning, development, or leadership must not be required.

Time that Scouts spend assisting on Eagle service projects should be allowed in meeting these requirements. Note that Eagle projects do not have a minimum time requirement, but call for planning and development, and leadership of others, and must be pre approved by the council or district. (See [“The Eagle Scout Service Project,” 9.0.2.0.](#))

The National Health and Safety Committee has issued two documents that work together to assist youth and adult leaders in planning and safely conducting service projects: *Service Project Planning Guidelines*, No. 680-027, and its companion, *Age Guidelines for Tool Use and Work at Elevations or Excavations*, No. 680-028. Unit leadership should be familiar with both documents.

4.2.3.4 Positions of Responsibility

“Serve actively for a period of ... months in one or more ... positions of responsibility” is an accomplishment every candidate for Star, Life, or Eagle must achieve. The following will help to determine whether a Scout has fulfilled the requirement.

4.2.3.4.1 Positions Must Be Chosen From Among Those Listed. The position must be listed in the position of responsibility requirement shown in the most current edition of *BSA Scout Requirements*. Since more than one member may hold some positions—“instructor,” for example—it is expected that even very large units are able to provide sufficient opportunities within the list. The only exception involves Lone Scouts, who may use positions in school, their place of worship, in a club, or elsewhere in the community. Units do not have authority to require specific positions of responsibility for a rank. For example, they must not require a Scout to be senior patrol leader to obtain the Eagle rank. Service in positions of responsibility in provisional units, such as a jamboree troop or Philmont trek crew, do not count toward this requirement. For Star and Life ranks only, a unit leader may assign, as a substitute for the position of responsibility, a leadership project that helps the unit. If this is done, the unit leader should consult the unit committee and unit advancement coordinator to arrive at suitable standards. The experience should provide lessons similar to those of the listed positions, but it must not be confused with, or compared to, the scope of an Eagle Scout service project. It may be productive in many cases for the Scout to propose a leadership project that is discussed with the unit leader and then “assigned.”

4.2.3.4.2 Meeting the Time Test May Involve Any Number of Positions. The requirement calls for a period of months. Any number of positions may be held as long as total service time equals at least the number of months required. Holding simultaneous positions does not shorten the required number of months. Positions need not flow from one to the other; there may be gaps between them. This applies to all qualified members including Lone Scouts.

When a Scout assumes a position of responsibility, something related to the desired results must happen.

4.2.3.4.3 Meeting Unit Expectations. If a unit has established expectations for positions of responsibility, and if, within reason (see the note under [“Rank Requirements Overview,” 4.2.3.0](#)), based on their personal skill set, the Scout meets them, they fulfill the requirement. When a Scout assumes a position, something related to the desired results must happen. It is a disservice to the Scout and to the unit to reward work that has not been done. Holding a position and doing nothing, producing no results, is unacceptable. Some degree of responsibility must be practiced, taken, or accepted.

4.2.3.4.4 Meeting the Requirement in the Absence of Unit Expectations. It is best when a Scout’s leaders provide them position descriptions, and then direction, coaching, and support. Where this occurs, and is done well, the young man will likely succeed. When this support, for

whatever reason, is unavailable or otherwise not provided—or when there are no clearly established expectations—then an adult leader or the Scout, or both, should work out the responsibilities to fulfill. In doing so, neither the position’s purpose nor degree of difficulty may be altered significantly or diminished. Consult the current BSA literature published for leaders in BSA Scouting, Varsity Scouting, Venturing, or Sea Scouts for guidelines on the responsibilities that might be fulfilled in the various positions of responsibility.

Under the above scenario, if it is left to the Scout to determine what should be done, and they make a reasonable effort to perform accordingly for the time specified, then they fulfill this requirement. Even if their results are not necessarily what the unit leader, members of a board of review, or others involved may want to see, they must not be held to unestablished expectations.

4.2.3.4.5 When Responsibilities Are Not Met. *If a unit has **clearly** established expectations for position(s) held, then—within reason—a Scout must meet them through the prescribed time. If they are not meeting expectations, then this must be communicated early. Unit leadership may work toward a constructive result by asking them what they think they should be accomplishing. What is their concept of the position? What do they think their troop leaders—youth and adults—expect? What have they done well? What needs improvement? Often this questioning approach can lead a young man to the decision to measure up. they will tell the leaders how much of the service time should be recorded.*

If it becomes clear nothing will improve their performance, then it is acceptable to remove the Scout from their position. It is the unit leader’s responsibility to address these situations promptly. Every effort should have been made while they were in the position to ensure they understood expectations and were regularly supported toward reasonably acceptable performance. It is unfair and inappropriate—after six months, for example— to surprise a youth who thinks they have been doing fine, with news that their performance is now considered unsatisfactory.

Only in rare cases—if ever—should troop leaders inform a Scout that time, once served, will not count. If a Scout believes they have performed their duties satisfactorily, but their leaders disagree, then the possibility that expectations are unreasonable or were not clearly conveyed to the youth should be considered. If after discussions between the Scout and their leaders—and perhaps including their parents or guardians—he believes they are being held to unreasonable expectations, then upon completing the remaining requirements, they must be granted a board of review. If they are an Eagle candidate, then they may request a board of review under disputed circumstances (see [“Initiating Eagle Scout Board of Review Under Disputed Circumstances,” 8.0.3.2](#)).

4.2.3.4.6 “Responsibility” and “Leadership.” Many suggest this requirement should call for a position of “leadership” rather than simply of “responsibility.” Taking and accepting

responsibility, however, is a key foundation for leadership. One cannot lead effectively without it. The requirement as written recognizes the different personalities, talents, and skill sets in all of us. Some seem destined to be “the leader of the group.” Others provide quality support and strong examples behind the scenes. Without the latter, the leaders in charge have little chance for success. Thus, the work of the supporters becomes part of the overall leadership effort.

4.2.3.5 Unit Leader (Scoutmaster) Conference

The unit leader (Scoutmaster) conference, regardless of the rank or program, is conducted according to the guidelines in the *Troop Leader Guidebook*, No. 33009 (volume 1). Note that a Scout must participate or take part in one; it is not a “test.” Requirements do not say they must “pass” a conference. While it makes sense to hold one after other requirements for a rank are met, it is not required that it be the last step before the board of review. This is an important consideration for Scouts on a tight schedule to meet requirements before age 18. Last-minute work can sometimes make it impossible to fit the conference in before then, so scheduling it earlier can avoid unnecessary extension requests.

The conference is not a retest of the requirements upon which a Scout has been signed off. It is a forum for discussing topics such as ambitions, life purpose, and goals for future achievement, for counseling, and also for obtaining feedback on the unit’s program. In some cases, work left to be completed—and perhaps why it has not been completed—may be discussed just as easily as that which is finished. Ultimately, conference timing is up to the unit. Some leaders hold more than one along the way, and the Scout must be allowed to count any of them toward the requirement.

Scoutmaster conferences are meant to be face-to-face, personal experiences. They relate not only to the Scouting method of advancement, but also to that of “association with adults” (see topic [2.0.0.4, “The Methods of Scouting”](#)). Scoutmaster conferences should be held with a level of privacy acceptable under the BSA’s rules regarding Youth Protection. Parents and other Scouts within hearing range of the conversation may influence the Scout’s participation. For this reason, the conferences should not be held in an online setting.

Unit leaders do not have the authority to deny a Scout a conference that is necessary for them to meet the requirements for their rank. If a unit leader conference is denied, a Scout—if they believe they have fulfilled all the remaining requirements—may still request a board of review. See [“Boards of Review Must Be Granted When Requirements Are Met,” 8.0.0.2](#). If an Eagle Scout candidate is denied a conference, it may become grounds for a board of review under disputed circumstances. See [“Initiating Eagle Scout Board of Review Under Disputed Circumstances,” 8.0.3.2](#).

4.2.3.6 Fulfilling More Than One Requirement With a Single Activity

Counting service hours for school or elsewhere in the community and also for advancement is not considered double counting since the hours are counted only once for advancement purposes.

From time to time it may be appropriate for a Scout to apply what was done to meet one requirement toward the completion of another. In deciding whether to allow this, unit leaders or merit badge counselors should consider the following.

When, for all practical purposes, two requirements match up exactly and have the same basic intent—for example, camping nights for Second Class and First Class ranks and for the Camping merit badge—it is appropriate and permissible, unless it is stated otherwise in the requirements, to use those matching activities for both the ranks and the merit badge.

Where matching requirements are oriented toward safety, such as those related to first aid or CPR, the person signing off the requirements should be satisfied the Scout remembers what they learned from the previous experience.

Some requirements may have the appearance of aligning, but upon further examination actually differ. These seemingly similar requirements usually have nuances intended to create quite different experiences. The Communication and Citizenship in the Community merit badges are a good example. Each requires the Scout to attend a public meeting, but that is where the similarity ends. For Communication, the Scout is asked to practice active listening skills during the meeting and present an objective report that includes all points of view. For Citizenship, they are asked to examine differences in opinions and then to defend one side. The Scout may attend the same public meeting, but to pass the requirements for both merit badges they must actively listen and prepare a report, and also examine differences in opinion and defend one side.


When contemplating whether to double-count service hours or a service project, and apply the same work to pass a second advancement requirement, each Scout should ask themselves: “Do I want to get double credit for helping others this one time, or do I want to undertake a second effort and make a greater difference in the lives of even more people?” To reach their decision, each Scout should follow familiar guideposts found in some of those words and phrases we live by, such as “helpful,” “kind,” “Do a Good Turn Daily,” and “help other people at all times.”

As Scout leaders and advancement administrators, we must ask ourselves an even more pointed question: “Is it my goal to produce Scouts who check a task off a list or Scouts who will become the leaders in our communities?” To answer our own question, we should consult the same criteria that guide Scouts.

Merit Badges

You can learn about sports, crafts, science, trades, business, and future careers as you earn merit badges. There are more than 135 merit badges, and any BSA Scout or Varsity Scout, or any qualified Venturer or Sea Scout may earn any of these at any time.

1. **Pick a Subject.** Talk to your unit leader about your interests. Read the requirements of the merit badges you think might interest you, and pick one to earn. Your leader will give you the name of a person from a list of counselors. These individuals have special knowledge in their merit badge subjects and are interested in helping you.
2. **Scout Buddy System.** *You must have another person with you at each meeting with the merit badge counselor.* This person can be your parent or legal guardian, or another registered adult.
3. **Call the Merit Badge Counselor.** Get a *signed* Application for Merit Badge, No. 34124 or No. 34130, from the Scoutmaster. Get in touch with the merit badge counselor and explain that you want to earn the badge. The counselor may ask to meet you to explain what is expected and to start helping you meet the requirements. You should also discuss work you have already started or possibly completed. At the first meeting, you and your merit badge counselor will review and may start working on the requirements. In some cases, you may share the work you have already started or completed.
4. **Unless otherwise specified, work on a requirement can be started at any time.** Ask your counselor to help you learn the things you need to know or do. You should read the merit badge pamphlet on the subject. Many troops, schools, and public libraries have them.
5. **Show Your Stuff.** When you are ready, call the counselor again to make an appointment. When you go, take along the things you have made to meet the requirements. If they are too big to move, take pictures or have an adult tell in writing what you have done. The counselor will test you on each requirement to make sure you know your stuff and have done or can do the things required.
6. **Get the Badge.** When the counselor is satisfied you have met each requirement, they or she will sign your application. Give the signed application to your unit leader so your merit badge emblem can be secured for you.

Merit badge requirements are revised as needed to reflect updated information and technology. Refer to the latest BSA Scout Requirements book for merit badge requirement updates. The current BSA Scout Requirements book is available from your local Scouting merchandise distributor. It may also be ordered online at [ScoutStuff.org](https://scoutstuff.org). 

Requirements. You are expected to meet the requirements as they are stated—no more and no

less. You must do exactly what is stated in the requirements. If it says “show or demonstrate,” that is what you must do. Just talking about it isn’t enough. The same thing holds true for such words as “make,” “list,” “in the field,” and “collect,” “identify,” and “label.”

The requirements listed below are the current and official requirements of the Boy Scouts of America. Occasionally, the requirements will not match those in the printed *Scouts BSA Handbook*, the annual *Scout Requirements* book, or some merit badge pamphlets because of the timing of their printing schedules.

If a new edition of a merit badge pamphlet is introduced with updated requirements after the *Scout Requirements* book has been released, a Scout who is starting the badge may choose to follow either set of requirements until the end of the year. At the start of the new year, Scouts who are beginning must use only the new requirements.

If a Scout has already started working on a merit badge when a new edition of the pamphlet is introduced, they *or she may continue to use the same pamphlet and fulfill the requirements therein to earn the badge*. They need not start over again with the new pamphlet and revised requirements.

There is no time limit for starting and completing a merit badge, but all work must be completed by the time a Scout turns 18.

Active Participation Guidelines

Introduction:

The advancement requirements for each of the Scout ranks (as set forth in the Scouts BSA Handbook) includes some requirement that the Scout be active in their troop and patrol.

The 2017 BSA Guide to Advancement defines that “Active Participation” requires that:

1. The Scout is registered.
2. The Scout is in good standing.
3. The Scout meets the unit’s reasonable expectations; or, if not, a lesser level of activity is explained.

Set forth below are a set of guidelines outlining Troop 260/262’s reasonable expectations for participation, as adopted by the Troop Committee on June 21, 2018. These guidelines articulate a *minimum* set of expectations for Active Participation.

As outlined in the Guide to Advancement, if a Scout falls below these minimum expectations, a special Board of Review will decide whether the Scout meets the requirement of participation in order to advance.

Troop 260/262’s minimum expectations for active participation:

For advancement to Scout, Tenderfoot, Second Class and First Class, active participation is specifically defined in the Scouts BSA Handbook:

SCOUT

1. Attend *at least* one (1) BSA Scout Troop meeting
2. Be current with dues paid in full before the scheduled Board of Review (BOR) date

TENDERFOOT

1. Spend *at least* (1) one night on a patrol or troop campout
2. Be current with dues paid in full before the scheduled Board of Review (BOR) date

SECOND CLASS

1. Since joining BSA Scouts, participate in five (5) separate troop/patrol activities, at least three (3) of which must be held outdoors. Of the outdoor activities, at least two (2) must include overnight camping. These activities do not include troop or patrol meetings or BOR. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee.
2. Be current with dues paid in full before the scheduled Board of Review (BOR) date

FIRST CLASS

1. Since joining BSA Scouts, participate in ten (10) separate troop/patrol activities, at least six (6) of which must be held outdoors. Of the outdoor activities, at least three (3) must

include overnight camping. These activities do not include troop or patrol meetings or BOR. On campouts, spend the night in a tent that you pitch or other structure that you help erect, such as a lean-to, snow cave, or tepee

2. Be current with dues paid in full before the scheduled Board of Review (BOR) date

For advancement to Star, Life and Eagle, the Scouts BSA Handbook requires more broadly that the Scout “be active in [his] unit (and patrol if [he is] in one) for at least [X number of] months as a [Prior Rank] Scout.”

To satisfy this requirement, a Scout must:

1. For each month (or a 30-day period/month equivalent) being counted, attend at least two (2) “Troop Activities” during the month (or 30-day period/month equivalent). Troop Activities can include Troop Meetings, Service Projects, conservation projects, and other Advancement Sessions, or Troop outdoor activities such as a climbing session or canoe outing; Troop Activities does not include a merit badge class, Eagle Court of Honor, Family Night, or Venture Crew/Cub Scout Pack or Den activity.
2. In at least half of the months being counted, attend an Overnight Outdoor Activity. An Overnight Outdoor Activity includes, e.g., the Troop’s monthly weekend campouts but does not include Cub Scout Pack or Venture Crew campouts. Attending an Overnight Outdoor Activity requires the Scout’s presence and participation at the bulk of the activity/campout and must include staying overnight. Camping both Friday and Saturday night on a weekend campout constitutes one event (not two).
 - For **Star**, this would require two (2) Overnight Outdoor Activities, and for **Life** and **Eagle** would require three (3) Overnight Outdoor Activities each.
3. Be current with dues paid in full before the scheduled Board of Review (BOR) date
4. During each rank period (First Class to Star; Star to Life, and Life to Eagle), attend at least one (1) Eagle Court of Honor or Family Night.

NOTE re: Summer Camp: Participation in a week-long summer camp, NYLT or NAYLE (including participation as Staff) will satisfy both the Troop Activity and Overnight Outdoor Activity for a one-month equivalent. During the period from First Class thru Eagle, at least one of the Overnight Outdoor Activities must include participation in a Troop 260 & Troop 262 summer camp, NYLT or NAYLE.

NOTES:

- The months for active participation need not be contiguous.
- It is the Scout’s responsibility to ensure they have signed in with their Patrol Leader, ASPL, or Adult Leader to be counted as participating. The Patrol Leader, ASPL, or Adult Leader is responsible for turning in the attendance roster to the Scribe who will enter the participation into Troopmaster for tracking and advancement.
- These guidelines do not address the completion of leadership requirements for advancement to Star, Life, and Eagle.

STAR-LIFE-EAGLE BOARD OF REVIEW STUDY GUIDE

*Please see the Troop 260/262 Eagle Board Study Guide for additional Eagle Board related material

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 MOTTO: Be prepared

SCOUT SLOGAN:

Do a good turn daily.

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.

SCOUT BADGE:

Shaped like the point on a compass – means that a Scout can point the right way in life

Three points of the trefoil (three leaves) stands for the three parts of the Scout Oath: 1) duty to God and country, 2) duty to others, and 3) duty to self.

Eagle and Shield stands for freedom and a Scout's readiness to defend that freedom.

Two stars symbolize truth and knowledge

Scroll bearing the Scout Motto is turned up as a reminder that a Scout smiles as they do their duty.

Knot represents the Scout Slogan, "Do a Good Turn Daily".

DESCRIBE OTHER PARTS OF THE UNIFORM:

Council, Troop number, leadership position, International Scouting emblem, Arrow of Light, Order of the Arrow

WHIPPING & FUSING A ROPE:

Why – to prevent a rope from becoming unraveled

Fusing – burn the ends of a synthetic rope

Whipping – use waxed string (dental floss) for non- synthetic rope

KNOTS:

Tie the following knots and tell what each are used for:

Square knot – known as the joining knot. Right over left. Left over right. Used to join two ropes of similar size together.

Two Half Hitches – used to tie a rope to a post or to attach the rope to a tarp or rain fly.

Taut-Line Hitch – is tied on a line that is tight or taunt. Used to tighten or loosen a tent guy-line, clothesline or dining fly. Used on the stake end.

Timber hitch – used for starting diagonal lashings and for dragging a pole.

Clove hitch – begins and ends square, shear, tripod and round lashings.

Bowline – called the rescue knot. It is among the most useful because it forms a loop that will not slip and it is easy to untie.

Sheet bend – used to tie two ropes of the same or different size together.

FIRST AID:

What should first aid do?

- Stop life threatening dangers. - Protect an injured or sick person from further harm. - Get proper medical help for the victim.

Treat accident victims by performing these steps in this order:

1. Approach with care. Is the scene safe? 2. Treat hurry cases (conditions that threaten a person's life). As you

begin, send two people for help.

a. Stopped breathing b. No heartbeat c. Severe bleeding d. Internal poisoning 3. Treat every accident victim for shock. 4. Examine every victim for other injuries that may require first aid 5. Plan what to do next. If help is coming, keep the victim comfortable.

Watch for changes in condition and treat accordingly. Remain calm. Your confidence will help others lose their fear. Be positive.

When sending a note with messengers, be sure to include:

- The location of the victim - Description of the injury - What time the injury occurred - Any treatment the victim has received - Number of people with the victim and their skill level - What special assistance and/or equipment may be needed

Whenever you come upon an injured person, make a quick assessment of their condition. Should only take about 15-20 seconds.

- Are they breathing? (pat on the shoulder and ask if he's OK) Place your ear near their mouth and nose. Watch for chest rising and falling.
- Is their heart beating? Feel for pulse in the neck artery.
- Is there severe bleeding? Open outer clothing and check for injuries.
- Is there evidence of poisoning?

TREATING THE HURRY CASES:

STOPPED BREATHING:

1. Open the airway. Clear tongue from airway (press forehead and lift chin to tilt head back). If you suspect a neck injury, keep head still and thrust jaw forward. Look for obstructions (food, gum, etc) and perform mouth sweep with your index finger. Protect the airway. (If they begin to vomit, turn head to one side).
2. If the airway seems to be open and the victim is still not breathing, begin rescue breathing:
 - a. Use mouth barrier if available
 - b. Pinch nostrils (if a child, cover nose and mouth with your mouth)
 - c. Watch to see if chest rises. If no air is getting in the lungs, perform the Heimlich maneuver (see below)
 - d. Repeat every 5 seconds if over 9 yrs and every 3 seconds if under 9 yrs
 - e. Continue until medical help arrives or until you are unable to continue.

HEIMLICH MANEUVER:

Ask "are you choking?". If the victim nods yes and they cannot speak, cough or breathe, perform the Heimlich maneuver.

If the victim is sitting or standing, stand behind the victim, put your arms around their waist and clasp your hands together with the knuckle of one thumb just above the navel but below the rib cage.

Thrust your clasped hands inward and upward with enough force to clear the obstruction. Repeat as needed or until help arrives.

Can be done on the floor if the person is large or unconscious: Lay the victim on their back and straddle thighs Put heel of one hand above navel, below rib cage Press inward and upwards with quick thrusts Mouth sweep/rescue breathing

Universal choking sign: clutching your throat with hands

Can perform maneuver on yourself using a chair

NO HEARTBEAT:

Five common warning signs of a heart attack:

1. uncomfortable pressure/squeezing in center of chest
2. unusual sweating
3. nausea
4. shortness of breath
5. a feeling of weakness

If someone shows these symptoms, get medical attention immediately.

Be prepared to give CPR if heartbeat and breathing stops.

SEVERE BLEEDING:

Treat all blood as if were contaminated with blood-borne viruses. Do not use bare hands to stop bleeding.

1. Direct pressure.
2. Raise injury above the level of the victim's heart.
3. Use arterial pressure points if direct pressure is not helping much – or if direct pressure will cause further injury (compound fracture).
4. Do not remove soaked bandages. Place new over old.
5. Hold in place with cravat bandage (not too tight).
6. Wash hands with antiseptic soap.

INTERNAL POISONING:

1. Call 911 or poison control center (800-764-7661)
2. Treat for shock. Do not give anything by mouth unless told to do so.
3. Save any vomit (bowl, pot, plastic bag). Will help identify poison.

HEATSTROKE (VERY BAD):

Heatstroke happens when a person's cooling system is so overworked it stops functioning.

- very hot skin - red skin (damp or dry) - rapid, quick pulse or noisy breathing - confusion, irritability (unwilling to accept treatment), unconsciousness.

Treatment:

- move to a cool, shady spot - cool anyway you can – sponge, towel (avoid chilling) - keep victim lying down, head slightly raised - monitor victim and get medical help right away

HEAT EXHAUSTION:

Occurs when the body's cooling system over-worked

- Pale, clammy skin - nausea and fatigue - dizziness and fainting - headaches, muscle cramps & weakness

Treatment:

- have victim lie in a cool, shady place with feet raised - cool victim with wet cloths - let them sip

water with a pinch of salt - recovery should be rapid

“If the face is pale, raise the tail. If the head is red, raise the head.”

HYPOTHERMIA:

When the body is losing more heat than it can generate.

- feeling cold and numb - fatigue and anxiety - uncontrollable shivering - confusion, bad decisions - stumbling

Treatment:

- take victim into a shelter and into warm dry cloths - zip them into a warm dry sleeping bag - if victim is alert, offer them warm liquids - place warm water bottles in armpits and groin - seek medical help

BURNS:

First Degree Burns:

Skin is tender and red. Treat with cold water, wet compress

Second Degree Burns:

Blisters. Treat with cool water, let dry, cover with sterile gauze to protect blisters. Do not break blisters (creates open wound). Do not apply any ointments or creams.

Third Degree Burns:

Skin is burned away and/or charred. May feel no pain due to nerve damage. Do not remove clothing. Wrap a clean sheet around victim. Treat for shock.

SHOCK:

When a person is injured or under great stress, their circulatory system might not provide enough blood to all parts of the body.

Symptoms:

- a feeling of weakness - confusion, fear, dizziness - skin is moist, clammy, cool and pale - rapid, weak pulse - shallow, rapid, irregular breathing - nausea - extreme thirst

Treatment:

- Eliminate cause (restore breathing, heartbeat, control, bleeding). - Make sure to keep airway open. - Lie down. Raise feet 10 to 12 inches to help move blood to vital organs. - Cover victim with blankets, coats, sleeping bags. - Call for help or send 2 people for help.

SIMPLE FIRST AID:

Fainting: occurs when the brain does not receive enough oxygen

- keep victim lying down - if you are feeling faint, sit with head between knees or lie down with feet raised.

Puncture Wounds: allows germs into a wound that's hard to clean

- encourage wound to bleed, wash with soap & water, bandage. - if object is large or through, do not remove

Nose Bleed: have victim sit up and lean forward, pinch nostrils.

- keep blood out of airway

Snake Bites:

Non-Poisonous: treat same as puncture wound (soap & water, bandage)

Poisonous: you must avoid being bitten yourself. (Safe area)

- send for medical help immediately - remove rings, watches & jewelry - have victim stay calm & lie down with bite lower than heart - treat for shock - if available within 3 minutes use Sawyer Extractor - do not use ice. May cause skin damage

Spider Bites:

Treat for shock. Send for medical help as soon as possible.

Object in the eye – Pull the upper lid down over the lower lid. If the object is under the lower eyelid, pull out on the lower lid.

Blisters – Apply mole skin and/or gel pad

Insect bites – Remove stinger with edge of a knife blade. Do not squeeze it out.

Removing a fish hook – Push the hook through the skin. Cut off the barb then pull back through.

Frostbite – Get to shelter and warm the injured area. Use warm, not hot water.

SAFE SWIM DEFENSE (PDQBALLS):

1. Physical fitness 2. Discipline 3. Qualified supervision 4. Buddy system 5. Ability groups 6. Lifeguard 7. Lookout 8. Safe area

The two most important are Qualified Supervision and Discipline.

WATER RESCUES:

1. Reach 2. Throw 3. Row 4. Go (last resort)

Never attempt a swimming rescue when assistance can be given by a safer and easier method.

Lie down and reach method, paddle, cushion, surfboard, cooler.

BSA SAFETY AFLOAT:

Basically adds to Safe Swim:

- PFD's - skill - planning - equipment

1. Qualified supervision 2. Physical fitness 3. Swimming ability 4. Personal floatation device 5. Buddy system 6. Skill proficiency 7. Planning 8. Equipment 9. Discipline

MAPS AND COMPASS:

Directions – North is almost always towards the top of the map. True North points to the North Pole. Compasses always points to Magnetic North.

Distances – bar scales measures feet, meters and miles

Symbols – explain symbols on the map

Colors – Green means heavy vegetation, white means open areas, blue means water, black is anything man-made and brown is used for contour lines.

Orienting a Map – 2 methods: with a compass or by sighting land features.

Leap-frog method – to stay on a correct course. To go in the opposite direction, add or subtract 180 degrees.

One contour line – means all the same elevation

Contour interval – distance of elevation between contour lines

Measuring heights:

- Stick method: Have a friend stand by an object. Hold a stick at arm's length. Put thumb at base of tree. You know your friend's height. See how many fit.

- Felling method: Hold stick at arms length. Measure. Rotate 90 degrees then measure distance on ground.

Measuring widths:

- Salute method: Bottom of salute hand lines up with opposite bank. Then turn 90 degrees. Measure distance.

- Stick method: Locate object on opposite bank. Put a stick in the ground at (B). Take any number of paces (20). Put stick in ground at point (C). Go same number of paces. Put stick in ground (D). Go 90 degrees from (D) until object on other bank is opposite stick (C).

- Compass method: Locate object on opposite bank. Take compass reading and 45 degrees to your reading. Walk along bank keeping direction arrow pointed at object. When needle and Red

Fred's Bed line up, stop and measure distance to first mark.

Pace – one pace is each time the right foot hits the ground

Finding direction:

North Star method: off the big dipper bowl, look for the North Star (Polaris).

Constellation method: using the stars

Using the sun:

1. watch method 2. shadow stick method (works for sun and moon)

BACKPACKING PACKING LIST:

Sleeping bag Tent Therma-Rest Insulated underwear Fleece jacket Hand Warmers
Gloves/toboggan/hat (orange) Two pairs socks Rain gear Toilet paper Trash bags Two-way radio
(troop) Water pump (troop) Cup Small pot Plastic spoon Two Nalgene bottles
Peanuts/crackers/trail mix Lipton soup mix/boil in the bag rice/canned chicken/Raman Hot
chocolate/drink mix Pop Tarts/bagels/nutri-grain bars Stove (patrol)

Ounces make pounds and pounds make PAIN.

If the weather is good, think about using just the rain fly, ground cloth and tent poles. This will save having to unpack, setup and re-pack your entire tent.

HIKING:

- Always know where you're going. - Let someone else know where you are going and when you will return. - Buddy system – never go off alone. - Hiking on roads – Stay in single file on left side facing the traffic. - Hiking on trails – Do not leave the trail. - Universal distress call is any signal repeated 3 times. - The most important part of hiking is doing it safely. - A smart hiker knows when to turn back on a dangerous route. - Hike at a pace that is best for the slowest member of the group. - Scout Outdoor Essentials are what you carry - No Trace methods - Planning – the Five W's:

1. where are you going 2. when will you return 3. who is going with you 4. why are you going 5. what are you taking (Scout Outdoor Essentials)

Scout Outdoor Essentials:

1. pocket knife 2. first aid kit 3. extra clothing 4. rain gear 5. water bottle 6. flashlight 7. trail food 8. matches or lighter 9. sun protection 10. map, compass and whistle

If you get lost....STOP

- Stay calm - Think - Observe - Plan

CAMPING:

Plan ahead – using the five W's (where, when, who, why, what)

1. where are you going 2. when will you return 3. who is going with you 4. why are you going 5. what are you going to do

Selecting a campsite:

- Permission – Always get permission if private land. If public land, make sure camping is allowed.
- Environmental Impact – Use established campsites if possible and existing fire rings if available.
- Safety – Don't pitch a tent under trees with dead branches, low spots that can flood or areas that are likely targets of lightning.
- Size – large enough for patrols? Use 200-ft rules.
- Water – several gallons per Scout – 200-ft rule
- Terrain – Gentle slope for drainage. Area facing south and east will be drier.
- Privacy – respect the privacy of others
- Remember the Outdoor Code and No Trace Camping
- Set up dining fly first – if it starts to rain, you have a place for shelter and gear.
- Set up tents in patrols in a semi-circle layout.
- Avoid camping in meadows – woods provide shelter from sun and wind
- Campfires & stoves – use existing fire rings at least 30 feet from tents

CAT HOLES AND LATRINES:

Find a private spot at least 200 feet from water, campsites and trails. Organisms in the soil's top layer will break down waste. Mark each with a stick.

Cat holes – dig a hole 6 to 8 inches deep.

Latrines – 6 to 8 inches deep, 1 foot wide and 3 or 4 feet long KNIFE OR AX CARE & HANDLING:

Keep sharp at all times

Carry ax by holding near the head

Use only in safe area

BUILDING A FIRE:

Selecting a sight – minimize environmental impact. Use existing fire rings if available.

Safety – Rake away dry leaves, pine straw, etc. Keep water nearby. Never leave a fire unattended. At least 30 feet from tents.

Build fire on a mound. Do not dig a pit (harms soil layer)

Components of a fire – tinder, kindling and fuel wood

Types of construction – teepee, log cabin, lean-to

THE GOALS OF SCOUTING: (found on the back cover of Scout Handbook)

1. Character 2. Citizenship 3. Fitness

CODE OF CONDUCT CONTRACT

CODE OF CONDUCT: Annually, at recharter time, each Scout will review the Code of CONDUCT AGREEMENT

If the Scout wishes to abide by the Code, they will sign the form, obtain his/her parent's signature, and return the signed Code of Conduct form to the Scoutmaster.

After the recharter date, any Scout who has not turned in a signed Code of Conduct form to the Scoutmaster, will not be permitted to participate in Troop 260/262 events/activities.

GOOD BEHAVIOR REWARDS: Troop 260/262 leadership will strive to recognize, acknowledge, and when appropriate reward, good behavior.

INAPPROPRIATE BEHAVIOR CONSEQUENCES: Behavior in defiance of the Code of Conduct will be addressed by the following leadership.

LEVEL

1. Patrol Leader/Assistant Patrol Leader
2. Senior Patrol Leader/Assistant Senior Patrol Leader
3. Assistant Scoutmaster/Junior Assistant Scoutmaster
4. Scoutmaster

It is expected that two individuals will first attempt to resolve an issue between themselves before anyone else (youth or adult) needs to become involved.

The above levels are the standard order. This order will change depending on the type of activity, such as on a non-patrol structured activity the Scout in Charge will be Level 1.

If a behavior issue or problem is not resolved at a lower level, it will then be taken to the next level. Addressing the problem may automatically go to a higher level based on the severity of the behavior or level of Scout/s involved.

Process may include, but is not limited to:

- A. Leader to address inappropriate behavior and identify acceptable resolution.
- B. Meeting of the party/ies involved, the appropriate youth leadership, and two registered adults, to discuss issues and planned resolutions.
- C. Meeting of youth leadership, Scoutmaster, and at least one other registered adult, to determine resolution.
- D. Meeting of Scoutmaster and other adult leadership to determine resolution.

Consequences may include, but are not limited to:

- Apology to the offended individual/s.

- Written reflection on the point of the Scout Oath or Law which was not followed.
- Assigned additional tasks.
- Removal from activity or not allow participation in future activity/ies.
- Removal from leadership position.
- Suspension or removal from Troop.
- Other actions as determined by the Scoutmaster, Assistant Scoutmaster, or Registered Committee Member.

PLEASE SEE THE CODE OF CONDUCT CONTRACT ON THE NEXT PAGE

TROOP 260/262 CODE OF CONDUCT GUIDELINES

In order to provide a positive, safe, and enriching environment for all scouts; while offering opportunities for wonderful adventures; the following rules have been established:

1. I will follow the Scout Law, Scout Oath, Motto, and Outdoor Code. I will remember that these are the basis for all the following rules and should be the basis for all of my actions.
2. I am expected to follow the posted or verbal schedule of activities and assignments specified by the troop leadership.
3. I will do my best to be on time and wearing the appropriate uniform for all troop events.
4. I may not use or possess any alcoholic beverages, tobacco, or illegal drugs. If found or detected, my parents (and/or the police, if necessary) will be notified immediately.
5. When on outings I understand, unless otherwise posted, that lights will be out, I will be quiet, and I will be in bed by 11:00 P.M.
6. No visitors will be allowed in other people's tents from 11:00 P.M. until 8:00 A.M.
7. Sounds that can be heard outside my tent after lights out are disrespectful and disturbing to others. Lack of compliance will be dealt with by the troop leaders.
8. I will take responsibility for any property owned by a camp, the troop, or another individual that I damage.
9. The use of profanity or abusive language will not be permitted.
10. I will not bring any electronic devices like radios, walkmans, game devices, etc. to any troop event. An exception to this rule can be made only by the Scoutmaster, no other troop youth or adult leader.
11. I will use matches and lighters only when appropriate and safe.
12. I will follow Totin' Chip rules and regulations when using knives, saws, and axes.
13. I will use the buddy system on all troop activities.

Troop 260/262 are primarily responsible for the behavior, safety, and welfare of our members on all camping events. At District or Council events, as well as at BSA camps, all District/Council/camp leaders have the right and responsibility of helping and correcting any problem they encounter. I will follow the directions of those leaders as if they were my troop's leaders.

Scout's Signature _____ Date _____

Parent's Signature _____ Date _____

This form is signed once a year at recharter time. It must be signed by the Scout and parent/guardian and turned in to the Scoutmaster prior to participating in any Troop activities.