

## Tenderfoot

*NOTE: These requirements may be worked on simultaneously with those for Second Class and First Class; however these ranks must be earned in sequence.*

#	Requirement	Explanation and Notes	Reference
1	Present yourself to your leader, properly dressed, before going on an overnight camping trip.		BSH p 200-206
	Show the camping gear you will use.	<i>Show all of the gear in your pack including your share of any group gear. Be sure to include the 10 essentials Be able to explain why you included some items and what you left out.</i>	BSH p 224-227
	Show the right way to pack and carry it.	<i>Pack all gear in preparation for hiking to the campsite. No actual hike is required.</i>	BSH p 230-231
2	Spend at least one night on a patrol or troop campout.	<i>Attendance</i>	
	Sleep in a tent you have helped pitch.	<i>Other scouts may help and direct you</i>	
3	On the campout, assist in preparing and cooking one of your patrol's meals.	<i>Participate in food preparation and cooking Other scouts may help and direct you</i>	
	Tell why it is important for each patrol member to share in meal preparation and cleanup, and explain the importance of eating together.		BSH p 281-283
4a	Demonstrate how to whip	<i>Demonstrate from memory. Use any recognized method such as those shown in the scout handbook or pioneering merit badge pamphlet Use twine suitable for whipping on a rope suitable for whipping such as manila The resulting whipping should be tight</i>	BSH p34
	and fuse the ends of a rope.	<i>Demonstrate on synthetic rope suitable for fusing Demonstrate or tell about safety precautions</i>	BSH p34
4b	Demonstrate you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.	<i>Demonstrate from memory. Explain uses</i>	BSH p 35-37
5	Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.		BSH p 38-39
	Explain what to do if you are lost.	<i>Include explanation of how to avoid getting lost</i>	BSH p 40-41
6	Demonstrate how to display,	<i>Know days when it is especially important to fly the flag. Know when flag should be flown at half-staff. Know basic rules for displaying the flag under the following</i> <ul style="list-style-type: none"> <li>• <i>Flags at different heights</i></li> <li>• <i>Flags at equal heights</i></li> <li>• <i>With flags of other nations</i></li> <li>• <i>Horizontal and vertical display on a wall</i></li> <li>• <i>Auditorium, church, synagogue or temple</i></li> <li>• <i>Hung over a street</i></li> </ul>	BSH p 42-44

#	Requirement	Explanation and Notes	Reference
	raise,	<i>Using a flagpole with the help of another scout.] Show raising to half-staff.</i>	BSH p 43
	lower,	<i>Using a flagpole. Show lowering from half-staff.</i>	BSH p 43
	and fold the American flag.	<i>With the help of another scout.</i>	BSH p 43
7	Repeat from memory and explain in your own words the Scout Oath,	<i>Memorize the text of the Scout Oath. Explanation in the scout's own words should demonstrate the scout understands the meaning of the oath</i>	BSH p 45-46
	Law,	<i>Memorize the twelve points in order. Explanation in the scout's own words should demonstrate the scout understands each on the 12 points</i>	BSH p 47-54
	motto,		BSH p 54
	and slogan.		BSH p 55
8	Know your patrol name,	<i>Name of the patrol, not just the patrol leader.</i>	BSH p 56
	give the patrol yell,	<i>The patrol must develop a patrol yell</i>	BSH p 56
	and describe your patrol flag.	<i>The patrol must make a patrol flag. Provide a verbal description, a sketch or show the flag.</i>	BSH p 56
9	Explain why we use the buddy system in Scouting.		BSH p 57
10a	Record your best in the following tests:		BSH p 57
	Push-ups		
	Pull-ups		
	Sit-ups		
	Standing long jump		
	1/4 mile walk/run		
10b	Show improvement in the activities listed in requirement 10a after practicing for 30 days.	<i>Provide a written record showing your practice results Show improvement in each activity commensurate with the abilities of the scout. For example, if a scout can not complete one pull-up, but shows he practiced and can pull himself closer to the bar this demonstrates improvement. A scout who can do 10 pull-ups should be able to do at least 11 after 30 days.</i>	BSH p 58
11	Identify local poisonous plants;	<i>Describe characteristics of poison ivy and preferably identify the plant in the field.</i>	BSH p 59 & 318
	tell how to treat for exposure to them.	<i>Describe what to do to skin and clothes and what to avoid.</i>	BSH p 59
12a	Demonstrate the Heimlich maneuver	<i>Demonstrate on a training device or mannequin. If not available then demonstrate on another scout without using the required force. Show the necessary force using a tree or log.</i>	BSH p 296-297
	and tell when it is used.		BSH p 296-297
12b	Show first aid for the following:	<i>Demonstrate and explain each of the first aid procedures</i>	
	Simple cuts and scratches		BSH p 304
	Blisters on the hand and foot	<i>Also talk about prevention</i>	BSH p 308
	Minor burns or scalds (first degree)		BSH p 306
	Bites and stings of insects		BSH p 310-311

#	Requirement	Explanation and Notes	Reference
	and ticks	<i>Also tell how to recognize and remove ticks</i>	BSH p 310
	Poisonous snakebite	<i>Include use of a venom extractor</i>	BSH p 313
	Nosebleed		BSH p 306
	Frostbite	<i>Also tell how to recognize frostbite and ways to prevent it</i>	BSH p 324
	and sunburn	<i>Also talk about prevention</i>	BSH p 307
13	Demonstrate scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.		
14	Participate in a Scoutmaster conference.	<i>Make an appointment with the Scoutmaster Reflect on what you have accomplished and opportunities ahead Demonstrate that the scout is ready for a board of review</i>	BSH p 60  TCG p 28
15	Complete your board of review	<i>Make sure the work has been learned and completed Find out what kind of experience the scout is having in his patrol and troop Encourage the scout to progress further</i>	BSH p 61 TCG p 30

## Second Class

*NOTE: These requirements may be worked on simultaneously with those for the Tenderfoot and First Class ranks; however these ranks must be earned in sequence.*

#	Requirement	Explanation and Notes	Reference
1a	Demonstrate how a compass works	<i>Show how to use an orienteering compass Discuss magnetic vs. true north and declination Tell about declination and give the declination for Randolph Take a true bearing on a landmark using a compass</i>	BSH 70-71,  BSH p 74
	and how to orient a map.	<i>Orient using a compass and the magnetic north-south line Also orient by inspection</i>	BSH p 71-72
	Explain what map symbols mean.	<i>Using a topographic map, Identify common map symbols including those in the maps margins Identify and explain contour lines</i>	BSH p 67-68 BSH p 69
1b	Using a compass and a map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.*	<i>Each scout in the group should take a turn following the map and compass</i>	BSH p 72-74
2a	Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.	<i>Attend and participate in the activity. Each event counts as one activity. For example a weekend camping trip that includes a day hike is one activity. You may include your Tenderfoot camping trip as one activity.</i>	
2b	On one of these campouts, select your patrol site	<i>May be selected in conjunction with other patrol members Explain why you selected the site you did and tell about pros and cons you considered</i>	BSH p 232-235
	and sleep in a tent that you pitched.	<i>Another scout may help under your direction</i>	
2c	On one campout, demonstrate proper care, sharpening, and use of	<i>Must be completed on an a campout</i>	
	the knife,	<i>Use a pocket knife (no sheath knives, switchblades etc.)</i>	BSH p 78-79
	saw,	<i>Use a bow saw or similar camp saw Demonstrate blade replacement in lieu of sharpening</i>	BSH p 80-81
	and ax,	<i>Use a hand ax or a ¾ ax Demonstrate</i>	BSH p 81-85
		<ul style="list-style-type: none"> <li>• Limbing</li> <li>• Bucking</li> <li>• Splitting</li> <li>• Carrying</li> <li>• Passing</li> <li>• Storing</li> </ul>	
	and describe when they should be used.		BSH p 77-85
2d	Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.	<i>You may use any of the appropriate tools</i>	BSH p 77-85, 249-250
2e	Discuss when it is appropriate to use a cooking fire and a lightweight stove		BSH p 248

#	Requirement	Explanation and Notes	Reference
	Discuss the safety procedures for using both.	<i>Be sure to discuss safety procedures for the troop Coleman Peak 1 backpacking stoves including filling, storing and carrying</i>	BSH p 249-250, 254-255
2f	Demonstrate how to light a fire	<i>Use natural materials and a minimum number of matches Demonstrate use of tinder, kindling and fuel</i>	BSH p 249-252
	and a lightweight stove.	<i>Demonstrate using the troop Coleman Peak 1 backpacking stoves. It is also desirable to learn about additional lightweight stoves. Show how to fill, pressurize, light and adjust the flame</i>	
2g	On one campout, plan and cook over an open fire one hot breakfast or lunch for yourself, selecting foods from the food pyramid.	<i>Planning must include a discussion of what the scout will cook, the foods required and how to cook it. Must be cooked on an open fire. No stoves or charcoal.</i>	BSH p
	Explain the importance of good nutrition.		BSH p 259
	Tell how to transport, store, and prepare the foods you selected.	<i>Explain the procedures you would follow on a camping or backpacking trip</i>	BSH p 263 & chapter 10
3	Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.	<i>You may participate as part of a non-scout group</i>	
4	Participate in an approved (minimum of one hour) service project.	<i>This may be done as part of another scout's Eagle project or part of a troop or patrol project.</i>	
5	Identify or show evidence of at least ten kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.	<i>Do this without the aid of books or other materials. Acceptable evidence includes sight, sound, smell, tracks, den, droppings etc. Community can include Randolph or any place the troop or patrol hikes or camps.</i>	BSH p 89-97
6a	Show what to do for "hurry" cases of	<i>Show means demonstrate and explain what you are doing</i>	BSH p 293
	stopped breathing,	<i>Use a dummy where possible</i>	BSH p 294-295
	serious bleeding,		BSH p 299-301
	and internal poisoning.		BSH p 302
6b	Prepare a personal first aid kit to take with you on a hike.	<i>Show the first aid kit you prepared and its contents. Should be a small kit suitable for a day hike. No store bought kits.</i>	BSH p 289
6c	Demonstrate first aid for the following:	<i>Demonstrate as much as reasonably possible and explain what you are doing</i>	
	Object in the eye		BSH p 314
	Bite of a suspected rabid animal		BSH p 312
	Puncture wounds from a splinter, nail, and fishhook		BSH p 305
	Serious burns (second degree)	<i>Also explain symptoms</i>	BSH p 306
	Heat exhaustion	<i>Also explain symptoms, causes and prevention</i>	BSH p 319
	Shock	<i>Also explain symptoms and causes</i>	BSH p 303
	Heatstroke,	<i>Also explain symptoms, causes and prevention</i>	BSH p 320
	dehydration,	<i>Also explain symptoms, causes and prevention</i>	BSH p 321
	hypothermia,	<i>Also explain symptoms, causes and prevention</i>	BSH p 323

#	Requirement	Explanation and Notes	Reference
	and hyperventilation	<i>Also explain symptoms and causes</i>	BSH p 314
7a	Tell what precautions must be taken for a safe swim.	<i>Identify from memory the 8 points of BSA Safe Swim Defense. Be able to explain each of the points.</i>	BSH p 99
7b	Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.	<i>This is the BSA beginner test. A scout who earns a "red tag" at summer camp meets this requirement. The swimmer must be able to make an abrupt entry into deep water and begin swimming without any aids. Walking in from shallow water, easing in from the edge or down a ladder, pushing off from side or bottom, or gaining forward momentum by diving do not satisfy this requirement. The swimming can be done with any stroke, but no underwater swimming is permitted. The stop assures that the swimmer can regain a stroke if it is interrupted. The test demonstrates that the beginning swimmer is ready to learn deepwater skills and has the minimum ability required for safe swimming in a confined area in which shallow water, sides, or other support is less than 25 feet from any point in the water.</i>	Guide to Safe Scouting
7c	Demonstrate water rescue methods by reaching with your arm or leg,	<i>Demonstrate with a "victim" in the water</i>	BSH p 105-106
	by reaching with a suitable object,		BSH p 105-106
	and by throwing lines and objects.		BSH p 106
	Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible,		BSH p 104-107
	and explain why and how a rescue swimmer should avoid contact with the victim.		BSH p 105
8	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.	<i>Randolph students who participate in the DARE program meet this requirement</i>	BSH p 108
	Discuss your participation in the program with your family.	<i>Parent should attest the scout has fulfilled this requirement</i>	BSH p 108
9	Demonstrate scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.		BSH p 109-109
10	Participate in a Scoutmaster conference.	<i>Make an appointment with the Scoutmaster Reflect on what you have accomplished and opportunities ahead Demonstrate that the scout is ready for a board of review</i>	BSH p 109
11	Complete your board of review.	<i>Make sure the work has been learned and completed Find out what kind of experience the scout is having in his patrol and troop Encourage the scout to progress further</i>	BSH p 61 TCG p 30

## First Class

*NOTE: These requirements and those for Tenderfoot and Second Class may be worked on simultaneously; however these ranks must be earned in sequence.*

#	Requirement	Explanation and Notes	Reference
1	Demonstrate how to find directions during the day and at night without using a compass.	<i>Scouts must demonstrate one daytime and one nighttime method. They should be able to find North, South, East and West within about 30°</i>	BSH p 114-117
2	Using a compass, complete an orienteering course that covers at least one mile	<i>Scout must be able to locate points marked on a map A one mile course typically will have at least 5 points to locate To be able to complete this requirement, scouts will need to be proficient in the use of a map &amp; compass and measuring distances.</i>	BSH p 119
	and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.)	<i>You must estimate the measurements of at least two different types of items. The items should be too big to measure directly with a tape or ruler. This can be done as part of the orienteering course or separately.</i>	BSH p 121-125
3	Since joining, have participated in ten separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.	<i>Attend and actively participate in the activity. Each event counts as one activity. For example a weekend camping trip that includes a day hike is one activity. You may use your five Second Class activities as part of the ten activities</i>	
4a	Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner and that requires cooking at least two meals.	<i>Participate as a patrol member in planning the menu Have a written copy of the menu prepared by the scout or another scout in his patrol</i>	BSH chap 10
	Tell how the menu includes the foods from the food pyramid and meets nutritional needs.	<i>Explain the requirement using the written copy of the menu</i>	BSH p 259
4b	Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys	<i>Provide a written list that includes food and staples necessary to prepare the menu</i>	BSH p 260
	and secure the ingredients.	<i>Scout must shop for the ingredients. He can do this with family and patrol members</i>	
4c	Tell which pans, utensils, and other gear will be needed to cook and serve these meals.	<i>List all of the required equipment including gear needed for preparation and cleanup Tell how each piece of equipment is used</i>	BSH chap 10
4d	Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products.	<i>Explain procedures you would follow on a camping trip</i>	BSH p 263
	Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.	<i>Explain procedures you would follow on a camping trip</i>	BSH p 281-283

#	Requirement	Explanation and Notes	Reference
4e	On one campout, serve as your patrol's cook.	<i>Only one person in each patrol can fulfill this requirement on a single campout unless the trip is long enough to prepare six meals.</i>	BSH p
	Supervise your assistant(s) in using a stove or building a cooking fire.	<i>Identify duty roster jobs for each assistant</i>	BSH p
	Prepare the breakfast, lunch, and dinner planned in requirement 4a.	<i>Two of the three meals require cooking as per 4a the third can be prepared without cooking</i>	BSH p
	Lead your patrol in saying grace at the meals and supervise cleanup.	<i>Use the grace said at scout camp or another non denominational grace</i>	BSH p 129, 281-283
5	Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.	<i>Tell who you visited, where, when and give a summary of your discussion.</i>	BSH p 130
6	Identify or show evidence of at least ten kinds of native plants found in your community.	<i>Do this without the aid of books or other materials. Trees are typical plants, but any native plant can be used to fulfill this requirement. Identification can be done by seeing the entire tree or just from leaves, bark or seeds. Each species counts as one plant. For example if a scout can identify a white oak and a black oak he has identified two plants. If a scout just identifies an oak he has identified one plant and can not use specific species of oak trees. Community can include Randolph or any place the troop or patrol hikes or camps.</i>	BSH p 131-136
7a	Discuss when you should and should not use lashings		BSH p 137
7b	Demonstrate tying	<i>Demonstrate tying each knot from memory.</i>	
	the timber hitch		BSH p 138
	and clove hitch		BSH p 139
	and their use in square,		BSH p 141
	shear,	<i>Show a shear/round lashing to extend two poles and to make a bi-pod or tri-pod</i>	BSH p 142, 146, 147
	and diagonal lashings by joining two or more poles or staves together.		BSH p 143
7c	Use lashing to make a useful camp gadget.	<i>This can be a simple project or the scout can actively participate in building a larger group project such as a tower or a bridge.</i>	BSH p 144-145
8a	Demonstrate tying the bowline knot	<i>Demonstrate from memory.</i>	BSH p 149-150
	and describe several ways it can be used.		BSH p 148
8b	Demonstrate bandages for	<i>Demonstrate from memory using a triangular bandage or neckerchief</i>	
	a sprained ankle		BSH p 309
	and for injuries on the head,		BSH p 309
	the upper arm,	<i>Demonstrate splinting a simple fracture</i>	BSH p 316



#	Requirement	Explanation and Notes	Reference
	and the collarbone.		BSH p 316-317
8c	Show how to transport by yourself, and with one other person, a person:	<i>Demonstrate both one and two person methods.</i>	
	from a smoke-filled room		BSH p 326
	with a sprained ankle, for at least 25 yards.	<i>The scout should be able to make a stretcher from improvised materials</i>	BSH p 326-329
8d	Tell the five most common signs of a heart attack.	<i>From memory</i>	BSH p 298
	Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).	<i>The scout must understand the steps. The scout is encouraged to practice and demonstrate on a training dummy used for CPR, but this demonstration is not necessary to meet this requirement.</i>	
9a	Tell what precautions must be taken for a safe trip afloat.	<i>Identify from memory the 9 points of BSA Safety Afloat. Be able to explain each of the points.</i>	BSH p 153-154
9b	Successfully complete the BSA swimmer test.	<i>A scout who earns a "blue tag" at summer camp meets this requirement.</i> 1. <i>"Jump feetfirst into water over the head in depth, level off, and begin swimming... The swimmer must be able to make an abrupt entry into deep water and begin swimming without any aids. Walking in from shallow water, easing in from the edge or down a ladder, pushing off from side or bottom, or gaining forward momentum by diving do not satisfy this requirement.</i> 2. <i>"...Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl..." The swimmer must be able to cover distance with a strong, confident stroke. The 75 yards must not be the outer limit of the swimmer's ability; completion of the distance should give evidence of sufficient stamina to avoid undue risks. Dog-paddling and strokes repeatedly interrupted and restarted are not sufficient; underwater swimming is not permitted. The itemized strokes are inclusive. Any strong side or breaststroke or any strong overarm stroke (including the back crawl) is acceptable.</i> 3. <i>"...swim 25 yards using an easy, resting backstroke..." The swimmer must indicate the ability to execute a restful, free-breathing backstroke that can be used to avoid exhaustion during swimming activity. This element of the test necessarily follows the more strenuous swimming activity to show that the swimmer is, in fact, able to use the backstroke as a relief from exertion. The change of stroke must be accomplished in deep water without any push-off or other aid. Any variation of the elementary may suffice if it clearly provides opportunity for the swimmer to rest and regain wind.</i> 4. <i>"...The 100 yards must be swum continuously and include at least one sharp turn..." The total distance is to be covered without rest stops. The sharp turn simply demonstrates the swimmer's ability to reverse direction in deep water without assistance or push-off from side or bottom.</i> 5. <i>"...After completing the swim, rest by floating."</i>	Guide to Safe Scouting

#	Requirement	Explanation and Notes	Reference
		<p><i>This critically important component of the test evaluates the swimmer's ability to maintain in the water indefinitely even though exhausted or otherwise unable to continue swimming. Treading water or swimming in place will further tire the swimmer and are therefore unacceptable. The duration of the float test is not significant, except that it must be long enough for the test administrator to determine that the swimmer is, in fact, resting and could likely continue to do so for a prolonged time. The drownproofing technique may be sufficient if clearly restful, but it is not preferred. If the test is completed except for the floating requirement, the swimmer may be retested on the floating only (after instruction) provided that the test administrator is confident that the swimmer can initiate the float when exhausted.</i></p>	
9c	<p>With a helper and a practice victim, show a line rescue both as tender and rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)</p>	<p><i>Clothes inflation is no longer a requirement</i></p>	<p>BSH p 162-163</p>
10	<p>Demonstrate scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.</p>		<p>BSH p 164</p>
11	<p>Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active.</p>	<p><i>There is no requirement for the other boy to actually attend the event or join scouting. If the other boy does not attend an event, you must demonstrate you made the effort called for in the requirement.</i></p>	
12	<p>Participate in a Scoutmaster conference.</p>	<p><i>Make an appointment with the Scoutmaster Reflect on what you have accomplished and opportunities ahead Demonstrate that the scout is ready for a board of review</i></p>	<p>BSH p 165</p>
13	<p>Complete your board of review.</p>	<p><i>Make sure the work has been learned and completed Find out what kind of experience the scout is having in his patrol and troop Encourage the scout to progress further</i></p>	<p>BSH p 61 TCG p 30</p>