



- b. Using a compass and a map together, take a five-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian. (Note: If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike.")

Date:

Route:

- 2. Discuss the principles of [Leave No Trace](#).

- 3. a. Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.

1.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
2.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
3.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
4.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
5.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>

- b. On one of these campouts, select your patrol site and sleep in a tent that you pitched. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

- c. Demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.

- d. Use the tools listed in requirement 3c to prepare tinder, kindling, and fuel for a cooking fire.
- e. Explain when it is appropriate to use a cooking fire.

- At an approved outdoor location and at an approved time, and using the tinder, kindling, and fuel wood from requirement 3d, demonstrate how to build a fire; light the fire, unless prohibited by local fire restrictions.
- After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.
- f. Explain when it is appropriate to use a lightweight stove or propane stove.

- Set up a lightweight stove or propane stove;
- Light the stove, unless prohibited by local fire restrictions.
- Describe the safety procedures for using these types of stoves.

- g. On one campout, plan and cook one hot breakfast or lunch, selecting foods from the MyPlate food guide or the current USDA nutrition model.
- Explain the importance of good nutrition.

- Tell how to transport, store, and prepare the foods you selected.

- 4. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity. Explain to your leader what respect is due the flag of the United States.

- 5. Participate in approved (minimum of one hour) service project(s).

Date:  Project:

- 6. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.

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

7. a. Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning.

Stopped breathing:

--

Serious bleeding,

--

Internal poisoning.

--

b. Prepare a personal first-aid kit to take with you on a hike.


c. Demonstrate first aid for the following:

• Object in the eye

--

• Bite of a suspected rabid animal

--

• Puncture wounds from a splinter, nail, and fishhook

Splinter

--

Nail

--

Fishhook

--

• Serious burns (second-degree)

--

- Heat exhaustion

--

- Shock

--

- Heatstroke, dehydration, hypothermia, and hyperventilation

Heatstroke

--

Dehydration

--

Hypothermia

--

Hyperventilation

--

8. a. Tell what precautions must be taken for a safe swim.

--

- b. Demonstrate your ability to jump feet first 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.
- c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.

Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.

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- 9. a. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions.

- b. Explain the three R's of personal safety and protection.

1.	R	
2.	R	
3.	R	

- 10. Earn an amount of money agreed upon by you and your parent, then save at least 50 percent of that money.

Amount Earned:  Amount Saved:

- 11. Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.

Discuss four specific examples (different from those used for Tenderfoot requirement 13) of how you have lived the points of the Scout Law in your daily life.

1.	
2.	

3.

4.

- 12. Participate in a Scoutmaster conference.
- 13. Complete your board of review.

**Notes:**

*Alternate Requirements for the Second Class rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book. [Click here to learn more](#), and see the information from the Guide to Advancement at the end of this workbook.*

*The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.*

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Second\\_Class\\_Rank/#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Second_Class_Rank/#Requirement_resources)

## Important excerpts from the 'Guide To Advancement', No. 33088:

Effective January 1, 2012, the *'Guide to Advancement'* (which replaced the publication *'Advancement Committee Policies and Procedures'*) is now the official Boy Scouts of America source on advancement policies and procedures.

- [ Inside front cover, and 5.0.1.4 ] — **Unauthorized Changes to Advancement Program**  
*No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.* (There are limited exceptions relating only to youth members with disabilities. For details see section 10, "Advancement for Members With Special Needs".)
- [ Inside front cover, and 7.0.1.1 ] — The 'Guide to Safe Scouting' Applies  
Policies and procedures outlined in the *'Guide to Safe Scouting'*, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- [10.2.2.0] — **Advancement for Boy Scouts and Varsity Scouts With Disabilities**  
Members must meet current advancement requirements as written for merit badges, all ranks, and Eagle Palms, although some allowable substitutions or alternatives are specifically set forth in official literature. The member is expected to meet the requirements—no more and no less—and he is to do exactly what is stated. If it says, "Show or demonstrate," that is what he must do; just "telling" isn't enough. The same holds for words and phrases such as "make," "list," "in the field," "collect," "identify," and "label." Requests for alternate requirements for Tenderfoot, Second Class, and First Class ranks can be made using the information outlined below.
- [10.2.2.1] — **Using Alternative Requirements**  
A degree of modification in advancement requirements may be necessary to mainstream as many members with disabilities as possible. Thus a Scout with a permanent physical or mental disability (or a disability expected to last more than two years or beyond the 18th birthday) who is unable to complete all the requirements for Tenderfoot, Second Class, or First Class rank may, with his parent or guardian, submit a request to the council advancement committee to complete alternative requirements. Unless a Scout has been approved to register beyond the age of eligibility, then alternative requirements must be completed by the 18th birthday. The procedures appear below. This avenue is also available to youth with longer-term disabilities (such as those related to a severe injury) who want to continue advancing during recovery.

Simple modifications very close to existing requirements need not be approved. A Scout in a wheelchair, for example, may meet the requirements for hiking by "wheeling" to a place of interest. Allowing more time and permitting special aids are also ways leaders can help Scouts with disabilities make progress. Modifications, however, must provide a very similar challenge and learning experience. The outcomes of the Scouting experience should be fun and educational, and not just relate to completing rank requirements that might place unrealistic expectations on a member who has a disability.

- [10.2.2.2] **How to Apply for Alternative Requirements**  
Before applying for alternative requirements, members must complete as many of those existing as possible. Once they have done their best to the limit of their abilities and resources, the unit leader or a troop committee member submits to the council advancement committee, a written request for alternate requirements for Tenderfoot, Second Class, and First Class ranks. It must show what has been completed, and suggest the alternates for those requirements the Scout cannot do.

The request must be accompanied by supporting letters from the unit leader, a parent or guardian, and the member (if possible), as well as a written statement from a qualified health professional related to the nature of the disability. This may be a physician, neurologist, psychiatrist, psychologist, etc., or an educational administrator as appropriate. Statements must describe the disability; cover the Scout's capabilities, limitations, and prognosis; and outline what requirements cannot be completed. Additional information such as Individualized Education Plans provided to parents by schools, and various treatment summaries and reports, may help an advancement committee make an informed decision.

Normally, it is expected that youth with moderate learning disorders, ADD, ADHD, and so forth, can—albeit more slowly— complete standard requirements.

The advancement committee reviews the request, using the expertise of professionals involved with youth who have disabilities. To make a fair determination, the committee may want to interview the Scout, his parent(s) or guardian(s), and the unit leader. The committee's decision is then recorded and delivered to the Scout and the unit leader.