

### Note to Scoutmasters:

- (1) Read Part 1-6 for each rank before you conduct the SM Conference.
- (2) Do not give these books to Scouts. They are kept in the file cabinet. Scouts may download a copy from the website.
- (3) Scouts must come to the SM Conference with their Scout Handbook. Have them use the book if they need a quick reference. Scouts need to know how to reference their book.
- (4) Intent of SM Conferences for T/F through 1C is teaching unless the Scout is totally unprepared or clueless. If so, send them back to study. You should be more demanding for Star – Eagle. They must know their T/F – 1C Scout Skills; if not – stop the conference, send them back to study, and reschedule only at your convenience. Chide them for wasting your time. We want the Star-Eagle Scouts in the business of teaching younger Scouts – we cannot do that if they do not know their skills.
- (5) When Scouts request a SM Conference, remind them that it is their job to review the material prior to the SM Conference. If it is apparent that they have not reviewed the material, inform them that you will not begin the Scoutmaster Conference and it will be rescheduled at your convenience.
- (6) This booklet is a guide. The SM May ask additional technical questions from prior ranks (use the Scout Handbook) if warranted by the fact that the Scout does not have a good grasp on ALL T/F – 1C technical skills.
- (7) Finally, use this as an opportunity to get to know the Scout better. Find out what he likes and dislikes about Scouting and the Troop – use that as feedback for the monthly Scoutmaster’s meetings.

### Note to Scouts

- (1) It is your job to contact the ASM/SM associated with your patrol to arrange a SM Conference. Any SM may do you SM Conference. However, you should only ask other SMs if the ones associated with you patrol are not available. This means that you have contacted them personally and they said no because of their schedule.
- (2) The questions noted in the booklet are a guide for the SM. He/She may ask you additional questions for past ranks. You are expected to know all Scout technical skills for this rank and your previous ranks. This requirement becomes much more stringent if you are going for Star through Eagle. If the Scoutmaster determines that you have not prepared, he/she will stop the conference and you will reschedule at the convenience of the SM since you have wasted their time once.
- (3) You are required to bring your Scout Handbook to the SM Conference. It is acceptable if you need to occasionally refer to your book to answer a question or demonstrate a skill – note the emphasis placed on occasionally. Bring also your Merit Badge Records. Make sure everything is in order. Make sure you have all the proper signatures and dates in your Handbook. Make sure you have all of your Merit Badge Blue Cards with you -- preferably in a binder, in plastic baseball card sleeves showing the award card on the front side and the Blue Card signatures on the back side, and organized by date received.
- (4) Wear your full Class A uniform, including the Merit Badge sash. All uniform insignia should be current and up to date, including rank and leadership position.

(5)

# Life

Scoutmaster's Conference Workbook - Life

**Scoutmasters – Complete items 1-6. Upon completion of the Scoutmaster Conference, place this workbook back in the Scout's individual file folder in the office filing cabinet. Do not give this book to Scouts. They can download a copy from the website.**

1. General Information

(a) Scoutmaster \_\_\_\_\_

(b) Date \_\_\_\_\_

(c) Eagle required merit badges applied for Star, Life, and Eagle rank.  
Check the Scout's handbook – it must be completed.

i. Star must have 4 – Merit Badges applied to this rank:


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

ii. Life must have 3 additional past Star – Merit Badges applied to this rank:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Eagle Required Merit Badges

First Aid	Swimming	} Do one of these
Citizenship in the Community	Hiking	
Citizenship in the World	Cycling	
Citizenship in the Nation	Camping	
Communications	Family Life	
Personal Fitness	Personal Management	
Emergency Preparedness	Environmental Science	
Lifesaving		} Do one of these

2. Scoutmasters must evaluate the Scout on all requirements for the Scoutmaster Conference rank and selected requirements from lower ranks. Questions for lower rank eagle merit badges are marked with a  after the question number. Questions for Scout through 1<sup>st</sup> Class are as

shown in the question set. The intent is “**hands-on**” as much as possible – demonstrate not discuss. Use the Scoutmaster Conference buckets for “hands-on” items. Some items (such as axes, stoves, lanterns, and other equipment) are located in the trailers or shed. Questions starting with the word “demonstrate” mean demonstrate (not discuss) by the Scout.

As discussed at the Scoutmaster Meeting, the purpose of this type of forum is:

- Ensure that our Scouts know the material as we will expect them to be the teachers of the future – this provides a quality check in the troop.
- Objectivize the SM Conference – i.e. 85%”Go” rate in paragraph 3.
- Equalize SM Conference among Scoutmasters. It also serves as a memory jogger for Scoutmasters.

Credit should be given for the tasks if the Scout **generally** knows the material – exactness is required for some but not all questions. For instance, they do not need to recite by rote all of the symptoms for a heart attack. However, if it is clear that they do not know the material on a particular subject, move on and have them do that at a later date. Allows Scouts to use their handbook on an infrequent basis - we want ensure that they know how to navigate within their book. The GO/NO GO questions are a guideline. Scoutmasters have the prerogative to ask additional T/F – 1C questions from past ranks if it is clear that the Scouts does not have a grasp on technical skills.

Complete the following spreadsheets as the Scout finishes each part.

Complete the following matrix from Scout, Tenderfoot, 2<sup>nd</sup> Class, 1<sup>st</sup> Class.

<b>Rank</b>	<b>Part</b>	<b>GOs</b>	<b>NO-GOs</b>	<b>TOTAL</b>
Scout	Part I			2
Tenderfoot	Part II			50
2nd Class	Part III			81
1st Class	Part IV			39
Added Questions (If Deemed Necessary)				
Total is 172 w/ No Added Questions				172

Complete the following

Merit Badge	Part	GOs	NO-GOs	TOTAL	
				If Used for This Rank	If Used in Past Ranks
First Aid	Part V			43	10
Citizenship in the Community	Part VI			9	3
Citizenship in the World	Part VII			14	11
Citizenship in the Nation	Part VIII			26	18
Communications	Part IX			1	0
Personal Fitness	Part X			11	5
Emergency Preparedness	Part XI			12	9
Lifesaving	Part XII			0	0
Swimming	Part XIII			0	0
Hiking	Part XIV			4	4
Cycling	Part XV			0	0
Camping	Part XVI			2	2
Family Life	Part XVII			6	6
Personal Management	Part XVIII			14	2
Environmental Science	Part XIX			21	21

### Score Recapitulation

Number of GOs	
Number of NO-GOs	
TOTAL	
Number of GOs/Divided by Total*100	

3. Summary. Go needed on all four of following to pass SM Conference.

- (a) Achieved 85% or better on all questions.
- (b) Passed Uniform Inspection within Past Year. Check Scout's individual file in the office.
- (c) Shows Tot'em Chit Card
- (d) Shows Fire'em Chit Card

Go	No-Go
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

All GO's, then sign-off Scoutmaster's Conference in Scout Handbook.

4. Have the Scout state three goals that he wants to complete by the next Scoutmaster's Conference.

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_

5. Have the Scout state when he plans to attain the next rank: \_\_\_\_\_

6. Make a copy of this page and give it to the Scout. Place Scoutmaster Conference Workbook in the Scout's individual file folder in the office filing cabinet.

This Scoutmaster Conference Booklet does not address the other subjective rank requirements as shown below:

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

**Requirements for Sign-Off**

On a piece of paper, describe five significant activities that you have accomplished since your last Scoutmaster's Conference that meet the definition of this requirement. Explain these activities to a Scoutmaster/Assistant Scoutmaster. These activities must be significant and require an investment of your time. Record dates and the job that you performed. Examples:

- (1) Opening a door for one person at a supermarket IS NOT a significant accomplishment that requires an investment in your time.
- (2) Mowing the yard, for free, for the elderly woman across the street IS a significant accomplishment that requires the investment of your time.

- While a First Class (Star or Life) Scout, serve actively for 4 (6) months in one or more of the following positions of responsibility (or carry out a Scoutmaster-assigned leadership project to help the troop): Senior Patrol Leader, Assistant Senior Patrol Leader, Patrol Leader, Order of the Arrow Troop Representative, Den Chief, Scribe, Librarian, Historian,

Quartermaster, Bugler, Junior Assistant Scoutmaster, Chaplain Aide, or Instructor.

**Requirements for Sign-Off**

- (1) Make a significant contribution in the position. Establish three written goals for your office and describe how you have achieved your goals. Use the Troop Leadership/Staff Goals Worksheet (Troop 8 Form 3). Written goals will be turned in within one week after election/appointment. You will be assigned a mentor that will assist, evaluate, and discuss your performance in the position at the three and six month periods. At the end of your six month tenure, your mentor will make the decision on whether to sign-off on this requirement in your Boy Scout Handbook. Sample goals for each position are listed in the Troop Leadership/Staff Sample Goals Form (Troop 8 Form 28). However, Scouts are encouraged to use initiative and develop their own goals.
  - (2) Attend 75% of PLCs if you are the Senior Patrol Leader, Assistant Senior Patrol Leader, Scribe, Patrol Leader.
- Be active in your troop and patrol for at least 4 (6) months as a First Class (Star or Life) Scout.

**Requirements for Sign-Off** - For the past 4(6) months from the time that you are requesting signoff,

- (1) Attend 75% of Troop Meetings, and
- (2) Attend 50% of Monthly Scout Workdays, and
- (3) Attend 50% of Troop Campouts

These three requirements are assessed using the criteria defined in the Troop Scout Operations SOP.

**PART I (Scout)**

- 1) Demonstrate tying the square knot
- 2) Demonstrate the: Scout Salute – must be a smart salute with arm at 90 degrees to side of body – forearm and hand straight.

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**PART I SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 2 if no additional questions asked by SM .  
Report GOs and NO-GOs in Paragraph 2.



## PART II (Tenderfoot)

	Go	No-Go
1) Demonstrate how to whip natural rope.	<input type="checkbox"/>	<input type="checkbox"/>
2) Demonstrate tying the following knots and state their uses:		
a) Two half hitches		
i) Demonstrate the knot	<input type="checkbox"/>	<input type="checkbox"/>
ii) Knows use of knot.	<input type="checkbox"/>	<input type="checkbox"/>
b) Taut-line hitch.		
i) Demonstrate the knot.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Knows use of the knot.	<input type="checkbox"/>	<input type="checkbox"/>
3) What do you do if you become lost?		
a) Knows the acronym STOP	<input type="checkbox"/>	<input type="checkbox"/>
b) Explain meaning of S = STAY CALM	<input type="checkbox"/>	<input type="checkbox"/>
c) Explains meaning of T = THINK	<input type="checkbox"/>	<input type="checkbox"/>
d) Explains meaning of O = OBSERVE	<input type="checkbox"/>	<input type="checkbox"/>
e) Explains meaning of P = PLAN	<input type="checkbox"/>	<input type="checkbox"/>
4) Repeat from memory and explain in your own words the Scout Oath. Explain the meaning of the Scout Law, Motto, and Slogan		
a) Scout Oath	<input type="checkbox"/>	<input type="checkbox"/>
i) Repeat from memory – 3 parts		
(1) On my honor, I will do my best to do my duty to God and country, and to obey the Scout Law;		
(2) To help other people at all times;		
(3) To keep myself physically strong, mentally awake, and morally straight.		
ii) Explanation of meaning		
(1) Part 1		
(a) On my honor	<input type="checkbox"/>	<input type="checkbox"/>
(b) I will do my best	<input type="checkbox"/>	<input type="checkbox"/>
(c) To do my duty to God	<input type="checkbox"/>	<input type="checkbox"/>
(d) And my country	<input type="checkbox"/>	<input type="checkbox"/>
(e) And obey the Scout Law	<input type="checkbox"/>	<input type="checkbox"/>
(2) Part 2 - To help other people at all times	<input type="checkbox"/>	<input type="checkbox"/>
(3) Part 3		
(a) To keep myself physically strong	<input type="checkbox"/>	<input type="checkbox"/>
(b) Mentally awake and	<input type="checkbox"/>	<input type="checkbox"/>
(c) Morally straight	<input type="checkbox"/>	<input type="checkbox"/>

## PART II (Tenderfoot)

- b) Scout Law. Explain the meaning
  - i) Trustworthy
  - ii) Loyal
  - iii) Helpful
  - iv) Friendly
  - v) Courteous
  - vi) Kind
  - vii) Obedient
  - viii) Cheerful
  - ix) Thrifty
  - x) Brave
  - xi) Clean
  - xii) Reverent
- c) Scout Motto. Explain the meaning
- d) Scout Slogan. Explain the meaning
- 5) Explain why we use the buddy system in Scouting. Knows when the buddy system is used (Answer: At all times.)
- 6) Demonstrate the Heimlich maneuver and tell when it is used. (Do everything except part [d].)
  - a) Stand behind victim
  - b) Clasp hands together
  - c) Knuckle of one thumb above naval and below rib cage
  - d) Thrust hands inward and upward
  - e) Repeat Heimlich until obstruction clears or medical help arrives.

Go	No-Go
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**PART II (Tenderfoot)**

7) Discuss the first aid for the following:

a) Larger Cuts

- i) Use direct pressure to stop bleeding
- ii) Cover with a sterile gauze or clean cloth folded into pad
- iii) Hold the pad in place with tape, cravat bandage, or other binder

b) Poisonous snakebite

- i) Get victim to a physician as soon as possible
- ii) Remove rings and other jewelry that might cause problems if the area swells
- iii) If you must wait for medical help, have the victim lie down with the bitten part of the body lower than the rest of the body
- iv) Encourage him to stay calm.
- v) Possibly treat for shock
- vi) Do not make any cuts on the bite
- vii) Do not apply ice.

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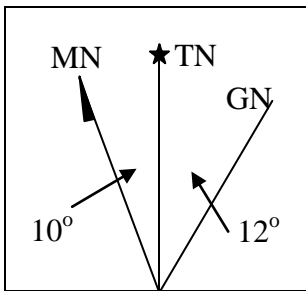
**PART II SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 50 if no additional questions asked by the SM.  
Report GOs and NO-GOs in Paragraph 2.

### PART III (2<sup>nd</sup> Class)

- 1) Demonstrate how to orient a map to the compass - Use the “designated” map sheet. Uses the edge of the compass and orients the map.
- 2) What does the scale on a map mean?
  - a) On the “designated” map, 1” on the map means how many inches on the ground?
  - b) Use the scale on the map and a ruler (or straight edge) to determine the distance between two points identified by the Scoutmaster.
- 3) What is the difference between true north, magnetic north, and grid north?
- 4) For the declination shown below, what azimuth would you set on your compass to travel a grid azimuth of 210°? S



Best Way to Explain This: Assume that the GN at left is lined up with the N-S grid on your map (i.e. grid azimuth of 0 degrees). The MN to the left means that the magnetic north of the Earth (i.e magnetic azimuth 0 degrees) is to the left of grid north. In order to move on a grid azimuth of x degrees, you will need to add  $10 + 12 = 22$  magnetic degrees to the grid degree.

- 5) Demonstrate how you would walk a course of 300° magnetic. (Note: Scout must use some type of distant aiming point method on the course to pass this requirement.)
- 6) Demonstrate and describe the proper use of the knife
  - a) Do keep the blade closed except when using the knife.
  - b) Do cut away from yourself.
  - c) Do close the blade before you pass the knife to someone else.
  - d) Do keep your knife sharp and clean
  - e) Don't carry a knife with the blade open.
  - f) Don't throw a knife.
- 7) Demonstrate making a cravat bandage.

Go	No-Go
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### PART III (2<sup>nd</sup> Class)

8) Discuss what to do for “hurry” cases of:

a) Stopped breathing

i) Open the airway

(1) If victim unconscious

(a) Place them on their back

(b) Clear the tongue from the airway by pressing on the forehead with one hand and lifting the chin with the other to tilt the head back.

(c) If you suspect that the neck is injured, keep the head still and thrust the jaw forward

(2) Look into the mouth for gum, food, or other obstruction.

(3) Protect the airway. If the victim begins to vomit, turn them on their side so that the vomit comes out of the mouth rather than getting into the lungs.

ii) If the airway appears to be open and the victim is still not inhaling and exhaling, begin rescue breathing.

(1) Place a mouth barrier device over the victim’s mouth.

(2) Maintain head-tilt jaw-thrust position, pinch the nostrils, seal your mouth over the victim’s mouth, and blow into their lungs. (For a child, place your mouth over both the mouth and the nose.)

(3) Remove your mouth and take another breath. Look for the victim’s chest to fall as he/she exhales.

(4) Repeat every 5 seconds for anyone over 9 years of age. 3 seconds for anyone under 9.

(5) If the victim’s chest does not rise and fall, no air is reaching the lungs. Follow these steps:

(a) Reposition the head and jaw so that the tongue does not block the airway.

(b) Check again for obstruction in the mouth.

(c) Perform the Heimlich maneuver to remove anything lodged in the throat.

iii) When do you stop rescue breathing? Ans: When a medic tells you to stop or it becomes physically impossible for you to keep going.

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**PART III (2<sup>nd</sup> Class)**

- b) Serious Bleeding
- i) Direct pressure on the wound will stop most bleeding, Put on latex gloves from your first aid kit. With a clean cloth or sterile dressing as a pad, use the palm of your hand to apply firm pressure over the wound. Do not waste time if clean material is not available – use the cleanest thing that you have.
  - ii) While pressing the wound, raise the level of the injury above the level of the victim’s heart.
  - iii) Direct pressure is almost always the treatment of choice. Bleeding can sometimes be further slowed by pressing hard on an arterial pressure point in the victim’s armpit or groin.
  - iv) Do not remove direct pressure pads that become soaked with blood. Place fresh pads over the old ones.
  - v) When the bleeding has stopped, ho
  - vi) Hold the pad in place with a cravat bandage, an athletic wrap, strips torn from clothing, or something else. Bind the pad firmly but no so tightly that circulation is cut off. Periodically check for a pulse in the injured limb. If there is no pulse, the bandage is too tight.
  - vii) If you have touched any blood or other bodily fluids, wash your hands with soap and water or cleanse with an antiseptic as soon as possible. Change out any clothing that might have come in contact with blood.
- c) Internal poisoning
- i) Immediately take any poison containers to a telephone. Call the poison control center at 1-800-222-1212 or dial 911. Follow instructions that you are given.
  - ii) Treat the victim for shock and monitor breathing. Do not give anything by mouth unless you are told to do so by medical professionals.
  - iii) Save any vomit. It will help the physician identify the poison and give the correct treatment.

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**PART III (2<sup>nd</sup> Class)**

- 9) Discuss first aid for the following:
- a) Bite of a suspected rabid animal
    - i) Scrub the wound with soap and water to remove saliva.
    - ii) Cover the bandage with a sterile gauze and get the victim to a doctor.
    - iii) Do not put yourself at risk by trying to catch the animal. Call police, rangers, or animal control.
  - b) Serious burns (2<sup>nd</sup> Degree)
    - i) Place the injury in cool water until the pain goes away.
    - ii) Let the burn dry then protect it with a sterile gauze.
    - iii) Do not break blisters as this open a passage way for bacteria through the skin.
  - c) Heat exhaustion
    - i) What is it? – Body’s cooling system is overworked
    - ii) Symptoms – may have some or all of the following:
      - (1) Pale skin that is clammy from heavy sweating
      - (2) Nausea or fatigue dizziness and fainting
      - (3) Headaches, muscle cramps, and weakness.
    - iii) First Aid
      - (1) Have the victim lie in a cool, shady place with their feet raised. Remove excess clothing.
      - (2) Cool the victim by applying cool, wet cloths to their body and by fanning them.
      - (3) If the victim is alert, let them sip from a glass of water which contains a pinch of salt.
      - (4) Recovery should be rapid. If symptoms persist, call for medical help.

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**PART III (2<sup>nd</sup> Class)**

d) Shock

i) What is it? If a person is injured or under great stress, their circulatory system might not provide enough blood to all parts of the body.

ii) Symptoms – may have some or all of the following:

- (1) A feeling of weakness
- (2) Confusion, fear, dizziness
- (3) Skin that is moist, clammy, cool, and pale.
- (4) Quick weak pulse
- (5) Shallow, rapid, and irregular breathing.
- (6) Nausea and vomiting
- (7) Extreme thirst

iii) First Aid

- (1) Eliminate the cause of shock by restoring breathing and heartbeat, controlling bleeding, relieving severe pain, and treating wounds.
- (2) Make sure that the airway stays open for breathing.
- (3) Have the injured person lie down. Raise his feet ten to twelve inches to move blood from his legs to his vital organs.
- (4) Keep him warm by placing plenty of blankets, coats, or sleeping bags under and over them.

Go	No-Go
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### PART III (2<sup>nd</sup> Class)

- e) Heatstroke
- i) What is it? Victims cooling system is so overworked that it stops.
  - ii) Symptoms – may have some or all of the following:
    - (1) Very hot skin
    - (2) Red skin, can be either dry or damp with sweat
    - (3) Rapid and quick pulse, noisy breathing
    - (4) Confusion and irritability, unwillingness to accept treatment
    - (5) Unconsciousness
  - iii) First Aid
    - (1) Move victim to a cool, shady spot.
    - (2) Cool then any way that you can. Remove outer clothing and sponge them with cool water. Cover with wet towels or wet clothing. Fan. Place victim
    - (3) Keep the victim lying down with the head and feet slightly raised.
    - (4) Monitor the victim closely. Victim’s temperature might go up again, might vomit, might require rescue breathing.
    - (5) Call for medical help right away.
- f) Dehydration
- i) What is it? Person has given off more water than he/she takes in.
  - ii) Symptoms – may have some or all of the following:
    - (1) Fatigue
    - (2) Headache and body aches
    - (3) Confusion
  - iii) First Aid – Drink plenty of fluids.
- 10) Explain why swimming rescue methods should not be attempted when reaching or throwing rescue is possible.  
 Ans: Use the least dangerous rescue methods to you – reach, throw, row, then go.

Go	No-Go
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**PART III (2<sup>nd</sup> Class)**

- 11) Explain the three R's of personal safety and protection.
- Recognize situations that place him at risk of being molested, how child molesters operate, and that anyone could be a molester.
  - Resist unwanted and inappropriate attention. Resistance will stop most attempts at molestation.
  - Report attempted or actual molestation to a parent or other trusted adult. This prevents further abuse of himself and helps to protect other children. Let the Scout know he will not be blamed for what occurred.

Go	No-Go
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<input type="checkbox"/>	<input type="checkbox"/>

**PART III SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 81 if no additional questions asked by the SM.  
Report GOs and NO-GOs in Paragraph 2.

**PART IV (1<sup>st</sup> Class)**

- 1) Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products.
  - a) Clean hands and utensils.
  - b) Keep wrapped
  - c) Keep cool and in closed containers.
- 2) What are the basic food groups and recommended servings per day.
  - a) Bread, Cereal, Rice, and Pasta Group (6-11 servings)
  - b) Vegetable Group (3-5 servings)
  - c) Fruit Group (2-4 servings)
  - d) Milk, Yogurt, and Cheese Group (2-3 servings)
  - e) Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Grp (2-3 servings)
  - f) Fats, Oils, and Sweets (Sparingly)
- 3) Explain the procedure for dishwashing
  - a) Pot #1 – Wash Pot: Hot water with a dew drops of soap.
  - b) Pot #2 – Hot Rinse Pot: Clear, hot water
  - c) Pot #3 – Cold Rinse Pot: Cold water with a sanitizing tablet or a few drops of bleach to kill bacteria.
- 4) Demonstrate tying the clove hitch and its use in the square lashing by joining two or more stave together.
  - a) Clove Hitch
    - i) Demonstrate clove hitch
    - ii) Scout knows use in a square lashing
  - b) Demonstrate and knows use of square lashing
    - i) Used to bind together poles that touch and cross each other at an angle between 45 and 90 degrees.
    - ii) Start with clove hitch on bottom pole
    - iii) Make three tight wrapping turns
    - iv) As the wrapping turns are made, lay the rope to the outside of each previous turn on the top and the inside of each pole on the bottom.
    - v) Add two tight frapping turns
    - vi) Finish with a clove hitch around the top pole. Work the finishing clove tight against the lashing.

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Publications are conflicting. Some people put the bleach in Pot#2 – Accept either one.

**PART IV (1<sup>st</sup> Class)**

- 5) Demonstrate tying the bowline knot and describe several ways that it can be used.
  - a) Demonstrate the knot
  - b) Know uses of knot.
    - i) Rescue situations
    - ii) Tying a non-slip rope to anything
- 6) Show how to transport a person from a smoke filled room.
  - a) With both hands, grasp their clothing and drag them toward you.
  - b) Roll them into a coat, blanket, tablecloth, or whatever is handy to and drag them on that.
  - c) Get behind the victim, reach under his arms, grab his wrists, and haul him out of the room.
- 7) Tell the five most common signs of heart attack. Explain the steps in cardiopulmonary resuscitation.
  - a) Signs of a heart attack.
    - i) Uncomfortable pressure, squeezing, fullness, or pain in the center of the chest. The feeling might spread to the shoulders, arms, and neck.
    - ii) Unusual sweating even though the room might be cool.
    - iii) Nausea - stomach distress with an urge to vomit
    - iv) Shortness of breath
    - v) A feeling of weakness

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**PART IV (1<sup>st</sup> Class)**

- b) Procedures for cardiopulmonary resuscitation.
  - i) See if there is a CPR qualified person in your group.  
If not, do the following:
  - ii) Using heels of both hands, compress the breastbone midway between the nipples approximately 1-1/2 to 2 inches in depth.
  - iii) Compress at a rate of 100 compressions per minute.
  - iv) Repeat cycles of 30 compressions and two ventilations.
- 8) Describe the three things that you should avoid doing related to use of the Internet. Describe a cyberbully and how you should respond to one.

Go	No-Go
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**PART IV SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 39 if no additional questions asked by the SM.  
Report GOs and NO-GOs on Paragraph 2.

**PART V (First Aid)**

- 1) Discuss the steps that need to be taken for someone suffering from a severe laceration.
  - a) With a clean cloth or sterile pad, use the palm of your hand of your hand to apply firm, direct pressure over the wound to stop the bleeding. If no cloth is available, use your hands. Wash your hands first if possible.
  - b) Press firmly over the entire wound for 10 minutes without releasing the pressure. If the bleeding does not stop, press harder. If the dressing becomes soaked with blood, put a fresh one over the old one and continue pressing.
  - c) While pressing on the wound, raise the injury above the level of the victim's heart, if possible.
  - d) You can further slow the rush of blood by using the flat parts of fingers and heel of palm to press on the pressure points in the victim's groin or armpits.
    - i) Scout knows above.
    - ii) Scout knows the location of pressure points
      - (1) Two groin areas
      - (2) Two bicep-tricep areas
      - (3) Two wrist areas
    - iii) Demonstrate the pressure point on one area.
  - e) When bleeding stops, secure the pad firmly. Use wide bands of cloth tied snugly but not so tightly that they cut off circulation. If the bandage is on the arm or leg, periodically feel for a pulse further out on the limb. If there is no pulse, loosen the bandage slightly
  - f) If the bleeding is from a limb and cannot be stopped, use a tourniquet only as a last resort.
  - g) Treat for shock and send for emergency medical help.
- 2) Discuss the dangers in the use of a tourniquet and the conditions under which its use is justified - Use only when a limb is severed or so badly mangled that you cannot stop heavy bleeding any other way.

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**PART V (First Aid)**

3) Discuss the signs of a broken bone. Discuss first aid procedures for handling fractures. Splint a simple fracture for the lower leg.

a) Signs

- i) Point tenderness or tenderness to touch over the site of the break. It hurts when you press on the skin over the fracture
- ii) Swelling or bluish color at the fracture site.
- iii) An unusual or abnormal shape, position, or movement of the bone or joint.
- iv) Grating sound or feeling.
- v) Inability to move an injured limb.
- vi) Victim may have felt or heard a bone snap.
- vii) A compound fracture shows the above signs plus an open wound usually caused by a broken bone that tears through the skin and in most cases slips back in.

b) First Aid

i) Simple Fractures

- (1) Do not move the injured area. Immobilize the fracture.
- (2) Splint all fractures where they lie.
- (3) Never move a victim of suspected neck or spine injury without adequate support.
- (4) Keep the victim still and quiet and avoid unnecessary activity. Treat for shock.
- (5) Apply ice pack to reduce swelling.
- (6) Seek medical help.
- (7) If the victim must be moved, do so only after the fracture has been properly splinted.


ii) Compound Fractures

- (1) Use direct pressure over the wound to control bleeding.
- (2) Apply a sterile or clean and dry dressing.
- (3) Do not try to replace a bone that may be sticking out from the wound.
- (4) Do not try to clean the wound.
- (5) Keep the victim quiet and avoid unnecessary activity.
- (6) Get medical help immediately.

c) Splint a lower leg fracture.

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**PART V (First Aid)**

- 4)  Describe the symptoms and possible complications and demonstrate proper procedures for treating suspected injuries to the back, neck, and head.
- a) Symptoms
    - i) Victim might have pain, paralysis, cuts, bruises, or swelling.
    - ii) Injured area might be deformed or abnormally shaped.
  - b) First Aid
    - i) If it looks like the accident could have been caused a back or neck injury, treat it for even if there are no other signs.
    - ii) Do not twist or bend the injured person’s head, neck, or back. If the victim is having trouble breathing, straighten the injured area only enough to help open the airway.
    - iii) Handle as little as possible. Until professional medical help arrives, leave the victim in the position found. Do not move the person or let the victim move unless threatened by an immediate danger such as fire, explosion, or traffic that cannot be rerouted.
    - iv) Take care of other emergencies such as breathing difficulty, bleeding, and open wounds. Control serious bleeding and apply dressings as needed.
    - v) Place rolled up clothing, blankets, or sandbags around the victim’s head, the sides of the neck, the shoulders, and both sides of the trunk to prevent movement. Do not put a pillow under the head.
    - vi) To prevent shock, cover the person lightly for warmth but do not change the victim’s position.
    - vii) If the person with a broken back must be turned to open an airway, make sure you have enough help so that the entire body is turned as a unit and no part twists or turns faster than other parts.
    - viii) Get medical help immediately.

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**PART V SUMMARY**

Number of GOs	Number of NO-GOs



**PART V (First Aid)**

Total should add up to 43 (10 for ~~\*\*\*~~). Report GOs and NO-GOs in Paragraph 2.

**PART VI (Citizenship in the Community)**

- 1) What are three major places of employment in your community? Some examples are: Federal Government – U.S. Army and NASA, Support contractors for the Federal Government, Boeing (National Missile Defense), Computer Manufacturers, Textiles, Lumber Industry
- 2) ❄ Describe three services your community provides to the citizens in return for the taxes paid by you and your parents. Some examples are: Local Government, Highways, Garbage Collection, Courts
- 3) Describe the work of three volunteer organizations through which people in your community work together for the good of your community. Some examples are: The Volunteer Center, American Red Cross, CASA, Scouts.

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**PART VI SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 9 (3 for ❄). Report GOs and NO-GOs in Paragraph 2.

## PART VII (Citizenship in the World)

- 1) 🌟 How does one become a citizen in the United States?  
Name at least three.
  - a) Birth
  - b) Naturalization
- 2) 🌟 What rights and obligations does American citizenship entail?
  - a) Rights
    - i) To vote
    - ii) Fair trial
    - iii) Bear arms
    - iv) Freedom of religion
    - v) Freedom of speech and press
  - b) Obligations
    - i) Obey the law
    - ii) Pay taxes
    - iii) Serve in the armed forces
- 3) 🌟 Discuss the concept of national interest – Ans.:The state will work to preserve and protect its citizens, properties, and boundaries against infringement by any other nation. There are three types of national interests: security interests, economic interests, and national values
- 4) Name and describe at least five different types of government currently in power in the world.
  - a) Rule by one person
  - b) Rule by a few persons
  - c) Rule by many persons – also known as a democracy

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### PART VII SUMMARY




Number of GOs	Number of NO-GOs

Total should add up to 14 (11 for 🌟). Report GOs and NO-GOs in Paragraph 2.

## PART VIII (Citizenship in the Nation)

	Go	No-Go
1) <b>✱</b> What are the four parts of the Declaration of Independence?		
a) A preamble that explains why the declaration was written.	<input type="checkbox"/>	<input type="checkbox"/>
b) A declaration of rights stating that all men are created free and equal, and have certain God-given rights of life, liberty, and the pursuit of happiness.	<input type="checkbox"/>	<input type="checkbox"/>
c) A list of 27 specific complaints against King George III of Great Britain.	<input type="checkbox"/>	<input type="checkbox"/>
d) A statement that asserts the 13 colonies are free and independent.	<input type="checkbox"/>	<input type="checkbox"/>
2) <b>✱</b> What are first ten amendments to the U.S. Constitution called? Ans: The Bill of Rights.	<input type="checkbox"/>	<input type="checkbox"/>
3) How many amendments are there to the U.S. Constitution? Ans: 27	<input type="checkbox"/>	<input type="checkbox"/>
4) Name one amendment to the constitution and discuss its importance. Scouts choice. He should be able to name the number and discuss it completely.	<input type="checkbox"/>	<input type="checkbox"/>
5) <b>✱</b> Name the three branches of government and explain their functions.		
a) Executive – Enforce and administer laws created by the Legislative Branch	<input type="checkbox"/>	<input type="checkbox"/>
b) Legislative – Write laws and passes annual budgets	<input type="checkbox"/>	<input type="checkbox"/>
c) Judicial – Judges the legality of laws written by the Legislative Branch.	<input type="checkbox"/>	<input type="checkbox"/>
6) Explain the checks and balances on each branch of government.		
a) Executive branch		
i) Checks the Judicial Branch by appoint judges and granting pardons.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Checks the Legislative Branch by vetoing legislation, suggesting legislation, appointing officials, making treaties, operating federal departments, administering programs, and setting budgets.	<input type="checkbox"/>	<input type="checkbox"/>
b) Judicial Branch		
i) Checks Legislative Branch by deciding the constitutionality of congressional actions.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Checks Executive Branch by deciding the constitutionality of presidential actions and by presiding over presidential impeachments.	<input type="checkbox"/>	<input type="checkbox"/>

**PART VIII (Citizenship in the Nation)**

- c) Legislative Branch
  - i) Checks the Judicial Branch by determining the jurisdiction of federal courts, by establishing and abolishing lower courts, and by impeaching judges.
  - ii) Checks the Executive Branch by passing legislation over a presidential veto, by auditing and investigating executive agencies and programs, and having the power to impeach the president, to ratify treaties, and to approve executive appointments.
- 7)  Name your two senators and the member of Congress from your congressional district.
  - a) Senator #1
  - b) Senator #2
  - c) Member of Congress
- 8)  What are five important functions of your national government? Any five of the following or other suitable answers: Defense, Law Enforcement, Postal System, Highways, Veterans' Benefits, Welfare, Social Security, Foreign Relations, Natural Resources, or Agriculture.
- 9)  Discuss the main way by which the federal government is financed.
  - a) Taxes
  - b) Borrowing

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**PART VIII SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 26 (18 for ). Report GOs and NO-GOs in Paragraph 2.

**PART IX (Communications)**

- 1) Show how you would make a telephone call inviting an expert in the field of your choice to give a demonstration to your unit on that person's area of expertise.


Go	No-Go
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**PART IX SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 1 (0 for ~~0~~). Report GOs and NO-GOs in Paragraph 2.


**PART X (Personal Fitness)**

- 1)  What are the components of personal fitness? Describe each component.
  - a) Social Fitness
  - b) Mental and Emotional Fitness
  - c) Spiritual Fitness
  - d) Physical Health
  - e) Physical Fitness
- 2) What are the reasons for being fit in all components?  
 Answer or words to the effect: All components of personal fitness interact with each other. Just as a high-level of personal fitness in one area will boost another so will lower level fitness in one element limit your accomplishments in other elements.
- 3) What does it mean to be mentally healthy? Answer:  
 Generally a good attitude about things in life being able to cope with problems, knowing when to ask for help.
- 4) What does it mean to be physically healthy and fit?
  - a) Diet
  - b) Exercise
- 5) What it means to be socially healthy. Answer: Living the Scout Law, the motto, slogan, and the Scout Oath helps a Scout live a healthy social life
- 6) What you can do to prevent social, emotional, or mental problems? Answers will vary.




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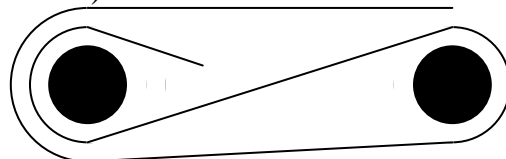
**PART X SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 11 (5 for ). Report GOs and NO-GOs in Paragraph 2.

### PART XI (Emergency Preparedness)


- 1)  Tell what you would do to prevent injury and possible loss of life to yourself and others in a motor vehicle accident:
  - a) Get into the first aid mindset when you see a motor vehicle accident: Is anyone hurt? Are they bleeding badly? Are they dazed or in shock?
  - b) Three things are essential to prevent further injury or loss of life:
    - i) Call for medical help.
    - ii) Stop severe bleeding.
    - iii) Treat for shock.
  
- 2)  Discuss how you could safely save a person from the following:
  - a) Touching a live electric wire
  - b) A room with carbon monoxide or other fumes or smoke
  - c) Clothes on fire
  - d) Drowning using non-swimming rescues
  
- 3) Discuss three possible ways of attracting and communicating with rescue planes. Possible answers are:
  - a) Smoky fire
  - b) Mirror
  - c) Ground level sign language
  
- 4)  Demonstrate how to build a stretcher out of a blanket and two poles. Must be made as shown below (Use poles and a tarp from trailers):



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#### PART XI SUMMARY

Number of GOs	Number of NO-GOs

Total should add up to 12 (9 for ). Report GOs and NO-GOs in Paragraph 2.




**PART XVI (Lifesaving)**

There are no questions for lifesaving that are not already covered in other areas.

**PART XIII (Swimming)**

There are no questions in swimming that are not covered in other areas.


**PART XIV (Hiking)**

- 1)  Explain the main points of good hiking practices including:
  - a) Hiking safety in the daytime and at night
  - b) Courtesy to others
  - c) Choice of footwear
  - d) Proper care of feet and footwear

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**PART XIV SUMMARY**



Number of GOs	Number of NO-GOs

Total should add up to 4 (4 for ). Report GOs and NO-GOs in Paragraph 2.

**PART XVV (Cycling)**

There are no questions in cycling that are not covered in other areas.

**PART XVI (Camping)**

- 1)  Discuss the principles of Leave No Trace Camping.
- 2)  State the Outdoor Code.

Go	No-Go
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<input type="checkbox"/>	<input type="checkbox"/>

**PART XVI SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 2 (2 for ). Report GOs and NO-GOs in Paragraph 2.

**PART XVII (Family Life)**

- 1) **✱** List 5 reasons why you are important to your family.
  - a) Reason #1 \_\_\_\_\_
  - b) Reason #2 \_\_\_\_\_
  - c) Reason #3 \_\_\_\_\_
  - d) Reason #4 \_\_\_\_\_
  - e) Reason #5 \_\_\_\_\_
- 2) **✱** What steps would you take to set up a family meeting on a matter of importance?

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**PART XVII SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 6 (6 for **✱**). Report GOs and NO-GOs in Paragraph 2.

**PART XVIII (Personal Management)**

- 1) Explain the difference between saving for a goal and investing for a goal.
- 2) Explain the concepts of simple and compound interest and how compound interest can be used to increase your savings and investments more rapidly.
- 3) Explain the concepts of yield, profit, and total return, and how they are used to evaluate investment performance.
- 4) Explain the basic features of the following types of investments, including risks and rewards and whether they involve lending or owning:
  - a) Bank savings accounts,
  - b) Certificates of deposit,
  - c) U.S. Savings Bonds,
  - d) Shares of stock,
  - e) Shares in a mutual fund,
  - f) Real estate.
- 5) Explain what a loan is, what interest is, and how the “annual percentage rate” measures the true cost of a loan.
- 6) ~~✱~~ Explain the differences between a charge card, a debit card, and a credit card.
- 7) Identify the factors that affect the costs of credit. Tell which factors can be controlled.
- 8) Explain credit reports and how personal responsibility can affect your credit record.
- 9) ~~✱~~ Describe ways to reduce or eliminate debt.


Go	No-Go
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<input type="checkbox"/>	<input type="checkbox"/>

**PART XVIII SUMMARY**

Number of GOs	Number of NO-GOs


Total should add up to 14 (2 for ~~✱~~). Report GOs and NO-GOs in Paragraph 2.

**PART XIX (Environmental Science)**

- 1)  Define the following terms.
  - a) Population - Definition: All of the individuals of the same species that live and interact with one another in the same place at the same time.
  - b) Community - Definition: Is made up of all of the interacting populations in an environment.
  - c) Ecosystem - Definition: Community of organisms and their environment all working together as a natural unit.
  - d) Biosphere - Definition: All parts of the Earth where life exists, either on land, in water, or in the air.
  - e) Symbiosis - Definition: Close association between two or more organisms of different species.
  - f) Niche - Definition: Way in which a particular species or individual organism fits in a community including the way it feeds, the space that it takes up, how it reproduces, and how it interacts with nonliving factors
  - g) Habitat - Definition: Physical place where an organism lives out its life.
  - h) Conservation - Definition: Careful, planned management of a natural resource to preserve and protect it.
  - i) Threatened species - Definition: Species are declining in numbers in the wild and are like to become endangered.
  - j) Endangered species - Definition: Species has so few survivors left that it could become extinct
  - k) Extinction - Definition: Species that no longer exists.

Go	No-Go
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**PART XIX (Environmental Science)**

- 2)  Scout selects a species. Describe the relationships among its population and:
- a) Community
  - b) Ecosystem
  - c) Biosphere
  - d) Symbiosis
  - e) Niche
  - f) Habitat
  - g) Conservation
  - h) Threatened Species
  - i) Endangered Species
  - j) Extinction

Go	No-Go
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**PART XIX SUMMARY**

Number of GOs	Number of NO-GOs

Total should add up to 21 (21 for ). Report GOs and NO-GOs in Paragraph 2.