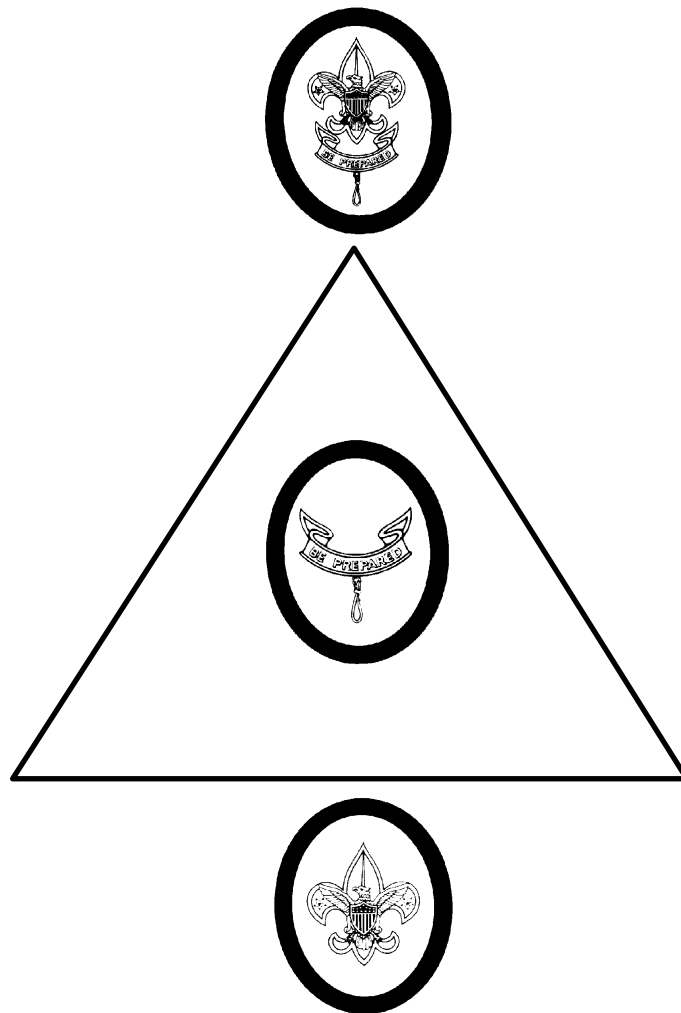


First Class First Year: A Program and Tools



Written by Jeff Thompson

Introduction

On the following pages you will find valuable tools to implement your first class first year program. When the BSA implemented the current joining to first class rank requirements, emphasis was placed on scouts getting to first class in one year. This program will provide you with step by step procedures for putting together your own program. Throughout the document I have used the following scheme to refer to the various requirements:

- 'J' followed by a number indicates that Joining requirement number (i.e. J2 is joining requirement two).
- 'T' stands for Tenderfoot
- 'S' stands for Second Class
- 'F' stands for First Class

For convenience, the smallest aggregate here is the effective teaching sessions on each event. Each one has been placed on a separate page, or pages. These are designed to be presented at a meeting, or on a campout in a single session. The time required for each of the sessions is approximately twenty minutes.

In addition to meeting skills instruction, part of this document deals with designing a program. It contains worksheets to use, as well as a sample first year program.

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Putting it Together

Interfacing with Woods Wisdom

Woods Wisdom is an invaluable program tool. It does not, however, make sure you provide opportunities for scouts to achieve all the requirements up to First Class in any specified time. The plans in Woods Wisdom are laid out as monthly themes with no real connection to one another. It can happen that you've already done the activity listed for 'new scouts' several months ago. On the other hand, Woods Wisdom may list an activity that your scouts are not ready for because they haven't been in the program long enough. This program picks up where Woods Wisdom leaves off, giving you a set of plans and worksheets to plan a goal oriented, comprehensive first year for new scouts.

In many cases, the activity in Woods Wisdom will closely match the plans in this packet. Sometimes Woods Wisdom will suggest a field-trip or other activity. When you are able, do these other activities.

Ordering the Plans

When deciding the order and timing of the plans, keep these things in mind

- There are only 20 plans here as compared to at least 40 meetings in your first year.
- Sometimes you will want to do activities other than those listed. These plans are to get at specific requirements and make sure that scouts get opportunities to advance.
- Scouts will need to review and practice the material. This is an extension of the application listed in each plan. If needed, plan a review meeting full of games that use the skills. Woods Wisdom is invaluable for this purpose.

The table below lists the plans in the program according to what rank they apply. To make it easier for scouts to advance in succession, start with the plans for Tenderfoot, then those for Second Class, and finally the plans for First Class.

Joining/Tenderfoot	Second Class	First Class
Camping Know How I	Camping Know How II	Cooking
Camping Know How II	Fires and Fire Safety	First Aid: Bandages
Citizenship I	First Aid: The Basics I	First Aid: CPR
First Aid: The Basics I	First Aid: The Basics II	First Aid: Rescues
Fitness I	First Aid: Hurry Cases	Knots and Lashings II
Fitness II	Map and Compass I	Map and Compass II
Forming the Patrol I	Nature I	Map and Compass III
Forming the Patrol II	Toten Chip	Nature II
Knots and Lashings I		

Sample First Year Program

This program starts in March and goes through the first year. It is meant as an example only. Your plan will need to fit in with the themes your troop has chosen and your specific calendar.

Month/Week	Requirement Goals	Presentation/Description
March		
Week 1	J4-J7, T8	Forming the Patrol I
Week 2	T1, T4	Camping Know How I
Week 3	T7	Forming the Patrol II
Week 4	T2, S2e	Camping Know How II
Outing	T1-2, T4, S2b, S2d	Toten' Chip, Fires and Fire Safety. Review campsite selection techniques. Work on patrol spirit, patrol flag.
April		
Week 1	T9a	Fitness I
Week 2	T10, T11, S6b	First Aid: The Basics I
Week 3	T3	Knots and Lashings I
Week 4	T9b, T1, T4, T8	Citizenship. Review Camping Know How I, II (brief).
Outing	T3b, F4	Cooking. Stage first aid test, use knots, practice identifying poisonous plants, and have fire building contest.
May		
Week 1	T5	Fitness II
Week 2	T6	Skills night. Have a variety of skill games to review Tenderfoot rank. Prizes are a good idea. Have an individual conference with each scout to complete T6.
Week 3	S1	Map and Compass I
Week 4	F1	Map and Compass III
Outing	S1b	Take a hike to complete S1b, try several methods of finding directions during the day and night.
June		
Week 1	S3	Court of Honor. Have scouts participate in flag ceremony to complete requirement S3
Week 3	F2	Map and Compass II
Outing		Compete orienteering course for F2
July		
Week 2	F7a	Knots and Lashings II
Summer Camp	S7, F7, F9	Continue work on knots and lashings by building camp gadgets (F7b). Scouts should be able to complete F4 if they haven't already. Complete swimming requirements (S7, F9).
August		
Week 3		Patrol/Troop hike. Instead of a meeting go on a hike.
Week 4		Skill night. Review knots and lashings, first aid, camping, and cooking skills.
Outing		Service Project for all separate Annual Planning Conference for Junior Leaders

September		
Week 1		Court of Honor.
Week 2	S6c	First Aid: The Basics II
Week 3	F8a, F8c	First Aid: Rescues
Week 4	S6b	First Aid: Hurry Cases
Outing		Disaster Day Event: Practice First Aid from previous month. See Woods Wisdom First Aid feature.
October		
Week 1	S5	Nature I
Week 2		Special Guest: Nature speaker. Have person talk about nature and bring some interesting nature exhibits.
Week 3	F6	Nature II
Week 4	S5, F6	Scouts should present their evidence of plants and animals to each other at this meeting
Outing		District Fall Camporee
November		
Week 1	S8	Dangers of Drugs and alcohol program at meeting
Week 2	F8b	First Aid: Bandages
Week 3	F8d	First Aid: CPR
Week 4		Skill night. Practice first aid all through first class.
Outing		Practice all first aid through first class. Make sure all scouts have completed all first aid requirements.
December		
Week 1	F5	Bring in a community leader to talk to scouts about their roles as US citizens.
Week 2		Court of Honor

Skills Instruction Teaching Plans

This section includes effective teaching outlines for all the requirements from joining to first class. Some requirements are not covered by specific plans. These are 'participation' or 'doing' requirements. Also, there are some plans that cover no specific requirements, but are included to enhance patrol spirit and cooperation. These plans can mostly be done either at a meeting or on an outing.

The table below lists the requirements in order and the corresponding part of the program in which the scout is presented with the information to the requirement. Scoutmaster's conferences are not included to conserve space and because the information would be repetitive.

	1	2	3	
J				
1				
2				
3				
4				Forming the Patrol I
5				Forming the Patrol I
6				Forming the Patrol I
7				Forming the Patrol I
8				
T				
1				Camping Know How I
2				Camping Know How II
3a				Knots and Lashings I
3b				Knots and Lashings I
4				Camping Know How I
5				Citizenship
6				
7				Forming the Patrol II
8				Forming the Patrol I
9a				Fitness I
9b				Fitness II
10				First Aid: Basics I
11a				First Aid: Basics I
11b				First Aid: Basics I
S				
1a				Map and Compass I
1b				Map and Compass I
2a				
2b				Toten Chip
2c				Toten Chip

2d				Fires and Fire Safety
2e				Camping Know How II
3				
4				
5				Nature I
6a				First Aid: Hurry Cases
6b				First Aid: Basics I
6c				First Aid: Basics II
7				
8				
F				
1				Map and Compass III
2				Map and Compass II
3				
4				Cooking
5				
6				Nature II
7a				Knots and Lashings II
7b				Knots and Lashings II
8a				First Aid: Rescues
8b				First Aid: Bandages
8c				First Aid: Rescues
8d				First Aid: CPR
9				

Note: In the above chart '1' denotes that a scout can complete the requirement at a meeting, '2' on a troop outing, and '3' on his own.

Camping Know-how I

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement T1.
- Know what to bring and what not to bring on a campout.
- Know how to pack a pack.
- Know how to make a ground bed
- What equipment is necessary for sleeping comfortably in to outdoors.

Materials Required

- Sleeping bag.
- Sleeping pad.
- Pack.
- Overnight clothes for the season.
- Usual equipment for an overnight (see Boy Scout Handbook pages 51 to 54).
- Poster sized diagram of proper weight distribution of a packed backpack.

Discovery

Before the presentation, arrange the overnight gear on a table or the floor. Allow scouts to examine the gear. Take note of those who know what the equipment is and what it is used for and does that do not. Ask scouts how many times they have been camping before and what type of camping it was.

Teaching-Learning

- I. Equipment:
 - A. Tell the name and explain the purpose of each item of equipment you've have brought. Tell the Scouts that they can find more information in their Boy Scout Handbooks.
 - B. Tell the scouts about the parts of the pack.
 - C. Show the diagram of proper packing. Show scouts how to pack the pack properly. Have each scout try on the pack to see how it feels.
- II. Clothing:
 - A. Tell Scouts that proper clothing is important. Ask them what they might bring.
 - B. Show the Scouts the clothing that you have brought and explain what its advantages are.
- III. Show the Scouts where in their handbooks they can find out what clothing and equipment to bring with them on this month's outing. Tell them that there will be a gear 'shakedown' beforehand and if they come prepared they will be able to complete requirement T1.

Application: Equipment Kim's Game

Arrange a selection of the equipment on the table when scouts are not looking. Cover the table with the sleeping bag. Uncover the table for a short period of time and ask scouts to remember as many items as possible. Then recover the items with the sleeping bag and ask the Scouts to make a list of as many items as they can and their uses.

Camping Know-how II

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements T2, and S2e.
- Know how to make a ground bed.
- Understand the importance of a sleeping pad.
- Know how to set up a tent.

Materials Required

- 2 tents with poles, stakes, and lines.
- 2 hammers.
- Ground cloths for tents.
- Sleeping Bag.
- Sleeping pad.

Discovery

Set up the tent. If it's free standing and you have the room set it up inside. Make sure it's the type of tent that the Scouts will be using on their camping trips. Ask scouts if they have ever stayed out in a tent before. If so, was it one like this one. Ask the scouts if they have ever set a tent like this up before. At the end of the discovery, take the tent down and show the scouts how it goes into the bag.

Teaching-Learning

- I. Move the Scouts outside. Choose a location for setting up the Tent.
 - A. Level, but with good drainage.
 - B. Free of lumps, stumps, etc.
 - C. Low environmental impact.
- II. Show scouts how to prepare a proper ground bed.
- III. Pitch the tent. Let scouts lie on the sleeping bag on the inside to see how it feels.
- IV. Choosing a campsite: Instruct scouts on how to choose a campsite for their patrol
 - A. Environmental Impact
 - B. Safety, Size and Shelter (The three S's)
 - C. Water and Firewood
 - D. Privacy
 - E. Permission.
- V. Show scouts the sections in the Boy Scout Handbook that relate to this session. Tell them that if they know this material, they will be able to complete requirements T2, and S2e at this month's outing.

Application: Tent pitching Contest

Divide the patrol in half to form two teams. Line them up across from the equipment. At the signal ("Go") each team erects its tent. When completed, guy lines must be taught with knots correctly tied, tent sides smooth, pegs properly placed, and tent door closed.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement T5.
- Properly display the American Flag.
- Properly raise, lower and fold the American Flag.

Materials Required

- flag pole.
- American Flag.

Discovery

Set up a display of the history of the US flag using the *Boy Scout Handbook* pages 471 and 472. Let Scouts browse this display. Ask how many of them know how to properly display the flag, and how many have participated in a flag ceremony before.

Teaching-Learning

- I. Go over the rules for displaying the American flag found in the *Boy Scout Handbook* pages 478-79.
 - A. When flags are flown at different heights the US flag is always the highest.
 - B. When flags are flown at equal height the US flag is always in front or farthest to the right.
 - C. When displayed horizontally the blue field is always on its own right and at the top.
 - D. When on the stage, the flag is on the speaker's right. If not of the stage the flag is on the audience's right.
 - E. Never flown upside down except in case of emergency or distress as a signal for help.
- II. Show scouts how to fold the American flag. Let them practice.
- III. Go to the flag pole and show scouts how to properly raise and lower the Flag.

Application: Flag Quiz

Hand out the Flag Quiz found in the appendix of this book. Score the quizzes with the scouts when they are done. Scouts should participate in a formal flag ceremony to complete S3 and use what they have learned.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements F4, and part of T2d.
- Plan a menu for the season.
- Cook a simple meal.

Materials Required

- Bread or muffin mixes of different flavors. Approximately one per participant.
- Other ingredients as called for in the bread mixes.
- A heat source.
- A pan of water.
- Zip Lock sandwich bags.

Discovery

Give each scout a sandwich bag and the ingredients for his muffin mix. Have each one put the ingredients into the bag. Get as much air out of the bag as you can and then seal it. Next, the scout should mix up the ingredients by 'swishing' the bag. When the muffins are mixed, put them in boiling water to cook them. They should be ready by the end of a meeting if you do this as an early pre-opening activity. This would also be an excellent camp out activity.

Teaching-Learning

- I. What are we going to eat? To answer this question you need to ask a few more.
 - A. **How long will we be out?** For short outings, fresh foods are fine. For trips of more than a day or two, carry supplies that won't spoil.
 - B. **How many people are going?** Then you can decide how much food to take for each meal.
 - C. **What are you going to do?** Estimate how much time you want to spend cooking. For days packed with action, choose recipes that won't take long to prepare. However, cooking may be your major camp activity. Take the ingredients and gear and you'll cook up a real feast!
 - D. **How will you reach camp?** Are you traveling by car? Then you can take griddles, Dutch ovens, and plenty of utensils. If you'll be packing everything on your back, keep your menus and your load basic and light.
 - E. **What kind of weather do you expect?** Winter menus should contain more of the fats your body burns for heat. Include soup mixes and hot drinks. Summer meals be lighter and include more cold fluids.
- II. Planning a menu: Have the group actually plan the menu for their next campout.
- III. Shopping list:
 - A. Make a list of all the ingredients you will need for the menu.
 - B. Use page 105 of the *Boy Scout Handbook* to determine
 - C. Go through this process using one meal as an example for the group. Have the group do the rest in their patrol meeting.

Application:

Scouts should begin to cook meals on their own at the campouts after this presentation. The ultimate application will be in the completion of F4.

Fires and Fire Safety

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement T2d, and part of T2c.
- Earn the Firem'n Chit award.
- Understand the outdoor code as it relates to fire safety.
- Be safe with fire.
- Gather tinder, kindling, and wood.
- Light a fire.

Materials Required

- Firem'n Chit Cards for each participant.
- Outdoor code cards for each participant.
- Fire starters, tinder, kindling, and wood.
- Fire wood usefulness chart (from appendix).
- Examples of Teepee, Lean-to, and criss cross fire lays.
- Examples of several different fire starters.
- Examples of several different types of wood.
- Outdoor Code Poster
- (A place to make a fire.)
- Firem'n Chit Test for each scout

Discovery

Display for the scouts several different types of fire starters, tinder, kindling, and wood. Display the outdoor code poster behind. Ask scouts if they know the difference between them.

Teaching-Learning

- I. What is the outdoor code and what does it mean? Hand out outdoor code cards to each participant.
- II. Fires
 - A. What are the ways of building a fire?
 1. Teepee – looks like a teepee
 2. Lean-to – has a main stick with others leaning against it.
 3. Criss cross – like a log cabin but with filled in layers.
 - B. Fire lay “fireplaces” – used for high wind areas
 1. Three point or A-frame – a triangle of logs with fire lay in the middle
 2. Hunter – two parallel logs with fire lay in between
 3. Trench – same as hunter, but in a trench
 - C. What do you need to make a fire?
 1. Fire Starters
 - a) Matches
 - b) Fire by friction
 - c) Magnifying glass
 - d) Battery and steel wool
 - e) Fuzz stick
 2. Tinder - small
 3. Kindling – pencil size
 4. Fuel – two feet long

- a) Soft wood
 - b) Hard wood
 - c) Never from a live tree
 - 5. Charcoal
 - a) Used for broiling/baking
 - b) Wait for 15 minutes
 - D. Wet weather tips
 - 1. Store tinder and kindling for several fires under your dining fly before it rains.
 - 2. Keep a supply of tinder in a plastic bag
 - 3. Split wet logs
 - 4. Butane lighter
 - 5. Waterproof your matches.
 - a) Dip in wax
 - b) Dip in nail polish
 - 6. Use fire starters.
- III. Fire Safety
- A. Secure all necessary permits before you build a fire.
 - B. If you can't get a permit, use a cooking stove
 - 1. Propane or Kerosene
 - 2. Never leave unattended
 - C. Where can I build a fire?
 - 1. Existing fire circles.
 - 2. Gravel pits, sand, or bare soil away from trees.
 - 3. Clear all burnable materials five feet in all directions from a fire.
 - 4. Save ground cover (sod) in a shady spot so that it can be replaced.
 - 5. Always keep a campfire under control
 - D. How do I put out a fire?
 - 1. Splash water onto the embers and stir. Repeat until the fire is cold out.
 - 2. Without water, work dirt or sand in the fire until it is cold out. Use a shovel and a rake on the fire.
 - 3. Perform "Cold Out" test – fire is cool to the touch
 - 4. Examine the fire site for trash and food particles.
- IV. After the presentation sign and hand out Firem'n chit cards to each participant. Tell them that to keep the card they must live up to their responsibility to keep fires safe.

Application: Fire Building Contest

Hold a fire building contest. Divide the patrol up into teams of two or three scouts. Break down the example fire lays and assign each team a different one. Line the scouts up across from the materials and at the signal each team must build its fire lay. If you can, allow the scouts to actually light the fires as a part of the contest.

Application: Firem'n Chit Test

Give a copy of the Firem'n Chit test to each scout. Have them take the test and score it.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements T10, T11a, T11b, S6b.
- Assemble for themselves a personal first aid kit to take on a hike.
- Treat for minor first aid (simple cuts, minor burns, nosebleed, bites and stings).
- Do the Heimlich maneuver.

Materials Required

- Example first aid kit and personal first aid kit.
- Bandages suitable for simple cuts, burns, etc.

Discovery

Display the first aid kit and example first aid kit. Answer any questions the scouts may have about the first aid kit. Get a feeling for how much each one already knows about first aid.

Teaching-Learning

- I. What is in a first aid kit?
 - A. Briefly go through the items in your example first aid kit and their uses.
 - B. What goes in your personal first aid kit?
 1. Adhesive bandages.
 2. Small role of adhesive tape.
 3. Latex gloves.
 4. Moleskin
- II. Simple First Aid (consult current first aid manual).
 - A. Simple cuts and scratches.
 1. Clean wound with soap and water.
 2. Allow wound to dry and then apply an adhesive bandage.
 - B. Blisters on hand and foot.
 1. Surround the tender spot with a doughnut bandage of moleskin when you notice a hot spot forming on your hand or foot.
 2. If the blister must be broken, sterilize a pin in the flame of a match.
 3. Prick the blister near the edge and press the fluid out.
 4. Keep the wound clean with a sterile bandage and protect it from pressure with a doughnut.
 - C. First degree burns.
 1. Treat immediately with cold water. Keep the burn under water until there is little or no pain.
 2. Apply a moist bandage loosely.
 3. Where water is not available apply a clean, dry dressing.
 - D. Bites or Stings of insects and ticks
 1. Ticks: cover the tick with a grease. It will back out on its own.
 2. Other Insects: Remove carefully any stinger and relieve the pain with ice water.
 - E. Poisonous snakes.
 1. Get medical help immediately. If you know what kind of snake it was, tell the doctor.
 2. Have the victim lie down. Keep him calm and quiet.
 3. Elevate the would above the heart.
 4. Treat the victim for shock.
 - F. Nosebleed:
 1. Have the victim sit up and lean forward slightly.

2. Press the bleeding nostril toward the center.
 3. Apply a cool, wet cloth to the nose and face.
- G. Poisonous Plants:
1. Know how to identify poisonous plants in the area. Show scouts how to do this on a campout.
 2. Treat the area by rinsing it off with water to remove oils.
 3. Wash clothing that may have the oils of the plant on it.
 4. Calamine lotion may relieve itching.
- III. The Heimlich maneuver.
- A. Step behind the victim and put your arms around his midsection.
 - B. Clasp your hands together with the knuckle of one thumb just above his navel.
 - C. With a sharp, inward thrust drive your hands up under the victim's rib cage.
 - D. If the food doesn't pop loose repeat.
- IV. Test the scout's knowledge at this month's event.

Application:

Allow scouts to practice their first aid and talk about preparing their personal first aid kits. Tell them to bring their kits to the next meeting and on the outing for the month.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement S6c
- Treat for object in the eye, bite of suspected rabid animal, puncture wounds, second degree burns, heat exhaustion, and shock.

Materials Required

- Blanket
- Bandages (for snakebite, cold cloths, etc)
- Gauze pad

Discovery

Stage a first aid situation in the meeting during at an unexpected time. Use one of the injuries in the presentation and see how scouts react. Alternatively, tell scouts that one member of their patrol has one of these injuries and see how they react.

Teaching-Learning

As always, consult a current first aid manual to verify these techniques.

- I. Shock.
 - A. Shock occurs in **every** injury. Its symptoms are:
 1. Sudden lowering of strength.
 2. Skin is cold and clammy.
 3. Vomiting
 - B. First Aid:
 1. Have the person lie down.
 2. Raise his feet 10 to 12 inches. If he is have trouble breathing, raise his head instead.
 3. Cover him and keep him warm. If conscious, let him sip water.
 4. Never leave him alone. Talk to him and assure him that everything will be all right.
- II. Object in eye
 - A. Have the person blink--the tears may flush out the object.
 - B. If that doesn't work, pull the upper lid down over the lower one. If the object is under the lower lid, place your thumb on the skin just below the lid and pull it down gently. Lift out the object with a corner of a sterile gauze pad.
 - C. If that fails, cover the eye with a gauze pad and get the patient under medical care.
- III. Bite of suspected rabid animal.
 - A. You have three jobs to do:
 1. Give First Aid
 2. Get medical help.
 3. Call the police or rangers to capture the animal.
 - B. First Aid
 1. Scrub the bite with plenty of soap and water.
 2. Cover the wound with sterile bandage and get the victim to a doctor.
- IV. Puncture wound
 - A. Nail and Splinter
 1. Take out any foreign matter then squeeze gently around the wound.
 2. Wash gently with soap and water.

3. Apply a sterile bandage.
- B. Fishhook
 1. Cut the line and allow a doctor to remove the fishhook.
 2. If in the backcountry:
 - a) Push the barb out through the skin and snip it off with a pair of pliers.
 - b) Back the barbless hook out of the wound.
- V. Second degree burns.
 - A. Symptoms: Blisters, Redness of skin.
 - B. First Aid:
 1. **Do not** break the blisters.
 2. If the blisters are not broken, place the injury in cool water until the pain lessens.
 3. Apply a moist dressing and bandage loosely.
 4. **Do not** apply creams, ointments, or sprays.
- VI. Heat exhaustion.
 - A. Symptoms:
 1. Pale skin. Cold and clammy from perspiration.
 2. Shallow breathing and nausea
 3. Dilated pupils
 4. Headache and dizziness.
 - B. First Aid:
 1. Move the patient to a cool shady spot.
 2. Place him on his back and raise his feet.
 3. Fan him and apply cool wet cloths. Give him sips of water.
- VII. Poisonous Plants
 - A. Do you know what poisonous plants look like? Refer to page 428 in the *Boy Scout Handbook* for pictures of the plants. At the next available opportunity, show scouts in the wild what the plants look like and have them learn to identify them.
 - B. First Aid:
 1. Rinse with water immediately. Do not scrub as this will only spread the oil of the plant.
 2. Use Calamine lotion to relieve itching.
 3. Remove any lingering sap by laundering clothing.
- VIII. Tell patrol members that they will have a chance to practice this skill at this month's outing.

Application: First Aid Steps Games.

Cut out the First Aid steps cards in the appendix. For each first aid situation, the patrol must line up with the patrol leader in front and each member holding a step card. Members must be in the proper order to get credit (e.g. the patrol leader has the first step, the second scout has the next step, etc). If time allows, have the patrol do all the situations presented. The patrol can compete against its own time. Note, there are not enough cards for each injury so the patrol could be split into two teams if there are enough scouts.

First Aid: Bandages

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F8b
- Construct and use the bandages for the head, upper arm, sprained ankle and collarbone.

Materials Required

- Bandages for above (One set for each injury)
- Two 'victims' for game.

Discovery

Fix up a scout (or better an Assistant Scoutmaster) with all the bandages above. Allow the scouts to laugh and ask questions. Ask each if they have seen bandages like this before, and if they know how to tie them.

Teaching-Learning

- I. Go over, with a victim, the following bandages:
 - A. Head
 - B. Upper arm
 - C. Sprained ankle
 - D. Collar Bone.
- II. Allow scouts to practice for a few minutes.
- III. Tell scouts that they will use these skills on this month's outing.

Application: Bandage Relay

Divide the patrol into two teams. Provide patrols with a list of bandages. At the signal ("Go") one member of each team will run forward and apply the first bandage to the 'victim.' It must be certified correct. Then the next member does the second one and so on. The first team finished wins.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F8d.
- Describe the five signs of a heart attack.
- Tell the steps in CPR.

Discovery

Have one of the adults exhibit clearly the five signs of a heart attack. See if scouts react. If they do not, have the leader 'fall' to the floor and pretend to be unconscious. See if the scouts can determine what is wrong.

Teaching-Learning

- I. Five Signs of a Hear Attack
 - A. Uncomfortable pressure, squeezing, fullness or pain
 1. In the center of the chest behind the breastbone.
 2. This may spread to the shoulders, arms, neck, jaw, and back.
 3. It may come and go.
 4. Sharp, stabbing twinges of pain usually are **not** symptoms of a heart attack.
 - B. Unusual sweating
 - C. Nausea
 - D. Shortness of breath
 - E. A feeling of weakness
- II. CPR (Consult a current first aid manual to check these steps)
 - A. Establish unresponsiveness (Hey are you OK).
 - B. Send someone to call for help.
 - C. Open Airway, check ABC's (Airway Breathing Circulation)
 - D. Give two breaths
 - E. Complete 15 compressions and two breaths
 - F. Do 'D' four times.
 - G. Check ABC's again.
 - H. Goto 'D'
 - I. Continue until help arrives or you are physically exhausted.

Application:

Scouts should discuss CPR. If possible have a trained instructor on hand. They will know the current recommended procedure and may be able to provide materials for certification. (Note, however, that scouts do not have to be certified to complete requirement F8d.)

First Aid: Hurry Cases

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement S6a.
- Treat for the hurry cases of stopped breathing, serious bleeding, and internal poisoning.

Discovery

Ask scouts to take their pulse using the Brachial artery. Tell them this is the one in the arm. See how many can find where this is.

Teaching-Learning

- I. Serious Bleeding
 - A. Direct Pressure First
 1. Cover the wound a pad (a bandanna, shirt, or any cloth)
 2. Press hard
 3. Tie the pad firmly in place.
 4. If the pad becomes soaked with blood don't remove it. Place another on top of it.
 5. Continue the pressure.
 6. Get medical Help.
 - B. Pressure points
 1. Don't cut off blood flow entirely.
 2. Use to slow the flow of blood and allow clotting.
 3. Show scouts the locations of the pressure points.
- II. Stopped Breathing (consult a current first aid manual for steps)
 - A. Establish unresponsiveness (Hey are you OK).
 - B. Send someone to call for help.
 - C. Open Airway, check ABC's (Airway Breathing Circulation)
 - D. Give two breaths
 - E. Check to see if the chest rises and falls. If not
 1. Position yourself astride the victim.
 2. Place the heel of your hand between the waist and rib cage and the second on top.
 3. Give eight inward and upward thrusts.
 4. Open mouth and sweep deeply onto the mouth along the cheek with hooked finger.
 - F. Continue until help arrives or you are physically exhausted.
- III. Internal Poisoning
 - A. Quickly take the poison container (if available) to the phone.
 - B. Call a poison control center or emergency medical center and follow their instructions.
 - C. Treat for shock and check breathing frequently.
 - D. Save all containers and vomit.

Application:

Practice these skills on this month's outing.

First Aid: Rescues

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F8a, and F8c.
- Demonstrate the carries used to transport a victim.
- Tie the bowline.

Materials Required

- Several older scouts to demonstrate the carries.
- Ropes for scouts to tie bowline.

Discovery

Have scouts attempt to transport a victim a certain (short) distance. See how they do.

Teaching-Learning

- I. Bowline: the rescue knot (show scouts how to tie the Bowline and let them practice)
- II. How would you move a person out of a smoke filled room? Have older scouts demonstrate these carries from the Boy Scout book.
 - A. Walking Assist:
 - B. One person Carry
 - C. Four Handed Seat
 - D. Two Person Carry.

Application: Carry Relay

Divide the patrol into two teams. If there is not enough members have older scouts participate or have the patrol compete against its own time. Set up a start line and another approximately 25 yards away as a turning line. Have scouts practice one carry going down and one coming back. The first team to complete all four carries wins.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement T9a.

Materials Required

- A pull-up bar
- A location suitable for doing fitness tests in T9a.

Application:

Have scouts record their best in the tests listed. Record these for your records as well.

To be completed 30 days after the completion of Fitness I

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement T9b

Materials Required

- A pull-up bar
- A location suitable for doing fitness tests in T9a.

Application:

Have scouts record their best in the tests listed. Record these for your records as well. If they have shown improvement they have completed T9b.

Forming the Patrol I

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements J4, J5, J6, J7, T8.
- Begin to personally understand the Scout Oath, Law, Motto and Slogan.
- Know the Scout sign, salute, and handclasp.
- Be able to tie the square knot.
- Describe why we use the buddy system in Scouting.
- Name their patrol members and state their patrol name.

Materials Required

- Scout Oath, Law, Motto, Slogan, and Outdoor Code Posters.
- Poster of the Scout Badge.
- A large beach ball.
- Blindfolds for each patrol member.

Discovery

Show scouts the scout sign, salute, and handclasp. Let them practice. Show them a square knot and teach them how to tie it.

Teaching-Learning

- I. Recite with the Scouts the Scout Oath, Scout Law, Motto, and Slogan. Talk about what each part means. Ask scouts what they think about them.
- II. Discuss the buddy system in Scouting. Ask them why they think that the buddy system is important.
- III. Play Moon Ball
 - A. Arrange the patrol in a circle.
 - B. The object of the game is for the patrol to keep the ball aloft as long as possible without hitting the ceiling. To do this the patrol must work together.
 - C. The patrol should compete against its own record.
- IV.

Application: Patrol Meeting

Talk about what a patrol is. Ask scouts to think about a name and flag design for their patrol and bring this to the next meeting. If there is agreement, name the patrol.

Once the patrol is named, have scouts work on patrol yells, and cheers.

Forming the Patrol II

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement T7
- Make a patrol flag.
- Have patrol spirit.
- Give their patrol yells, and cheers.

Materials Required

- Example(s) of patrol flag(s)

Discovery

Have a patrol within the troop present their flag to the troop at the opening of the meeting. Make sure they tell about all the symbolism of the flag and all the embellishments that have been put on it.

Teaching-Learning

- I. Patrol Meetings and Activities
 - A. Patrols can and should function outside the regular troop meetings.
 - B. Patrols can have activities outside the regular troop meetings.
- II. Talk with the patrol about what they want their flag to look like. Discuss each member's suggestions and write down a plan for making the patrol flag.
- III.

Application: Make a Patrol Flag

The patrol should now make its flag and continue to develop yells, cheers, and songs. It might be a good idea to have the patrol make the patrol flag in a patrol meeting separate from the regular troop meeting. This will give them an introduction to patrol meetings and activities.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements T5.
- Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.
- Explain what to do if they are lost.

Materials Required

- None

Discovery

Talk to Scouts about hiking trips they have enjoyed. Tell about experiences you've had. Explain the joy and entertainment you can get from hiking and exploring.

Teaching-Learning

- I. Hiking on highways and roads
 - A. General
 1. Stay on sidewalks
 2. If there are no sidewalks, stay in a single file on the left side, facing traffic.
 3. Wear light colored clothing for visibility.
 4. Never hitchhike.
 - B. Night
 1. Tie strips of white cloth or reflective ribbon around your right arm and leg.
 2. Wear a fluorescent vest like highway workers use.
 3. Use a flashlight.
- II. Hiking on trails
 - A. Stay on the trail
 1. Keeps you from getting lost.
 2. Protects natural plant life.
 - B. Watch where you are walking.
 - C. Crossing streams.
 1. Use bridges if they exist.
 2. Wade only if you have to, the water is shallow, and the current is not swift.
 3. Unfasten the hip belt on your backpack in case you fall.
 - D. Detour around unsafe areas.
- III. Getting lost
 - A. Staying found
 1. Map of the area.
 - a) Find your destination.
 - b) Mark the route.
 - c) Study the map to become familiar with surrounding countryside.
 - d) Notice landmarks shown on the map.
 2. Pay attention to where you are while you are hiking, notice land features.
 3. Look back frequently to see what the route will look like on your way back.
 - B. What to do if you are lost
 1. S.T.O.P.
 - a) S – Stay Calm

- (1) Sit down and have a sip of water and a bite of food. If you are cold, pull on a jacket or sweater. Breathe slowly and steadily.
 - b) T – Think
 - (1) Try to remember how you got where you are. Get out your map and see what you can learn from the symbols and contour lines.
 - c) O – Observe
 - (1) Look for your footprints in loose and muddy earth or in the snow. Look around for landmarks that might give clues about your location.
 - d) P – Plan
 - (1) If you are fairly sure of a route that will take you to a known location, move carefully. If you have a compass, use it to set a bearing in the direction of your destination. In case you need to find your way back, mark your route well with broken branches, piles of stones, or whatever else is handy.
2. Stay put
- a) If you have no idea where you are or which way to go, stay put.
 - b) Use distress signals
 - (1) A signal repeated three times.
 - (2) Signal fire
 - (a) Daytime – smoky
 - (b) Nighttime – bright
 - (3) Ground signals
 - (4) Signal mirror
 - c) Make yourself comfortable.
 - d) Don't worry.

Application: ????.

?????

Knots and Lashings I

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements T3a, and T3b.
- Whip and fuse the ends of a rope.
- Tie a two half hitches and taut line hitch.

Materials Required

- A frayed piece of rope.
- Ropes that need to be whipped and fused.
- One rope for each participant for knot tying.

Discovery

Show scouts a segment of rope that is badly frayed. Ask them how useful this rope is as compared a good piece. Introduce scouts to the notion of never cutting rope.

Teaching-Learning

IV. Whipping and Fusing

A. Demonstrate to scouts how to fuse a rope.

B. Demonstrate to scouts how to whip a rope and let them practice.

V. Demonstrate to Scouts the Two Half Hitches and let them practice.

VI. Demonstrate to Scouts the Taut Line Hitch and let them practice.

Application: Knot Relay.

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

Knots and Lashings II

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F7a.
- Tie the timber hitch, clove hitch.
- Use these knots in the square, shear, and diagonal lashings.
- Use these lashings in a real outdoor settings (F7b).

Materials Required

- 2 short stick for each participant and one for the instructor.
- 1 15 foot rope for each participant and one for the instructor.
- 4 5 foot poles.
- 2 seven foot poles.

Discovery

Build an H trestle for the scouts to inspect with the five foot and seven foot poles. Let them notice how sturdy the structure is. Let the scouts take the structure apart.

Teaching-Learning

- I. Show the scouts the following knots and allow them to tie them several times
 - A. Clove hitch
 - B. Timber hitch.
- II. Show scouts these lashings and allow them to practice.
 - A. Square.
 - B. Sheer
 - C. Diagonal.

Application:

For this meeting, have scouts build the H trestle and compete against their own time.

You may want to practice these skills more during the skills time of the next meeting. If so, scouts can make an X trestle or some other pioneering projects.

Have scouts make a simple camp gadget on this month's outing to complete requirement F7b.

Map and Compass I

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements S1a, S1b.
- Use a compass and understand basically how a compass and map can work together.

Materials Required

- Several different types of maps (street maps, topographical maps).
- 1 compass and map for every participant.

Discovery

Play the Compass Game (No. R01005) or Beginner's Compass Game (No. R01004). Divide scouts into teams of two and then see how accurate they are with the compass. Make sure to help those scouts who have never used a compass before by giving a brief explanation.

Teaching-Learning

- I. The Compass
 - A. What are the parts of the compass you've been using? Aim for the following main points.
 1. Needle.
 2. Orienting arrow
 3. Direction of Travel arrow.
 - B. How do you use a compass?
 1. To follow a bearing (they should all know this one)?
 2. How about to take a bearing?
 - a) Point direction of travel arrow at object.
 - b) Align the Orienting arrow with the north end of the needle.
 - c) Read degrees at the base of the direction of travel arrow.
- II. Maps.
 - A. Ask scouts to look at the maps you've brought. Ask them what similarities and differences they see (one has contour lines, the scales are different, both use the same symbols, etc)
 - B. Map Colors:
 1. Green: Forests, woodlands, orchards, and other areas of heavy vegetation.
 2. White: Mostly clear of trees--fields, meadows, rocky slopes, or open country.
 3. Blue: Water--streams, lakes, etc.
 4. Black: Man made--roads, bridges, buildings, etc.
 - C. Ask scouts what they think the contour lines are for? Explain how they are used.
- III. Orienting the map: Show scouts how to orient the map and let each try to do it on his own.

Application:

Before anyone arrives, circle a set of points on each of the Scout's maps. Number the points on one of them in a circular pattern (this will be the 'master' map). Take degree readings from point to point, moving in a circular pattern (like an orienteering course). Write these down and instruct scouts to use the degree readings to number the points on their map. When everyone is done, give them the correct answers.

Map and Compass II

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F2
- Measure the height and width of objects using several different methods.
- Complete and orienteering course.

Materials Required

- One dish of muddy water.

Discovery

Ask scouts to measure the height of some object around the area. If you don't know the height of the object for sure, measure it in advance using one of the more accurate methods. Allow the patrol about five minutes to accomplish the task. See how close they came.

Teaching-Learning

- I. How can we accurately measure the height of something? Demonstrate several of the methods listed. . See the *Boy Scout Handbook* for full explanations and illustrations.
 - A. Pencil Method
 - B. Tree Felling Method.
 - C. Muddy Water Method.
 - D. Shadow Method.
- II. How can we measure the width of something? Demonstrate several of the methods listed. See the *Boy Scout Handbook* for full explanations and illustrations.
 - A. Napoleon Method.
 - B. Stick Method.
 - C. Compass Method.

Application: Measuring

Now have the scouts go out and measure the heights and widths of some things around the meeting place. Again, try to make these things that are known, or you can measure accurately Do an orienteering course on this month's outing to complete the requirement.

Map and Compass III

Note: It is best to do this session on a campout where scouts can actually practice the skills. Do the discovery experience on Friday night, the directions during the day throughout Saturday, and the final Directions during night Saturday night.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F1.
- Tell directions during the day and night in several ways without a compass.

Materials Required

- Compass (to give the right answer).
- Sticks and materials for various methods.
- Constellation finder.

Discovery

Have scouts look around. Can they tell which way is north? How do they know--what method are they using? Use the compass to confirm their findings.

Teaching-Learning

- I. Setup: Choose several methods to demonstrate to scouts. Teach them these. Some may require waiting time so start these early in the day and work on other things in between times.
- II. Directions during the day.
 - A. Watch method (Analog Only).
 1. Hold your watch flat
 2. Place a short twig upright against the edge of the watch at the point of the hour hand.
 3. Turn the watch until the shadow of the twig falls exactly along the hour hand.
 4. A line from the center of the watch dividing in half the angle between the hour hand and the numeral 12 will point south.
 - B. Shadow stick method.
 1. Push a short, straight stick in the ground.
 2. Angle it toward the sun so that it creates no shadow.
 3. Wait until it casts a shadow 6 inches long. The shadow will be pointing East.
 - C. Equal Length shadow method.
 1. In the morning, push a 3 foot staff upright into the ground.
 2. Tie a string around the bottom and extend the string to the end of the staff's shadow.
 3. Tie a peg to the string at that point and use it to make a circle around the staff.
 4. Push the peg into the circle at the place where the staff's shadow meets it.
 5. In the afternoon, place another peg where the tip of the staff's shadow again touches the circle. A straight line between the pegs is a West-East line with West at the morning peg.
- III. Directions at night.
 - A. The north star.
 1. First, locate the north star using the Big Dipper.
 2. Push a stick into the ground about 2 foot high.
 3. Use a shorter stick in such a way as to sight over the tops of both to the North Star.
 4. The line created by the sticks (shorter to longer) will point north.
 - B. When you can only see one star.

1. Mark the location of the star in the sky with a landmark or the stick method mentioned above for the north star. Preferably, this star would be along the horizon.
2. In 1 to 2 hours observe the star again. You will now be able to tell the direction pointed to by the sticks.
 - a) If the star has rose, that direction is East
 - b) If the star has set, that direction is West.
 - c) If the star has moved to the left, that direction is North
 - d) If the star has moved to the right, that direction is South.
- C. Constellation Method. There are many constellations in the sky. These move in a predictable way throughout the various seasons. If you know the constellation, you can tell directions from where they are in the sky, given the season and time. This is easily demonstrated using a wheel type Star Gazer or Constellation Finder.
- D. The methods used during the day with the sun will also work at night with the moon.

Application:

Scouts should construct and use one or more of the methods for finding directions that were not demonstrated. This could be made into an individual contest to see which scout can get the most accurate North-South or East-West line as checked with the compass.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement S5.
- Appreciate and respect the animals that live in their communities.

Materials Required

- Examples of plaster casts of animal prints.
- Books on animal identification.
- Plaster of Paris.
- One plate for each participant.

Discovery

An excellent discovery would be to have an animal brought into the meeting by a qualified professional. If this type of person is not available, you can allow scouts to make a plaster of Paris cast of their hand to take home. Do this at the beginning of the meeting or the casts will not be set up by the end.

Teaching-Learning

- I. Why are some types of animals? What are some characteristics of each one?
 - A. Mammals (have fur, warm blooded)
 - B. Birds (have feathers, sometimes fly)
 - C. Reptiles (Scaly skin, cold blooded, hibernate)
 - D. Amphibians (Moist skin, 'dual life')
 - E. Fish (Have gills, life in water)
- II. Identifying Animals
 - A. Show the pages (291-312) in the *Boy Scout Handbook* that can be used in identifying animals.
 - B. Show other books that can also be used.
 - C. Demonstrate to scouts how they would go through the process of identifying an animal.
- III. Observing Animals
 - A. Evidence of animals
 1. Droppings
 - a) Droppings, or scat, are evidence of an animal's diet. Break scat apart with a stick. Hulls of seeds, skins of berries, and bits of leaves suggest the animal is an herbivore – an animal that eats only plants. Small bones, fur, and feathers might appear in the scat of carnivores – animals that feed on other animals. Mixed scat indicates an omnivore – a species whose diet includes both animal and plant material.
 2. Partially eaten food (chewed nuts, etc).
 3. Tracks. (Making plaster casts)
 - B. Taking pictures of animals.

Application:

Have scouts collect evidence of 10 animals and bring it into a future meeting. This can include plaster casts, pictures, etc.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirement F6
- Appreciate the beauty of the plants around them.
- Use resources to identify plants.

Materials Required

- Plant identification books
- Leaf casts.
- 10 to 15 different types of leaves (1 of each per participant and a set for the presenter).
- Ink (water soluble) and rubber roller.
- Newspaper.
- Copy paper (for prints).
- A piece of glass or a glass plate.
- Example leaf casts and leaf prints.

Discovery

Allow scouts to look at the leaves and identify as they can. Let scouts make a leaf cast at the beginning of the meeting so that it will be dry by the end. This could be done as the pre-opening.

Teaching-Learning

- I. Identifying Leaves.
 - A. Types of Trees
 1. Deciduous (Broad Leafed).
 2. Conifer (Evergreen or Cone Bearing).
 - B. Types of leaves:
 1. Simple.
 2. Compound.
 3. Simple Palmate.
 4. Compound Palmate.
 - C. For some of the leaves you have brought in, explain to scouts how you identified them.
 - D. Include what make them different from other leaves and how they are alike.
- II. Making leaf casts and leaf prints (see appendix)

Application: Leaf Printing

Have scouts make prints of their choice of 5 of the leaves you brought in. Make prints of these as described above. For scouts to complete their requirement, have them collect some more leaf samples and identify them on their own.

Toten' Chip

Note: It is best to do this session on a campout where scouts can actually practice the skills.

Learning Objectives

As a result of this experience, each participant should be able to:

- Complete advancement requirements S2b, and S2c.
- Properly use and care for the scout knife, ax, and saw.
- Earn the Toten' Chip Card

Materials Required

- A Toten' Chip Card for each participant.
- Ax, knife, and saw (1 set of these per every 2 -3 participants).
- file, knife sharpening kit (with oil, 1 set per every 2 - 3 participants).
- Ax Yard
- Sticks
- Choping Log
- Ax and Saw Sharpening Demonstration log.
- Gloves (1 pair per every 2 -3 participants).
- Rags (to wipe up excess oil).
- Newspaper (to cover table if protection is necessary).

Discovery

Start by asking the scouts the following questions. How many of you have used a knife, ax, or saw before? How important do you think that being safe with these tools? What do you think can happen if you're not safe? Is being able to use wood tools properly and safely a right, or a privilege?

Teaching-Learning

Note: You may wish to do I, II, and III as three separate presentations separated by a game or activity. This can be especially helpful with younger scouts.

- I. The Scout Knife:
 - A. Care and Sharpening
 1. Cleaning:
 - a) Open all the blades, being careful not to cut yourself.
 - b) Twirl a small piece of cloth or paper towel into the end of a toothpick.
 - c) Moisten it with oil and wipe out the inside.
 - d) Be sure to clean the joint at the base of each blade.
 - e) Swab out extra oil with a clean cloth.
 2. Sharpening:
 - a) Put a few drops of honing oil on the stone.
 - b) Hold the back against the stone at about a 20 to 30 degree angle.
 - c) Push the blade back along the stone as if you were slicing a thin piece off the stone.
 - d) Work the blade back and forth. Make sure that the number of times for each side is the same to evenly sharpen the blade.
 - B. Handling and Use: Follow these Dos and Don'ts.
 1. Do.
 - a) Keep blades closed except when in use.
 - b) Always cut away from yourself.

- c) Close blades before handing the knife to someone else.
 - d) Make sure that no one is within an arm's length away when using the knife.
2. Don't
 - a) Carry a knife with the blade open.
 - b) Pound on the knife handle with another tool. The knife may break.
 - c) Throw the knife.
 - d) Pry with the point of the knife blade--it can snap.
 - e) Put the knife in a fire--new blades are made by a process called tempering in which the blades are heated to harden the blade. Re-heating the knife with a fire can ruin the temper and weaken the knife.
 3. Handing your knife to another person.
 - a) Close the blade.
 - b) Hand the knife.
 - c) Make sure the other person has the tool (i.e. says 'thank you').
 - d) Never hand any tool across the body.
- C. Allow scouts to practice the proper care, handling, and use of the knife.
- II. The Scout Saw
 - A. Care and Sharpening
 1. Touch up teeth with a triangle file or ignition file.
 2. The best way to 'sharpen' a blade is to buy a new one.
 3. Hand saws to another scout the same way you would hand a knife.
 - B. Handling and Use
 1. Treat every saw with respect.
 2. Protect the blade (and your hands) with a sheath.
 3. Use a long, smooth stroke.
 4. Undercut branches first.
 - C. Allow scouts to practice the care, handling and use of the saw.
 - III. The Scout Ax
 - A. Sharpening
 1. Use a file with a knuckle guard and wear gloves.
 2. Use a log and stakes as shown in the *Boy Scout Handbook* on page 75.
 3. Place the file on the edge of the blade and push it into the bit. Use enough pressure so that you can feel the file cutting the metal. Use firm, even strokes and sharpen each side evenly.
 - B. Handling and Use
 1. The ax should be sharp and the head on tight.
 2. Always wear sturdy shoes to protect your feet.
 3. Clear the area in which you're working.
 4. Hand the ax in the proper way (*Boy Scout Handbook* page 75).
 5. Know how to properly
 - a) Buck a log.
 - b) Switch Hit.
 - c) Use a chopping block, and to split wood.

Application:

Scouts should practice their skills completing requirement S2c. They should receive the Toten' Chip card as recognition for their accomplishments and a reminder of the responsibility of using wood tools.

Lesson Evaluation Form

The name of the presentation is _____ presented on _____.

Were the Learning Objectives met?

If any of the of the objectives were not met, list them below and why they were not.

How can the presentation be improved?

List below ways the presentation could be made more interesting in the future.

Did the scouts enjoy the presentation, was it fun?

If the scouts didn't have fun, why not? How can the presentation be changed so that it is fun?

Appendix

This section contains the forms and worksheets you will need to implement the program.

Flag Quiz

True False

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

True False

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

True False

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

Program Planning Worksheet

Enter the date you plan to complete the Requirements listed below. For those requirements which do not have a corresponding lesson plan, enter the date you anticipate the requirement will be completed

	1	2	3		Date to Be Completed
J					
1					
2					
3					
4				Forming the Patrol I	
5				Forming the Patrol I	
6				Forming the Patrol I	
7				Forming the Patrol I	
8					
T					
1				Camping Know How I	
2				Camping Know How II	
3a				Knots and Lashings I	
3b				Knots and Lashings I	
4				Camping Know How I	
5				Citizenship	
6					
7				Forming the Patrol III	
8				Forming the Patrol I	
9a				Fitness I	
9b				Fitness II	
10					
11a				First Aid: Basics I	
11b				First Aid: Basics I	
S					
1a				Map and Compass I	
1b				Map and Compass I	
2a					
2b				Toten Chip	
2c				Toten Chip	
2d				Fires and Fire Safety	

2e				Camping Know How II	
3					
4					
5				Nature I	
6a				First Aid: Hurry Cases	
6b				First Aid: Basics I	
6c				First Aid: Basics II	
7					
8					
F					
1				Map and Compass III	
2				Map and Compass II	
3					
4				Cooking	
5					
6				Nature II	
7a				Knots and Lashings II	
7b					
8a				First Aid: Rescues	
8b				First Aid: Bandages	
8c				First Aid: Rescues	
8d				First Aid: CPR	
9					

Note: In the above chart '1' denotes that a scout can complete the requirement at a meeting, '2' on a troop outing, and '3' on his own.

Fill out the presentation Planner on the next page to keep track of who is doing which of the presentations and the dates. These two sheets will help you keep your program on track.

Presentation Schedule Worksheet

Fill in the name, location, and date of each presentation in the program in the spaces below.

	Date	Location	Person Responsible
Camping Know How I			
Camping Know How II			
Citizenship			
Cooking			
Fires and Fire Safety			
First Aid: Basics I			
First Aid: Basics II			
First Aid: Bandages			
First Aid: CPR			
First Aid: Hurry Cases			
First Aid: Rescues			
Fitness I			
Fitness II			
Forming the Patrol I			
Forming the Patrol II			
Knots and Lashings I			
Knots and Lashings II			
Map and Compass I			
Map and Compass II			
Map and Compass III			
Nature I			
Nature II			
Toten' Chip			

