# *Boy Scout Requirements – effective Jan. 1, 2016*

***Comparison to Current Requirements***
***Updated August 27, 2015***

**NOTE: No text in the right column indicates a new requirement. Please send questions and comments to Advancement.Team@scouting.org.**

## Scout Rank Requirements—*Comparable to the required Arrow of Light adventure, "Scouting Adventure"*

***NOTE:*** *Scout is not currently a rank, but will become a rank effective Jan. 1, 2016. Upon joining, a Scout must still meet the age requirements. He must be a boy who is 11 years old, or one who has completed the fifth grade or earned the Arrow of Light Award and is at least 10 years old, but is not yet 18 years old.*

| NEW SCOUT RANK REQUIREMENTS* | | CURRENT JOINING REQUIREMENTS* |
|---|---|---|
| All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop. | | Meet the age requirements. Be a boy who is 11 years old, or one who has completed the fifth grade or earned the Arrow of Light Award and is at least 10 years old, but is not yet 18 years old. |
| 1a. | Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning. | Understand and agree to live by the Scout Oath, Scout Law, motto, slogan, and the Outdoor Code. |
| 1b. | Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan. | |
| 1c. | Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used. | Demonstrate the Scout sign, salute, and handshake. |
| 1d. | Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge. | Describe the Scout badge. |
| 1e. | Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you. | |
| 1f. | Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning. | Repeat the Pledge of Allegiance. |
| 2. | After attending at least one Boy Scout troop meeting, do the following: | |
| 2a. | Describe how the Scouts in the troop provide its leadership. | |
| 2b. | Describe the four steps of Boy Scout advancement. | |
| 2c. | Describe the Boy Scout ranks and how they are earned. | |

| NEW SCOUT RANK REQUIREMENTS* | | CURRENT JOINING REQUIREMENTS* |
|---|---|---|
| 2d. | Describe what merit badges are and how they are earned. | |
| 3a. | Explain the patrol method. Describe the types of patrols that are used in your troop. | |
| 3b. | Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit. | Know your patrol name, give the patrol yell, and describe your patrol flag. [PREVIOUSLY TENDERFOOT 8] |
| 4a. | Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used. | Demonstrate tying the square knot (a joining knot).<br>Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch. [PREVIOUSLY TENDERFOOT 4b] |
| 4b. | Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope. | Demonstrate how to whip and fuse the ends of a rope. [PREVIOUSLY TENDERFOOT 4a] |
| 5. | Demonstrate your knowledge of pocketknife safety. | |
| 6. | With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide* and earn the Cyber Chip Award for your grade.[1] | With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide.*<br>Describe the three things you should avoid doing related to use of the Internet. Describe a cyberbully and how you should respond to one. [PREVIOUSLY FIRST CLASS 11] |
| 7. | Since joining the troop and while working on Scout rank, participate in a Scoutmaster conference. | Participate in a Scoutmaster conference. |
| | | Find a Scout troop near your home. |
| | | Complete a Boy Scout application and health history signed by your parent or guardian. |
| | | Turn in your Boy Scout application and health history form signed by your parent or guardian, then participate in a Scoutmaster conference |

*For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

[1] If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

# Tenderfoot Rank Requirements

| NEW TENDERFOOT REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **CAMPING and OUTDOOR ETHICS** | |
| 1a. | Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it. | Present yourself to your leader, properly dressed, before going on an overnight camping trip. Show the camping gear you will use. Show the right way to pack and carry it. |
| 1b. | Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch. | Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch. |
| 1c. | Tell how you practiced the Outdoor Code on a campout or outing. | |
| | **COOKING** | |
| 2a. | On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup. | On the campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in meal preparation and cleanup. . . |
| 2b. | While on a campout, demonstrate an appropriate method of safely cleaning items used to prepare, serve, and eat a meal. | |
| 2c. | Explain the importance of eating together as a patrol. | . . . and explain the importance of eating together. |
| | **TOOLS** | |
| 3a. | Demonstrate a practical use of the square knot. | |
| 3b. | Demonstrate a practical use of two half-hitches. | Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch. |
| 3c. | Demonstrate a practical use of the taut-line hitch. | (*See* 3b above.) |
| 3d. | Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used. | Demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used. [PREVIOUSLY SECOND CLASS 3c] |

| NEW TENDERFOOT REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **FIRST AID and NATURE** | |
| 4a. | Show first aid for the following:<br>• Simple cuts and scrapes<br>• Blisters on the hand and foot<br>• Minor (thermal/heat) burns or scalds (superficial, or first-degree)<br>• Bites or stings of insects and ticks<br>• Venomous snakebite<br>• Nosebleed<br>• Frostbite and sunburn<br>• Choking | Demonstrate how to care for someone who is choking.<br>Show first aid for the following:<br>• Simple cuts and scrapes<br>• Blisters on the hand and foot<br>• Minor (thermal/heat) burns or scalds (superficial, or first-degree)<br>• Bites or stings of insects and ticks<br>• Venomous snakebite<br>• Nosebleed<br>• Frostbite and sunburn |
| 4b. | Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them. | Identify local poisonous plants; tell how to treat for exposure to them. |
| 4c. | Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b. | |
| 4d. | Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used. | Prepare a personal first-aid kit to take with you on a hike. [PREVIOUSLY SECOND CLASS 7b] |
| | **HIKING** | |
| 5a. | Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing. | Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. |
| 5b. | Describe what to do if you become lost on a hike or campout. | Explain what to do if you are lost. |
| 5c. | Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. | Explain the rules of safe hiking, both on the highway and cross- country, during the day and at night. |

| NEW TENDERFOOT REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **FITNESS** | |
| 6a. | Record your best in the following tests:<br>• Push-ups _____ (Record the number done correctly in 60 seconds.)<br>• Sit-ups or curl-ups _____ (Record the number done correctly in 60 seconds.)<br>• Back-saver sit-and-reach (Record the distance stretched.)<br>• 1-mile walk/run _____ (Record the time.) | Record your best in the following tests:<br>• Push-ups _____<br>• Pull-ups _____<br>• Sit-ups _____<br>• Standing long jump (_____ ft. _____ in.)<br>• 1⁄4-mile walk/run _____ |
| 6b. | Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days. | |
| 6c. | Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days.<br>• Push-ups _____ (Record the number done correctly in 60 seconds.)<br>• Sit-ups or curl-ups _____ (Record the number done correctly in 60 seconds.)<br>• Back-saver sit-and-reach (Record the distance stretched.)<br>• 1-mile walk/run _____ (Record the time.) | Show improvement in the activities listed in requirement 10a after practicing for 30 days.<br>• Push-ups _____<br>• Pull-ups _____<br>• Sit-ups _____<br>• Standing long jump (_____ ft. _____ in.)<br>• 1⁄4-mile walk/run _____ |
| | **CITIZENSHIP** | |
| 7a. | Demonstrate how to display, raise, lower, and fold the U.S. flag. | Demonstrate how to display, raise, lower, and fold the American flag. |
| 7b. | Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto. | |
| | **LEADERSHIP** | |
| 8. | Describe the steps in Scouting's Teaching EDGE method. Use the Teaching EDGE method to teach another person how to tie the square knot. | Using the EDGE method, teach another person how to tie the square knot. |

| NEW TENDERFOOT REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **SCOUT SPIRIT** | |
| 9. | Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life.<br>_____ _____ _____ _____ | Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life. Discuss four specific examples of how you have lived the points of the Scout Law in your daily life. |
| 10. | While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference. | Participate in a Scoutmaster conference. |
| 11. | Successfully complete your board of review for the Tenderfoot rank. | Successfully complete your board of review for the Tenderfoot rank. |
| | | |

***NOTES**

- For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."
- The requirements for the Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.
- Alternative requirements for the Tenderfoot rank are available for Scouts with physical or mental disabilities, if they meet the criteria listed in the *Boy Scout Requirements* book.

# Second Class Rank Requirements

| NEW SECOND CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
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| | **CAMPING and OUTDOOR ETHICS** | |
| 1a. | Since joining, participate in five separate troop/patrol activities, three of which include overnight camping. These five activities do not include troop or patrol meetings. On at least two of the three campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee). | Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight. |
| 1b. | Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c. | Discuss the principles of Leave No Trace.<br>Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3] |
| 1c. | On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent. | On one of these campouts, select your patrol site and sleep in a tent that you pitched. Explain what factors you should consider when choosing a patrol site and where to pitch a tent. |
| | **COOKING and TOOLS** | |
| 2a. | Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so. | Explain when it is appropriate to use a cooking fire. |
| 2b. | Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire. | Use the tools listed in requirement 3c to prepare tinder, kindling, and fuel for a cooking fire. |
| 2c. | At an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site. | At an approved outdoor location and at an approved time, and using the tinder, kindling, and fuel wood from requirement 3d, demonstrate how to build a fire; light the fire, unless prohibited by local fire restrictions. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site. |
| 2d. | Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves. | Explain when it is appropriate to use a lightweight stove or propane stove. Set up a lightweight stove or propane stove; light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves. |

| NEW SECOND CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
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| 2e. | On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected. | On one campout, plan and cook one hot breakfast or lunch, selecting foods from the MyPlate food guide or the current USDA nutrition model. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected. |
| 2f. | Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot. | |
| 2g. | Demonstrate tying the bowline knot. Describe a situation in which you would use this knot. | Demonstrate tying the bowline knot and describe several ways it can be used [PREVIOUSLY FIRST CLASS 8a] |
| | **NAVIGATION** | |
| 3a. | Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols. | Demonstrate how a compass works and how to orient a map. Explain what map symbols mean. |
| 3b. | Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.[2] | Using a compass and a map together, take a five-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian. [2] |
| 3c. | Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.[2] | |
| 3d. | Demonstrate how to find directions during the day and at night without using a compass or an electronic device. | Demonstrate how to find directions during the day and at night without using a compass. [PREVIOUSLY FIRST CLASS 1] |
| | **NATURE** | |
| 4. | Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken. | Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community. |
| | **AQUATICS** | |
| 5a. | Tell what precautions must be taken for a safe swim. | Tell what precautions must be taken for a safe swim. |
| 5b. | Demonstrate your ability to pass the BSA beginner test: Jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place. | Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place. |

| NEW SECOND CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
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| 5c. | Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. | Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. |
| 5d. | Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim. | Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim. |
| | **FIRST AID AND EMERGENCY PREPAREDNESS** | |
| 6a. | Demonstrate first aid for the following:<br>• Object in the eye<br>• Bite of a warm-blooded animal<br>• Puncture wounds from a splinter, nail, and fishhook<br>• Serious burns (partial thickness, or second-degree)<br>• Heat exhaustion<br>• Shock<br>• Heatstroke, dehydration, hypothermia, and hyperventilation | Demonstrate first aid for the following:<br>• Object in the eye<br>• Bite of a suspected rabid animal<br>• Puncture wounds from a splinter, nail, and fishhook<br>• Serious burns (partial thickness, or second-degree)<br>• Heat exhaustion<br>• Shock<br>• Heatstroke, dehydration, hypothermia, and hyperventilation |
| 6b. | Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning. | Show what to do for “hurry” cases of stopped breathing, serious bleeding, and ingested poisoning. |
| 6c. | Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b. | |
| 6d. | Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder. | |
| 6e. | Tell how you should respond if you come upon the scene of a vehicular accident. | |
| | **FITNESS** | |
| 7a. | After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities. | |
| 7b. | Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so. | |

| NEW SECOND CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 7c. | Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned. | Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions. |
| | **CITIZENSHIP** | |
| 8a. | Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity. | Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity. |
| 8b. | Explain what respect is due the flag of the United States. | Explain to your leader what respect is due the flag of the United States. |
| 8c. | With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal. | Earn an amount of money agreed upon by you and your parent, then save at least 50 percent of that money. |
| 8d. | At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose. | |
| 8e. | Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath. | Participate in an approved (minimum of one hour) service project(s). |
| | **PERSONAL SAFETY AWARENESS** | |
| 9a. | Explain the three R's of personal safety and protection. | Explain the three R's of personal safety and protection. |
| 9b. | Describe bullying; tell what the appropriate response is to someone who is bullying you or another person. | Describe what a bully is and how you should respond to one. [PREVIOUSLY TENDERFOOT 9] |

| NEW SECOND CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **SCOUT SPIRIT** | |
| 10. | Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life. _____ _____ _____ _____ | Demonstrate Scout spirit by living the Scout Oath and Scout Law in your everyday life. Discuss four specific examples (different from those used for Tenderfoot requirement 13) of how you have lived the points of the Scout Law in your daily life. |
| 11. | While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference. | Participate in a Scoutmaster conference. |
| 12. | Successfully complete your board of review for the Second Class rank. | Successfully complete your board of review for the Second Class rank. |

***NOTES**

- For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."
- The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.
- Alternative requirements for the Second Class rank are available for Scouts with physical or mental disabilities, if they meet the criteria listed in the *Boy Scout Requirements* book.

[2] If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike."

# First Class Rank Requirements

| | NEW FIRST CLASS REQUIREMENTS* | CURRENT REQUIREMENTS* |
|---|---|---|
| | **CAMPING and OUTDOOR ETHICS** | |
| 1a. | Since joining, participate in 10 separate troop/patrol activities, six of which include overnight camping. These 10 activities do not include troop or patrol meetings. On at least five of the six campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee). | Since joining, have participated in 10 separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight. |
| 1b. | Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1c and Second Class requirement 1b. | |
| | **COOKING** | |
| 2a. | Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout. | Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the MyPlate food guide or the current USDA nutrition model and meets nutritional needs. |
| 2b. | Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients. | Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients |
| 2c. | Show which pans, utensils, and other gear will be needed to cook and serve these meals. | Tell which pans, utensils, and other gear will be needed to cook and serve these meals. |
| 2d. | Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish. | Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish. |
| 2e. | On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup. | On one campout, serve as your patrol's cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in requirement 4a. Lead your patrol in saying grace at the meals and supervise cleanup. |

| NEW FIRST CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
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| | **TOOLS** | |
| 3a. | Discuss when you should and should not use lashings. | Discuss when you should and should not use lashings. |
| 3b. | Demonstrate tying the timber hitch and clove hitch. | Then demonstrate tying the timber hitch and clove hitch… |
| 3c. | Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together. | …and their use in square, shear, and diagonal lashings by joining two or more poles or staves together. |
| 3d. | Use lashings to make a useful camp gadget or structure. | Use lashing to make a useful camp gadget. |
| | **NAVIGATION** | |
| 4a. | Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.). | Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.). |
| 4b. | Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination. | |
| | **NATURE** | |
| 5a. | Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken. | Identify or show evidence of at least 10 kinds of native plants found in your community. |
| 5b. | Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event. | |
| 5c. | Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take. | |
| 5d. | Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions. | |

| NEW FIRST CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **AQUATICS** | |
| 6a. | Successfully complete the BSA swimmer test.[3] | Successfully complete the BSA swimmer test. [3] |
| 6b. | Tell what precautions must be taken for a safe trip afloat. | Tell what precautions must be taken for a safe trip afloat. |
| 6c. | Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar. | |
| 6d. | Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat. | |
| 6e. | With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.) | With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.) |
| | **FIRST AID AND EMERGENCY PREPAREDNESS** | |
| 7a. | Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. | Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. |
| 7b. | By yourself and with a partner, show how to:<br>• Transport a person from a smoke-filled room.<br>• Transport for at least 25 yards a person with a sprained ankle. | Show how to transport by yourself, and with one other person, a person<br>• From a smoke-filled room<br>• With a sprained ankle, for at least 25 yards |
| 7c. | Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). | Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). |
| 7d. | Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations. | |
| 7e. | Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage. | |
| 7f. | Explain how to obtain potable water in an emergency. | |
| | **FITNESS** | |
| 8a. | After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities. | |
| 8b. | Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life. | |

| NEW FIRST CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **CITIZENSHIP** | |
| 9a. | Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations of a U.S. citizen. | Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen. |
| 9b. | Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern. | |
| 9c. | On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results. | |
| 9d. | Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e. Explain how your service to others relates to the Scout Law. | |
| | **LEADERSHIP** | |
| 10. | Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader. | Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. |

| NEW FIRST CLASS REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | **SCOUT SPIRIT** | |
| 11. | Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life. _____ _____ _____ _____ | Demonstrate Scout spirit by living the Scout Oath and Scout Law in your everyday life. Discuss four specific examples (different from those used for Tenderfoot requirement 13 and Second Class requirement 11) of how you have lived the points of the Scout Law in your daily life. |
| 12. | While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference. | Participate in a Scoutmaster conference. |
| 13. | Successfully complete your board of review for the First Class rank. | Successfully complete your board of review for the First Class rank. |

***NOTES**

- For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."
- The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.
- Alternative requirements for the First Class rank are available for Scouts with physical or mental disabilities.

[3] See the Swimming merit badge requirements for details about the BSA swimmer test.

# Star Rank Requirements

| NEW STAR REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 1. | Be active in your troop for at least four months as a First Class Scout. | Be active in your unit (and patrol if you are in one) for at least four months as a First Class Scout. |
| 2. | As a First Class Scout, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life. | Demonstrate Scout spirit by living the Scout Oath and Scout Law in your everyday life. |
| 3. | Earn six merit badges, including any four from the required list for Eagle. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement. *See* Eagle rank requirement 3 for this list.<br>Name of Merit Badge Date Earned<br>(Eagle-required) _____<br>(Eagle-required) _____<br>(Eagle-required) _____<br>(Eagle-required) _____<br>_____<br>_____ | Earn six merit badges, including any four from the required list for Eagle.<br>Name of Merit Badge<br>_____ (required for Eagle)*<br>_____ (required for Eagle)*<br>_____ (required for Eagle)*<br>_____ (required for Eagle)*<br>_____<br>_____<br>*A Scout may choose any of the 17 required merit badges in the 13 categories to fulfill requirement 3. See the complete list of required badges for Eagle. |
| 4. | While a First Class Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster. | While a First Class Scout, take part in service project(s) totaling at least six hours of work. These projects must be approved by your Scoutmaster. |
| 5. | While a First Class Scout, serve actively in your troop for four months in one or more of the following positions of responsibility (or carry out a Scoutmaster-approved leadership project to help the troop):<br>**Boy Scout troop.** Patrol leader, assistant senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.[4]<br>**Varsity Scout team.** Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide.<br>**Venturing crew/Sea Scout ship.** President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.<br>**Lone Scout.** Leadership responsibility in your school, religious organization, club, or elsewhere in your community. | While a First Class Scout, serve actively in your unit for four months in one or more of the following positions of responsibility[4] (or carry out a unit leader–assigned leadership project to help your unit):<br>**Boy Scout troop.** Patrol leader, Venture patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, troop webmaster, or Leave No Trace trainer.<br>**Varsity Scout team.** Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow troop representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, team webmaster, or Leave No Trace trainer.<br>**Venturing crew/ship.** President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, crew/ship webmaster, or Leave No Trace trainer.<br>**Lone Scout.** Leadership responsibility in his school, religious organization, club, or elsewhere in his community. |

| NEW STAR REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 6. | With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide* and earn the Cyber Chip award for your grade.[5] | |
| 7. | While a First Class Scout, participate in a Scoutmaster conference. | Take part in a Scoutmaster conference. |
| 8. | Successfully complete your board of review for the Star rank.[6] | Successfully complete your board of review.[6] |

***NOTE**

- For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."
- For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "Crew Advisor."
- For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

[4] Assistant patrol leader is not an approved position of responsibility for the Star rank.

[5] If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

[6] If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with *Guide to Advancement* topic 8.0.4.0.

# Life Rank Requirements

| NEW LIFE REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 1. | Be active in your troop for at least six months as a Star Scout. | Be active in your unit (and patrol if you are in one) for at least six months as a Star Scout. |
| 2. | As a Star Scout, demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life. | Demonstrate Scout spirit by living the Scout Oath and Scout Law in your everyday life. |
| 3. | Earn five more merit badges (so that you have 11 in all), including any three additional badges from the required list for Eagle. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement. See Eagle rank requirement 3 for this list.<br>Name of Merit Badge Date Earned<br>(Eagle-required) _____<br>(Eagle-required) _____<br>(Eagle-required) _____<br>_____<br>_____ | Earn five more merit badges (so that you have 11 in all), including any three more from the required list for Eagle. (See the Eagle Rank Requirements, No. 3, for this list.) A Scout may choose any of the 17 required merit badges in the 13 categories to fulfill this requirement. |
| 4. | While a Star Scout, participate in six hours of service through one or more service projects approved by your Scoutmaster. At least three hours of this service must be conservation-related. | While a Star Scout, take part in service project(s) totaling at least six hours of work. These project(s) must be approved by your Scoutmaster. |
| 5. | While a Star Scout, serve actively in your troop for six months in one or more of the following troop positions of responsibility (or carry out a Scoutmaster-approved leadership project to help the troop).<br>**Boy Scout troop.** Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, bugler, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.[7]<br>**Varsity Scout team.** Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide.<br>**Venturing crew/Sea Scout ship.** President, vice president, secretary, treasurer, den chief, quartermaster, historian, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.<br>**Lone Scout.** Leadership responsibility in your school, religious organization, club, or elsewhere in your community. | While a Star Scout, serve actively in your unit for six months in one or more of the positions of responsibility[7] listed in requirement 5 for Star Scout (or carry out a unit leader–assigned leadership project to help your unit). |

| NEW LIFE REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 6. | While a Star Scout, use the Teaching EDGE method to teach another Scout (preferably younger than you) the skills from ONE of the following choices, so that he is prepared to pass those requirements to his Scoutmaster's satisfaction.<br>a. Tenderfoot 4a and 4b (first aid)<br>b. Second Class 2b, 2c, and 2d (cooking/tools)<br>c. Second Class 3a and 3d (navigation)<br>d. First Class 3a, 3b, 3c, and 3d (tools)<br>e. First Class 4a and 4b (navigation)<br>f. Second Class 6a and 6b (first aid)<br>g. First Class 7a and 7b (first aid)<br>h. Three requirements from one of the required Eagle merit badges, as approved by your Scoutmaster | While a Star Scout, use the EDGE method to teach another Scout (preferably younger than you) all of the skills involved in any ONE of the following seven requirement choices, so that he is prepared to pass the requirements to his unit leader's satisfaction.<br>a. Second Class—7a and 7c (first aid)<br>b. Second Class—1a (outdoor skills)<br>c. Second Class—3c, 3d, 3e, and 3f (cooking/camping)<br>d. First Class—8a, 8b, 8c, and 8d (first aid)<br>e. First Class—1, 7a, and 7b (outdoor skills)<br>f. First Class—4a, 4b, and 4d (cooking/camping)<br>g. Three requirements from one of the required Eagle merit badges, as approved by your unit leader. |
| 7. | While a Star Scout, participate in a Scoutmaster conference. | Take part in a Scoutmaster conference. |
| 8. | Successfully complete your board of review for the Life rank.[8] | Successfully complete your board of review.[8] |

***NOTE**

- For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."
- For Venturers working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "Crew Advisor."
- For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

[7] Assistant patrol leader is not an approved position of responsibility for the Star, Life, or Eagle rank.
[8] If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with *Guide to Advancement* topic 8.0.4.0

# Eagle Rank Requirements

| NEW EAGLE SCOUT RANK REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 1. | Be active in your troop for at least six months as a Life Scout. | Be active in your troop, team, crew, or ship for a period of at least six months after you have achieved the rank of Life Scout. |
| 2. | As a Life Scout, demonstrate Scout Spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God, how you have lived the Scout Oath and Scout Law in your everyday life, and how your understanding of the Scout Oath and Scout Law will guide your life in the future. List on your Eagle Scout Rank Application the names of individuals who know you personally and would be willing to provide a recommendation on your behalf, including parents/guardians, religious (if not affiliated with an organized religion, then the parent or guardian provides this reference), educational, employer (if employed), and two other references. | Demonstrate that you live by the principles of the Scout Oath and Scout Law in your daily life. List on your Eagle Scout Rank Application the names of individuals who know you personally and would be willing to provide a recommendation on your behalf, including parents/guardians, religious, educational, and employer references. |
| 3. | Earn a total of 21 merit badges (10 more than required for the Life rank), including these 13 merit badges: (a) First Aid, (b) Citizenship in the Community, (c) Citizenship in the Nation, (d) Citizenship in the World, (e) Communication, (f) Cooking, (g) Personal Fitness, (h) Emergency Preparedness OR Lifesaving, (i) Environmental Science OR Sustainability, (j) Personal Management, (k) Swimming OR Hiking OR Cycling, (l) Camping, and (m) Family Life.<br><br>You must choose only one of the merit badges listed in categories h, i, and k. Any additional merit badge(s) earned in those categories may be counted as one of your eight optional merit badges used to make your total of 21.<br><br>Merit Badges Date Earned<br>1._____ _____<br>2._____ _____<br>3._____ _____<br>4._____ _____<br>5._____ _____<br>6._____ _____<br>7._____ _____<br>8._____ _____<br>9._____ _____<br>10._____ _____ | Earn a total of 21 merit badges (10 more than you already have), including the following:<br>a. First Aid<br>b. Citizenship in the Community<br>c. Citizenship in the Nation<br>d. Citizenship in the World<br>e. Communication<br>f. Personal Fitness<br>g. Cooking<br>h. Emergency Preparedness OR Lifesaving<br>i. Environmental Science OR Sustainability<br>j. Personal Management<br>k. Swimming OR Hiking OR Cycling<br>l. Camping<br>m. Family Life<br>You must choose only one merit badge listed in items h, i, and k. If you have earned more than one of the badges listed in items h, i, and k, choose one and list the remaining badges to make your total of 21. |

| NEW EAGLE SCOUT RANK REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 4. | While a Life Scout, serve actively in your troop for six months in one or more of the following positions of responsibility[9]:<br>**Boy Scout troop.** Patrol leader, assistant senior patrol leader, senior patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or outdoor ethics guide.<br>**Varsity Scout team.** Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or outdoor ethics guide.<br>**Venturing crew/Sea Scout ship.** President, vice president, secretary, treasurer, quartermaster, historian, den chief, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, or webmaster.<br>**Lone Scout.** Leadership responsibility in your school, religious organization, club, or elsewhere in your community. | While a Life Scout, serve actively in your unit for a period of six months in your unit in one or more of the following positions of responsibility. List only those positions served after your Life board of review date. [9]<br>**Boy Scout troop**. Patrol leader, assistant senior patrol leader, senior patrol leader, Venture patrol leader, troop guide, Order of the Arrow troop representative, den chief, scribe, librarian, historian, quartermaster, junior assistant Scoutmaster, chaplain aide, instructor, webmaster, or Leave No Trace trainer.<br>**Varsity Scout team**. Captain, cocaptain, program manager, squad leader, team secretary, Order of the Arrow team representative, librarian, historian, quartermaster, chaplain aide, instructor, den chief, webmaster, or Leave No Trace trainer.<br>**Venturing crew/ship.** President, vice president, secretary, treasurer, quartermaster, historian, den chief, guide, boatswain, boatswain's mate, yeoman, purser, storekeeper, webmaster, or Leave No Trace trainer.<br>**Lone Scout.** Leadership responsibility in his school, religious organization, club, or elsewhere in his community. |
| 5. | While a Life Scout, plan, develop, and give leadership to others in a service project helpful to any religious institution, any school, or your community. (The project must benefit an organization other than the Boy Scouts of America.) A project proposal must be approved by the organization benefiting from the effort, your Scoutmaster and unit committee, and the council or district before you start. You must use the *Eagle Scout Service Project Workbook*, BSA publication No. 512-927, in meeting this requirement. (To learn more about the Eagle Scout service project, see the *Guide to Advancement*, topics 9.0.2.0 through 9.0.2.16.) | While a Life Scout, plan, develop, and give leadership to others in a service project helpful to any religious institution, any school, or your community. (The project must benefit an organization other than Boy Scouting.) The project proposal must be approved by the organization benefiting from the effort, your unit leader and unit committee, and the council or district before you start. You must use the *Eagle Scout Service Project Workbook,* BSA publication No. 512-927, in meeting this requirement. (To learn more about the Eagle Scout service project, see the *Guide to Advancement,* topics 9.0.2.0 through 9.0.2.15.) |
| 6. | While a Life Scout, participate in a Scoutmaster conference. | Take part in a unit leader conference. |

| NEW EAGLE SCOUT RANK REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| 7. | Successfully complete your board of review for the Eagle Scout rank.[10] In preparation for your board of review, prepare and attach to your Eagle Scout Rank Application a statement of your ambitions and life purpose and a listing of positions held in your religious institution, school, camp, community, or other organizations, during which you demonstrated leadership skills. Include honors and awards received during this service. (This requirement may be met after age 18, in accordance with *Guide to Advancement* topic 8.0.3.1.[11]) | Successfully complete an Eagle Scout board of review.[10] In preparation for your board of review, prepare and attach to your Eagle Scout Rank Application a statement of your ambitions and life purpose and a listing of positions held in your religious institution, school, camp, community, or other organizations, during which you demonstrated leadership skills. Include honors and awards received during this service. (This requirement may be met after age 18; *see below*.[11]) |

***NOTE**

- For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."
- For Venture Scouts working on Boy Scout requirements, replace "troop" with "crew" and "Scoutmaster" with "Crew Advisor."
- For Sea Scouts working on Boy Scout requirements, replace "troop" with "ship" and "Scoutmaster" with "Skipper."

[9] Assistant patrol leader and bugler are not approved positions of responsibility for the Eagle Scout rank. Likewise, a unit leader–assigned leadership project should not be used in lieu of serving in a position of responsibility.

**[10] APPEALS AND EXTENSIONS**

- If a Scout believes he has completed all requirements for the Eagle Scout rank but is denied a board of review, he may request a board of review under disputed circumstances in accordance with *Guide to Advancement* topic 8.0.3.2.
- If the board of review does not approve the Scout's advancement, the decision may be appealed in accordance with *Guide to Advancement* topic 8.0.4.0.
- If a Scout foresees that, due to no fault or choice of his own, he will be unable to complete the Eagle Scout rank requirements before age 18, he may apply for a limited time extension in accordance with *Guide to Advancement* topic 9.0.4.0. Time extensions are rarely granted.

**[11] AGE REQUIREMENT ELIGIBILITY**

Merit badges, badges of rank, and Eagle Palms may be earned by a registered Boy Scout, Varsity Scout, or a qualified Venturer or Sea Scout. He may earn these awards until his 18th birthday. Any Venturer or Sea Scout who has achieved the First Class rank as a Boy Scout in a troop or Varsity Scout in a team may continue working up to his 18th birthday toward the Star, Life, and Eagle Scout ranks and Eagle Palms.

An Eagle Scout board of review may occur, without special approval, within three months after the 18th birthday. Local councils must preapprove those held three to six months afterward. To initiate approval, the candidate, his parent or guardian, the unit leader, or a unit committee member attaches to the application a statement explaining the delay. **Consult the *Guide to Advancement,* topic 8.0.3.1, in the case where a board of review is to be conducted more than six months after a candidate's 18th birthday.**

If you have a permanent physical or mental disability, or a disability expected to last more than two years, or beyond age 18, you may become an Eagle Scout by qualifying for as many required merit badges as you can and qualifying for alternative merit badges for the rest. If you seek to become an Eagle Scout under this procedure, you must submit a special application to your local council service center. Your application must be approved by your council advancement committee **before you can work on alternative merit badges.**

A Scout or Venturer with a disability may also qualify to work toward rank advancement after he is 18 years of age if he meets the guidelines outlined in section 10 of the *Guide to Advancement*.

# Eagle Palm Requirements

| NEW EAGLE PALM RANK REQUIREMENTS* | | CURRENT REQUIREMENTS* |
|---|---|---|
| | After becoming an Eagle Scout, you may earn Palms by completing the following requirements: | After becoming an Eagle Scout, you may earn Palms by completing the following requirements: |
| 1. | Be active in your troop and patrol for at least three months after becoming an Eagle Scout or after award of last Palm.** | Be active in your troop and patrol for at least three months after becoming an Eagle Scout or after award of last Palm.** |
| 2. | Since earning the Eagle Scout rank or your last Eagle Palm, demonstrate Scout Spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived the Scout Oath and Scout Law in your everyday life. | Demonstrate Scout spirit by living the Scout Oath and Scout Law in your everyday life. |
| 3. | Make a satisfactory effort to develop and demonstrate leadership ability. | Make a satisfactory effort to develop and demonstrate leadership ability. |
| 4. | Earn five additional merit badges beyond those required for Eagle or last Palm.*** | Earn five additional merit badges beyond those required for Eagle or last Palm.*** |
| 5. | While an Eagle Scout, or since your last Eagle Palm, participate in a Scoutmaster conference. | Participate in a Scoutmaster conference. |
| 6. | Successfully complete your board of review for the Eagle Palm. | Successfully complete your board of review. |
| | You may wear only the proper combination of Palms for the number of merit badges you earned beyond the rank of Eagle. The Bronze Palm represents five merit badges, the Gold Palm 10, and the Silver Palm 15. | |

***NOTE**

- For Varsity Scouts working on Boy Scout requirements, replace “troop” with “team” and “Scoutmaster” with “Varsity Scout Coach.”
- For Venture Scouts working on Boy Scout requirements, replace “troop” with “crew” and “Scoutmaster” with “Crew Advisor.”
- For Sea Scouts working on Boy Scout requirements, replace “troop” with “ship” and “Scoutmaster” with “Skipper.”

** Eagle Palms must be earned in sequence, and the three-month tenure requirement must be observed for each Palm.
*** Merit badges earned any time since becoming a Boy Scout may be used to meet this requirement.