First Class Rank

Workbook

This Workbook can help you organize your thoughts as you prepare to meet with your Scout Leader.
You still must satisfy your Scout Leader that you can demonstrate each skill and have learned the information.
You should use the work space provided for each requirement to keep track of which requirements have been completed,
and to make notes for discussing the item with your leader, not for providing full and complete answers.
If a requirement says that you must take an action using words such as "discuss", "show",
"tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Scout Leaders may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 637685).
The requirements were last revised in 2017 • This workbook was updated in January 2017.

Scout's Name:_____ Unit: _____

http://www.USScouts.Org • http://www.MeritBadge.Org

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **rank** should be sent to: Advancement.Team@Scouting.Org

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CAMPING and OUTDOOR ETHICS

☐ 1. a. 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).

	Dates		Activity	Overnight Camping?	Tent/structure erected?
1.				☐	☐
2.				☐	☐
3.				☐	☐
4.				☐	☐
5.				☐	☐
6.				☐	☐
7.				☐	☐
8.				☐	☐
9.				☐	☐
10.				☐	☐

☐ b. 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

Date: _____ Activity: _____

T

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R		
E		
A		
D		

COOKING

☐ 2. a. 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.

☐ Breakfast

Bread/Grain	Main Course	Dairy	Fruit	Drink	Dessert

☐ Lunch

Soup/Salad	Main Course	Vegetable	Fruit	Drink	Dessert

☐ Dinner

Soup/Salad	Main Course	Vegetable	Vegetable	Drink	Dessert

☐ 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.

☐ b. 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.

Food	Amount	Cost	Food	Amount	Cost

☐ c. Show which pans, utensils, and other gear will be needed to cook and serve these meals.

☐ d. 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.

☐ e. 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.

TOOLS

☐ 3. a. Discuss when you should and should not use lashings.

☐ b. Demonstrate tying the timber hitch and clove hitch.

☐ Timber Hitch

☐ Clove hitch

☐ c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.

☐ Square lashing

☐ Shear lashing

☐ Diagonal lashing

☐ d. Use lashings to make a useful camp gadget or structure.

NAVIGATION

☐ 4. a. 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.)

☐ b. 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

☐ 5. a. 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.

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

☐ b. Identify two ways to obtain a weather forecast for an upcoming activity.

1.	
2.	

Explain why weather forecasts are important when planning for an event.

☐ c. 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.

	Indicator	Potential event	Action to take
1.			

2.			
3.			

☐ d. 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.

AQUATICS

☐ 6. a. Successfully complete the BSA swimmer test.[3]

☐ b. Tell what precautions must be taken for a safe trip afloat.

☐ c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.

☐ d. 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.

☐ e. 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

☐ 7. a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.

☐ Sprained ankle

☐ Injuries on the head

☐ Injuries on the upper arm

☐ Injuries on the collarbone

☐ b. By yourself and with a partner, show how to:

☐ Transport a person from a smoke-filled room.

☐ Transport for at least 25 yards a person with a sprained ankle

☐ c. Tell the five most common signals of a heart attack.

1.	
2.	
3.	
4.	
5.	

Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).

☐ d. 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.

Utility	Hazards	How to respond

☐ e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.

☐ f. Explain how to obtain potable water in an emergency.

FITNESS

☐ 8. a. 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.
(You can log your activities using the form at the end of this workbook)

☐ b. 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 and develop a plan for doing so.

CITIZENSHIP

☐ 9. a. 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 as a U.S. citizen.

Person Visited:		Position Held	

☐ b. Investigate an environmental issue affecting your community.

Issue:

☐ 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.

☐ c. 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.

☐ d. 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.

Date	Start Time	End Time	Duration	Project

☐ Explain how your service to others relates to the Scout Law.

LEADERSHIP

☐ 10. a. 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.

Who did you speak with?	
What did you tell him?	
What was the result?	

SCOUT SPIRIT

☐ 11. a. 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.

Points of the Scout Law used for Tenderfoot requirement 9 and Second Class requirement 10.

Point of the Scout Law	
1.	

2.		
3.		
4.		
	Duty to God	

☐ 12. a. While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference.

Date of Scoutmaster Conference: _____

☐ 13. a. 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 ***the*** Scout, 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 ***if they meet the criteria listed in the Boy Scout Requirements book***.

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

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/First Class Rank/#Requirement resources

FITNESS ACTIVITY LOG for requirement 8a

Week 1

Date	Activity & Notes	Start Time	End Time	Duration

Week 2

Date	Activity & Notes	Start Time	End Time	Duration

Week 3

Date	Activity & Notes	Start Time	End Time	Duration

Week 4

Date	Activity & Notes	Start Time	End Time	Duration

Important excerpts from the *Guide To Advancement - 2015*, No. 33088 (SKU-620573)

[1.0.0.0] — Introduction
The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, "Advancement for Members With Special Needs".

[Page 2] — The "Guide to Safe Scouting" Applies
Policies and procedures outlined in the ***Guide to Safe Scouting***, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

[10.2.2.0] — Advancement for Boy Scouts and Varsity Scouts With Disabilities

Members must meet current advancement requirements as written for merit badges, all ranks, and Eagle Palms— no more and no less—and they are to do exactly what is stated. If it says, "Show or demonstrate," that is what they must do; just "telling" isn't enough. The same holds for words and phrases such as "make," "list," "in the field," "collect," "identify," and "label." Requests for alternative requirements for Scout, Tenderfoot, Second Class, and First Class ranks can be made using the information outlined below.

Alternatives are not available for the Star, Life, and Eagle rank requirements. Scouts may request approval for alternative merit badges, but the other requirements for those three ranks must be fulfilled as written.

It is important to remember that the advancement program is meant to challenge our members; however, not all of them can achieve everything they might want to—with or without a disability. It is for this reason all Scouts are required to meet the requirements as they are written, with no exceptions.

For boards of review for Scouts with special needs, the board members should be informed ahead of time about the special circumstances and needs. It may be helpful, too, if the unit leader is present at the review. He or she may be able to help answer questions and provide background. It may be important to allow parents or guardians to be present at the meeting as well—especially if they are able to help interpret and communicate what the Scout is saying. At the least, parents should be available to help board members understand the Scout's challenges and how he copes with them.

[10.2.2.1] — Using Alternative Requirements

A degree of modification in advancement requirements may be necessary to mainstream as many members with disabilities as possible. Thus a Scout with a permanent physical or cognitive disability (or a disability expected to last more than two years or beyond the 18th birthday) who is unable to complete all the requirements for Scout, Tenderfoot, Second Class, or First Class rank may, with his parent or guardian, and also the unit leader or a member of the troop committee, submit a request to the council advancement committee to complete alternative requirements. Unless a Scout has been approved to register beyond the age of eligibility, alternative requirements must be completed by the 18th birthday. The procedures appear below. This avenue is also available to youth with longer-term disabilities (such as those related to a severe injury) who want to continue advancing during recovery.

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

[10.2.2.2] — How to Apply for Alternative Requirements

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

The request must be accompanied by supporting letters from the unit leader, a parent or guardian, and the Scout (if possible), as well as a written statement from a qualified health professional related to the nature of the disability.

This may be, for example, a physician, neurologist, psychiatrist, psychologist, etc., or when appropriate, an educational administrator in special education. Statements must describe the disability; cover the Scout's capabilities, limitations, and prognosis; and outline what requirements cannot be completed. Additional information such as Individualized Education Plans provided to parents by schools, and various treatment summaries and reports, may help an advancement committee make an informed decision.

Normally, it is expected that youth with only moderate learning disabilities, or such disorders as ADD or ADHD can—albeit more slowly—complete standard requirements.

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

After the committee's decision has been recorded and delivered, any supporting private information should be returned to its source—the parent or guardian, or institution that provided it. Should there be questions about its disposition, then the supporting private information should be destroyed.

Note that topics 10.2.2.1 and 10.2.2.2 do not apply to merit badge requirements. See topic 10.2.2.3 to learn about earning alternative merit badges to those required for Eagle.

In addition to the excerpts shown here candidates for advancement should review and pay particular attention to the following portion of the *Guide to Advancement*, which is too lengthy to reproduce here:

Section 8. Boards of Review: An Overview for All Ranks
[Subsections 8.0.0.1 – 8.0.2.0}