

SCOUT NAME				
NEW FIRST CLASS REQUIREMENTS*			9/14/2016	
#	DESCRIPTION	DATE	INITIALS	see pages
CAMPING and OUTDOOR ETHICS				
1a	<u>Since joining, participate in 10 separate troop/patrol activities, six of which</u> Since joining, have participated in 10 separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.			LOG
1b	<u>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.</u>			233-234, LOG
COOKING				
2a	<u>Help plan a menu for one of the above campouts that includes at least</u> 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.			290-300, 311-325
2b	<u>Using the menu planned in First Class requirement 2a, make a list showing</u> 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			LOG
2c	<u>Show which pans, utensils, and other gear will be needed to cook and</u> Tell which pans, utensils, and other gear will be needed to cook and serve these meals.			302-303, 312-313,
2d	<u>Demonstrate the procedures to follow in the safe handling and storage of</u> 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.			300-301, 306-309
2e	<u>On one campout, serve as cook. Supervise your assistant(s) in using a</u> 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.			LOG
TOOLS				
3a	<u>Discuss when you should and should not use lashings.</u> Discuss when you should and should not use lashings.			359, 372, X
3b	<u>Demonstrate tying the timber hitch and clove hitch.</u> Then demonstrate tying the timber hitch and clove hitch...			367-368
3c	<u>Demonstrate tying the square, shear, and diagonal lashings by joining two</u> ...and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.			373-376
3d	<u>Use lashings to make a useful camp gadget or structure.</u> Use lashing to make a useful camp gadget.			371-378

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NAVIGATION				
4a	<u>Using a map and compass, complete an orienteering course that covers at</u> 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.).			328-354
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.			345-355
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. <small>Identify or show evidence of at least 10 kinds of native plants found in your community.</small>			188-199, X
5b	Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.			212-218
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.			160, 215-218,X
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. 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. 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.			see 5b, 5c
AQUATICS				
6a	<u>Successfully complete the BSA swimmer test.</u> 3 Successfully complete the BSA swimmer test. 3			160-170, mb
6b	<u>Tell what precautions must be taken for a safe trip afloat.</u> Tell what precautions must be taken for a safe trip afloat.			172-174
6c	Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.			174-175
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.			176
6e	<u>With a helper and a practice victim, show a line rescue both as tender and</u> 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.)			177-180
FIRST AID AND EMERGENCY PREPAREDNESS				
7a	<u>Demonstrate bandages for a sprained ankle and for injuries on the head,</u> Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.			142, mb, x

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7b	By yourself and with a partner, show how to: Show how to transport by yourself, and with one other person, a person			142, 148-150, mb, x
	<ul style="list-style-type: none"> · From a smoke-filled room · With a sprained ankle, for at least 25 yards Show how to transport by yourself, and with one other person, a person <ul style="list-style-type: none"> · From a smoke-filled room · With a sprained ankle, for at least 25 yards 			
7c	Tell the five most common signals of a heart attack. Explain the steps			116-119
	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. 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.			154-155
7e	Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.			153-155
7f	Explain how to obtain potable water in an emergency.			240, 294
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.			LOG
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.			LOG
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.			LOG
	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. 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.			LOG
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. 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.			LOG
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.			LOG, 464
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.			

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		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.		

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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				
<ul style="list-style-type: none"> 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. 				
<ul style="list-style-type: none"> See the Swimming merit badge requirements for details about the BSA swimmer test. 				