

<b>SCOUT NAME</b>					1
<b>RANK ADVANCEMENTS</b>				9/14/2016	
<b>#</b>	<b>NEW SECOND CLASS REQUIREMENTS</b>				
	<b>DESCRIPTION</b>	<b>DATE</b>	<b>INITIALS</b>	<b>pages</b>	
<b>CAMPING and OUTDOOR ETHICS</b>					
1a	<u>Since joining, participate in five separate troop/patrol activities, three of which include</u> <i>Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.</i>				LOG
1b	<u>Explain the principles of Leave No Trace and tell how you practiced them on a</u> Discuss the principles of Leave No Trace. Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3]Discuss the principles of Leave No Trace. Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3]Discuss the principles of Leave No Trace. Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3]Discuss the principles of Leave No Trace. Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3]Discuss the principles of Leave No Trace. Demonstrate the principles of Leave No Trace on these outings. [PREVIOUSLY FIRST CLASS 3]				223-224
1c	<u>On one of these campouts, select a location for your patrol site and recommend it to</u> 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. 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. 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. 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. 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. 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.				265-266
<b>COOKING and TOOLS</b>					
2a	<u>Explain when it is appropriate to use a fire for cooking or other purposes and when it</u> Explain when it is appropriate to use a cooking fire.				223, 226, 231, 266, 303-304, 387-393
2b	<u>Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel</u> Use the tools listed in requirement 3c to prepare tinder, kindling, and fuel for a cooking fire.				388-392
2c	<u>At an approved outdoor location and time, use the tinder, kindling, and fuel wood</u> 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.				388-392
2d	<u>Explain when it is appropriate to use a lightweight stove and when it is appropriate to</u> 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.				392-393
2e	<u>On one campout, plan and cook one hot breakfast or lunch, selecting foods from</u> 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.				290-308
2f	<u>Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.</u>				370
2g	<u>Demonstrate tying the bowline knot. Describe a situation in which you would use this</u> Demonstrate tying the bowline knot and describe several ways it can be used [PREVIOUSLY FIRST CLASS 8a]				369-370

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<b>NAVIGATION</b>				
3a	<u>Demonstrate how a compass works and how to orient a map. Use a map to point out</u> Demonstrate how a compass works and how to orient a map. Explain what map symbols mean. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.			332-339, 343
3b	<u>Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved</u> 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			343-345
3c	Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. <sup>2</sup> Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. <sup>2</sup> Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. <sup>2</sup> Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. <sup>2</sup> Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. <sup>2</sup>			125-133, 142, 252
3d	<u>Demonstrate how to find directions during the day and at night without using a</u> Demonstrate how to find directions during the day and at night without using a compass. [PREVIOUSLY FIRST CLASS 1]			354-357
<b>NATURE</b>				
4	<u>Identify or show evidence of at least 10 kinds of wild animals (such as birds,</u> Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.			200-210 X
<b>AQUATICS</b>				
5a	<u>Tell what precautions must be taken for a safe swim.</u> Tell what precautions must be taken for a safe swim.			158-161
5b	<u>Demonstrate your ability to pass the BSA beginner test: Jump feetfirst into water over</u> 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.			161-170
5c	<u>Demonstrate water rescue methods by reaching with your arm or leg, by reaching</u> Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.			177-179
5d	<u>Explain why swimming rescues should not be attempted when a reaching or throwing</u> 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.			180-181
<b>FIRST AID AND EMERGENCY PREPAREDNESS</b>				
6a	<u>Demonstrate first aid for the following:</u> Demonstrate first aid for the following: · Object in the eye, Bite of a suspected rabid animal, Puncture wounds from a splinter, nail, and fishhook, Serious burns (partial thickness, or second-degree) , Heat exhaustion, Shock, Heatstroke, dehydration, hypothermia, and hyperventilation Demonstrate first aid for the following: · Object in the eye, Bite of a suspected rabid animal, Puncture wounds from a splinter, nail, and fishhook, Serious burns (partial thickness, or second-degree) , Heat exhaustion, Shock, Heatstroke, dehydration, hypothermia, and hyperventilation Demonstrate first aid for the following: · Object in the eye, Bite of a suspected rabid animal, Puncture wounds from a splinter, nail, and fishhook, Serious burns (partial thickness, or second-degree) , Heat exhaustion, Shock, Heatstroke, dehydration, hypothermia, and hyperventilation Demonstrate first aid for the following: · Object in the eye, Bite of a suspected rabid animal, Puncture wounds from a splinter, nail, and fishhook, Serious burns (partial thickness, or second-degree) , Heat exhaustion, Shock, Heatstroke, dehydration, hypothermia, and hyperventilation			133-134 (128), 134-135(136-137), 139(114, 123-124), 139-141, 135-136

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6b	Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and Show what to do for "hurry" cases of stopped breathing, serious bleeding, and ingested poisoning.			115-124
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.			150-151, X
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.			111-124, 150-154
6e	Tell how you should respond if you come upon the scene of a vehicular accident. Tell how you should respond if you come upon the scene of a vehicular accident. Tell how you should respond if you come upon the scene of a vehicular accident.			152
<b>FITNESS</b>				
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.			LOG
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.			LOG
7c	<u>Participate in a school, community, or troop program on the dangers of using drugs.</u> 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.			94-98
<b>CITIZENSHIP</b>				
8a	<u>Participate in a flag ceremony for your school, religious institution, chartered</u> Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.			56-61
8b	<u>Explain what respect is due the flag of the United States.</u> Explain to your leader what respect is due the flag of the United States.			58-61
8c	<u>With your parents or guardian, decide on an amount of money that you would like to</u> Earn an amount of money agreed upon by you and your parent, then save at least 50 percent of that money.			LOG
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.			LOG
8e	<u>Participate in two hours of service through one or more service projects approved by</u> Participate in an approved (minimum of one hour) service project(s).			LOG

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<b>PERSONAL SAFETY AWARENESS</b>				
9a	Explain the three R's of personal safety and protection. <small>Explain the three R's of personal safety and protection.</small>			28-29, 395-409, 400-402
9b	Describe bullying; tell what the appropriate response is to someone who is bullying <small>Describe what a bully is and how you should respond to one. [PREVIOUSLY TENDERFOOT 9]</small>			404-406
<b>SCOUT SPIRIT</b>				
10	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have <small>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. 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.</small>			LOG
11	While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference. <small>Participate in a Scoutmaster conference.</small>			
12	Successfully complete your board of review for the Second Class rank. <small>Successfully complete your board of review for the Second Class rank.</small>			
<b>*NOTES</b>				
<ul style="list-style-type: none"> <li>The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.</li> <li>Alternative requirements for the Second Class rank are available for Scouts with physical or mental disabilities, if they meet the criteria listed in the <i>Boy Scout Requirements</i> book.</li> </ul>				
2If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike."				