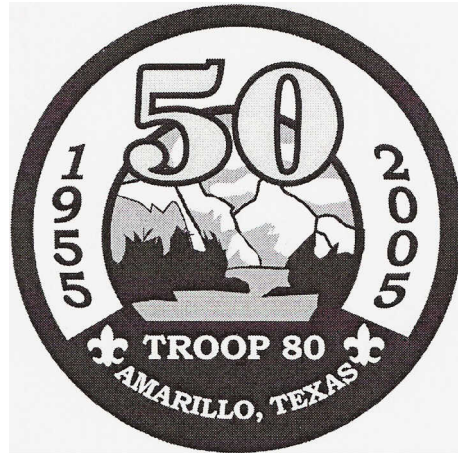


# Agenda Book

Version 3.00.00



For Use in \_\_\_\_\_

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**This Book Belongs to:**

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## **Excerpt from Introduction to First Edition**

This course of study was inspired by a highly successful summer camp conducted by Troop 80 in the Kit Carson National Forest in the summer of 1980. That camp emphasized a pioneering theme which included the cutting and trimming of tall fir trees to construct major camp improvements, towers and bridges. However, in preparation of the dramatic construction, each boy was systematically trained in the use of his woos tools, the making of rope and the tying of knots. When he was ready for the construction projects, he was carefully guided in their accomplishment so that he would be guaranteed success in a safe atmosphere. The camp was highly structured, and skills were carefully developed. Interestingly enough, the boys later asked to return to the same are for a repeat of that summer camp for themselves and the boys who had joined the troop during the ensuing months. Their basic comments were that the 1980 camp was so “free of restraint” that they were able to have a good time.

I pondered this reaction in the light of the highly structured nature of the camp and the practical impact on the attitude of the boys. I concluded that the success and sense of freedom were directly related to the preparation of the men and youth leaders, the obvious direction and purpose of the training and the skills achievement and rank advancement that were afforded the boys.

Coinciding with the impact of the 1980 summer camp was the realization that Troop 80 was not retaining a very high percentage of its annual recruits. During conversations with other leaders in the troop, we surmised that there was a correlation to orderly advancement and longevity of the boys in the troop. Thereupon, our advancement committee did a statistical study of the new boys in the troop, their advancement and their longevity. What we had surmised was corroborated by the advancement committee’s findings in a most startling way. A copy of that study accompanies these materials.

In the spring 1981, your writer had the distinct opportunity to participate in a Wood Badge course. One of the obligations of the participants is to prepare and implement a “Ticket.” That is, to prepare a scouting related project that utilizes the leadership skills taught in the Wood Badge course, and it occurred to me that the basic approach to the 1980 summer camp materials and systematic studies, training and advancement could be adapted to the needs of new scouts, utilizing the skills of Wood Badge training, a series of interrelated problems could find a mutual solution.

The project was proposed to a meeting of the Scoutmaster and his assistants and was met with enthusiastic support. Later, the entire troop committee was informed of the project and they added their support.

The materials were produced over an eight month period of time. Agendas were laid out, implemented, reviewed and reworked. Major changes were made in the use of the “intermission” time game. Previously, the troop had presented and “intermission” game for the purpose of entertaining the Boy Scouts without regard to its utility purpose.

From Wood Badge experience, I realized that good, fun games could be used to test whether the training sessions were effective. When the games were adapted to this usage, they were actually more fun because they provided a quick implementation of the newly acquired skills in a competitive arena, and the boys reacted enthusiastically.

The materials have now been prepared and gathered into this workbook. I only trust that the reader will accept them as a basic format for the presentation of a scout training and advancement program; and that the reader will feel free to make such usage as his circumstances will permit – changing, adapting, enlarging and refining wherever possible.

The materials which have been gathered and organized in this presentation include the basic scouting skills and requirements for a Boy Scout to achieve the rank of First Class in an orderly fashion, passing through the ranks of Tenderfoot and Second Class within the minimum times allowed for each rank.

If any Boy Scout will attend 50% of the meetings, campouts and patrol meetings during the span covered by the training materials, he will be exposed to training, experience and testing, whereby – if he will properly apply himself – he can achieve all the requirements through and including the rank of First Class Scout.

The basic Scouting Program of Troop 80 lends itself to the integration of certain selected skill awards more than others. However, it is not the intent of these materials to exclude any opportunity for Boy Scout to broaden his accomplishments, skills and knowledge in the area of skill awards; it is only an attempt to present an integrated training program that emphasizes certain skill awards and merit badges in order to adequately prepare the Boy Scout for an exciting outdoor hiking and camping program.

Walter Wolfram, Sr.  
[1981]

### **Introduction to 1992 Supplement**

Since the appearance in 1983 of the original Boy Scout Advancement Course, there have been significant changes in the arrangement of lower rank advancement, most significantly, the elimination of skill awards. These changes have necessitated some revisions in the Advancement Course, which have been done in Troop 80 on an *ad hoc* basis. This Supplement is designed to formalize the changes already in use, and to bring the materials up to date with current advancement requirements. Also, some of the revisions reflect practical experience over the last nine (9) years in the actual use of the materials in a scout program. Finally, agendas for the completion of the Camping Merit Badge have been added so that a scout who attends meetings for one year (and goes on requisite campouts) can reasonably finish the First Aid, Camping, Swimming, and

Pioneering Merit Badges, as well as advance to First Class. Requirements for the partial completion of other merit badges (Cooking and Emergency Preparedness) are also noted.

Because of the expense of a complete revision and reprinting of the original work, a supplementary volume was thought more expedient at the present time. Perhaps some poor soul in need of a Wood Badge ticket will tackle the task of a complete revision of the original work. Until that time, this Supplement is offered with the hope that it will be of use to real scouters who work in the trenches with the young me of our great nation.

Amarillo, Texas  
December 31, 1992

### **Introduction to Second Edition**

This Agenda Book is the revision of the Boy Scout Advancement Course, and replaces both the First Edition, and its 1992 Supplement. The agendas have been updated to reflect current rank requirements and obsolete agendas have been eliminated (such as the one on signaling). Also, the agendas have been expanded so that most, if not all, requirements for Swimming, First Aid, Cooking, Camping and Pioneering Merit Badges can be finished on regular campouts. The purpose of the Second Edition remains the same as the original, to facilitate training of Boy Scouts and the achievement of the First Class rank on a systematic basis using the Scout Handbook as the basic resource, and the patrol method at the weekly meetings as the basic vehicle. Due to advances in computer software and hardware, future updates to the Agenda Book itself should be more easily achieved, which should also help keep the materials current and relevant to future generations of scouts. However, since the current editor is not as industrious as his predecessor. The cross-reference tables found in the First Edition and the 1992 Supplement have been omitted.

As an aside, it should be noted that even the youngest scouts who began to use the First Edition of this work are now about 30 years old. The impact of scouting upon the youth of this country should never be underestimated by those who are charged with carrying forward the program while they are called upon to be leaders.

Amarillo, Texas  
January 3, 2002

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4. Teach the patrol members and have them demonstrate how to find directions during the day and night without using a compass (Handbook, pp. 114-117; Req.: FC-1).

**GOALS:**

1. To introduce the Scout to the basic qualities of a compass and how it works.
2. To introduce Scouts to the use of a map and how to understand and read a map.
3. To teach Scouts how to use a map and compass, together, to get to a predetermined destination.
4. To teach Scouts how to find directions without using a compass.
5. To test for competency and recycle where necessary.
6. Pass and record achievements well done.

**MATERIALS:**

1. 1 compass per scout
2. 1 map per patrol
3. Paper and pencil for each scout
4. Camping Merit Badge Pamphlet
5. Orienteering Merit Badge Pamphlet
6. Boy Scout Handbook

## GAME 1 – Map Symbol Relay

The patrols line up at one end of the building side by side in patrol file, patrol leader in front. They face the judges who are seated opposite them at the other end of the building. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member to identify the first map symbol on the game sheet. The patrol member then identifies the map symbol. The patrol member then walks forward to the judge. If the previous patrol member correctly identified the map symbol, then the next patrol member is asked to identify the next map symbol. Otherwise, the next patrol member is asked to identify the next map symbol. Otherwise, the next patrol member attempts to identify the same map symbol. This process is continued until either all members of a patrol cannot identify the same map symbol (resulting in disqualification), or until all map symbols have been identified by the patrol. The first patrol to successfully answer all questions wins.

### GAOLS:

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop level of knowledge in this area

### MATERIALS:

1. Chairs for judges
2. Game sheets – “Map Symbols”
3. Boy Scout Handbook

## GAME 2 – Points of Compass Relay

The patrols line up at one end of the building side by side in patrol file, patrol leader in front. They face the judges who are seated opposite them at the other end of the building. Each judge shuffles the points of the compass cards and stacks them in a pile, face down on the table. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member to turn over and position face up the compass point in the correct position. The patrol member then walks back to his patrol and goes to the end of his patrol line. The next patrol member then walks forward to the judge. The next patrol member can either move the compass point or may turn over another compass point and position it in the correct position. This process is continued until either all members of a patrol cannot properly position all 16 compass points (resulting in disqualification), or until all compass points have been properly positioned by the patrol. The first patrol to successfully position all compass points wins.



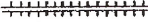






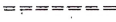

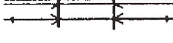
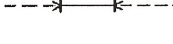



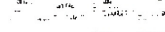




### GOALS:

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop level of knowledge in this area

### MATERIALS:

1. Tables and chairs for judges
2. “Compass Points” set for each patrol

## Map Symbol Game Sheet

Open pit, mine	✕
Index contour	
Intermediate contour	
Fill	
Cut	
Power line	
Telephone line	
Railroad	
Hard surface roads	
Improved road	
Unimproved road	
Trail	
Bridge	
Footbridge	
Perennial streams	
Water well—Spring	
Lake	
Marsh (swamp)	
Buildings (dwelling)	
School—Church—Cemetery	
Buildings (barn, etc.)	
Sand area	

Compass Points

<b>N</b>	<b>NNE</b>	<b>NE</b>	<b>ENE</b>
<b>E</b>	<b>ESE</b>	<b>SE</b>	<b>SSE</b>
<b>S</b>	<b>SSW</b>	<b>SW</b>	<b>WSW</b>
<b>W</b>	<b>WNW</b>	<b>NW</b>	<b>NNW</b>

<b>N</b>	<b>NNE</b>	<b>NE</b>	<b>ENE</b>
<b>E</b>	<b>ESE</b>	<b>SE</b>	<b>SSE</b>
<b>S</b>	<b>SSW</b>	<b>SW</b>	<b>WSW</b>
<b>W</b>	<b>WNW</b>	<b>NW</b>	<b>NNW</b>

<b>N</b>	<b>NNE</b>	<b>NE</b>	<b>ENE</b>
<b>E</b>	<b>ESE</b>	<b>SE</b>	<b>SSE</b>
<b>S</b>	<b>SSW</b>	<b>SW</b>	<b>WSW</b>
<b>W</b>	<b>WNW</b>	<b>NW</b>	<b>NNW</b>

<b>N</b>	<b>NNE</b>	<b>NE</b>	<b>ENE</b>
<b>E</b>	<b>ESE</b>	<b>SE</b>	<b>SSE</b>
<b>S</b>	<b>SSW</b>	<b>SW</b>	<b>WSW</b>
<b>W</b>	<b>WNW</b>	<b>NW</b>	<b>NNW</b>

## AGENDA 2 – Orienteering Course

1. Point on a map your location; show a map and compass are used together. Orient the map with your location on it (Handbook, pp. 71-72; Req.: SC-1a).
2. Follow an orienteering course on the map; using map and compass, show skill in their use (Handbook, pp 119-121; Req.: FC-2).
3. At conclusion of orienteering course, measure height of width of designate item (Handbook, pp. 122-125; Req.: FC-2).

### GOALS:

1. To teach Scouts how to use a map and compass together, to get to a predetermined destination.
2. To teach Scouts how to navigate over a course using compass bearings and pre-set distances.
3. To test for competency and recycle where necessary.
4. Pass and record achievements well done.

### MATERIALS:

1. 1 compass per scout
2. 1 map per patrol
3. Paper and pencil for each scout
4. Camping Merit Badge Pamphlet
5. Orienteering Merit Badge Pamphlet
6. Boy Scout Handbook

### GAME 3 – Orienteering Course

Each patrol will take a map of the local area, with a course pre-marked on it, and using a compass, will orient the map, take the bearings off of the map and follow the course, noting bearings, distance and course.

#### Score Sheet

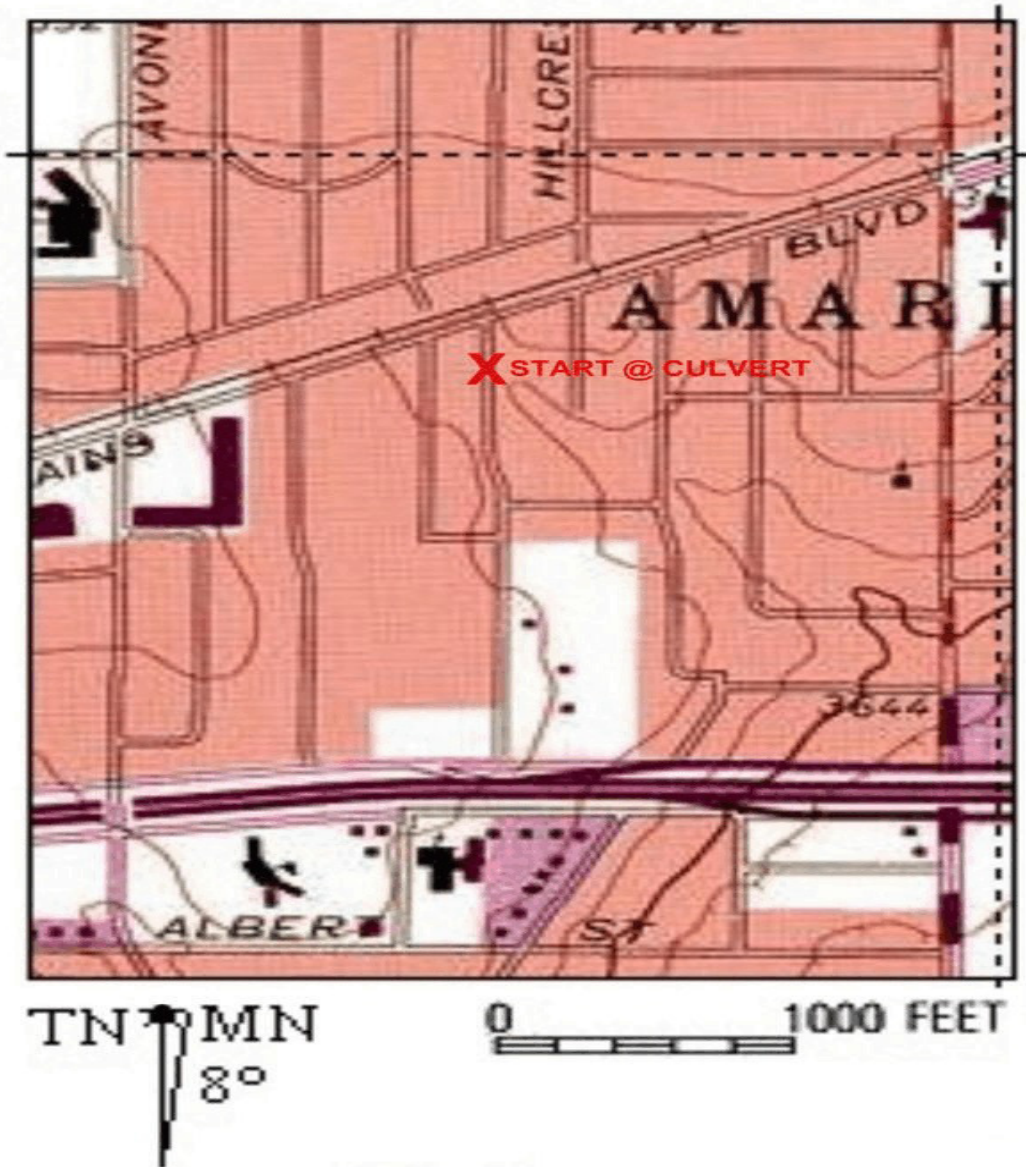
Patrol: \_\_\_\_\_

Judge: \_\_\_\_\_

Skill Tested	Range of Score	Score
Each scout has a compass	0 to 10	
Each member of patrol selects directions of travel	0 to 10	
Each member of patrol measures distances correctly	0 to 10	
Each member of patrol arrives at destination correctly	0 to 10	
Each member of patrol measures height of pole correctly	0 to 10	
Patrol finishes course on time (30 minutes)	0 or 10	
Patrol brings patrol flag	0 or 10	
Patrol shows patrol spirit	0 to 10	
Patrol Leader demonstrates leadership	0 to 10	
Total		



# Map & Compass Course



Bearing	Distance	Bearing	Distance	Bearing	Distance

Patrol Name: \_\_\_\_\_ Patrol Code: \_\_\_\_\_

Date: \_\_\_\_\_ Score: \_\_\_\_\_

Place: \_\_\_\_\_

MAP & COMPASS COURSE #1	
BEARINGS, degrees	DISTANCE, feet
303	270
247	500
180	710
90	230
180	1090
263	180
0	1100
90	150
0	790
67	550
180	240

MAP & COMPASS COURSE #2	
BEARINGS, degrees	DISTANCE, feet
180	630
90	580
180	800
90	150
180	100
195	330
270	610
0	1200
90	560
0	110
313	780

MAP & COMPASS COURSE #3	
BEARINGS, degrees	DISTANCE, feet
0	240
67	980
180	1400
312	410
0	400
90	160
180	540
312	200
180	120
270	570
0	630

MAP & COMPASS COURSE #4	
BEARINGS, degrees	DISTANCE, feet
105	140
180	160
127	950
0	660
270	310
180	400
127	190
0	520
270	160
180	530
270	570
0	640

MAP & COMPASS COURSE #5	
BEARINGS, degrees	DISTANCE, feet
27	320
67	150
180	690
127	350
180	120
270	570
180	140
270	250
0	920
124	270
180	880
90	570
0	120
312	790

### AGENDA 3 – Plan and Draw Hiking Course on Map

1. At a meeting prior to a hiking camp, point out on a map your starting location. Orient the map with your starting location on it (Handbook, pp. 71-72; Req.: SC-1a).
2. Show how a map and compass are used together (Handbook, pp. 72, 74).
3. On the map, draw one hour “legs” (2 miles long each), showing the bearing for each leg, from your starting point to the camp location (Handbook, p. 73).
4. After drawing in legs, return the map to an adult leader for use by the patrol on the campout.
5. Make a written plan for an overnight hike and explain how to get to you camp using map and compass (Req.: Camping MB 3).

#### GOALS:

1. To teach Scouts how to use a map and compass together, to plan to get to a predetermined destination.
2. To teach Scouts how to navigate over a course using compass bearings and pre-set distances.
3. To test for competency and recycle where necessary.
4. Pass and record achievements well done.

#### MATERIALS:

1. 1 compass per patrol
2. 1 map of campout location per patrol
3. Pen or pencil for each patrol
4. Camping Merit Badge Pamphlet
5. Orienteering Merit Badge Pamphlet
6. Boy Scout Handbook

#### AGENDA 4 – Campout Safety Procedures and Practices; Safe Hike; What to Do if Lost

1. Discuss good camping practices that apply on any campout. Discuss anticipated problems and areas where improvement in patrol may be needed. Perhaps there was a need for additional or different equipment; perhaps there was timing or training problems on the last campout. Discuss possible solutions to the problems for the next campout.
2. Tell Scouts how to make a safe hike (Handbook, pp. 38-41; Req.: T-5).
3. Cross-country day or night.
4. Along a highway or road, day or night.
5. Tell scouts how to keep from getting lost; and the have Scout tell what to do when lost (Handbook, pp. 38-41; Req.: T-5).
6. Go over and identify the principals of Leave No Trace (Handbook, pp. 244-245).

#### GOALS:

1. To provide the Scout with information in preparation for a safe hike.
2. To test for competency and recycle if necessary.
3. To pass and record achievement well done.

#### MATERIALS:

1. Camping Merit Badge Pamphlet
2. Boy Scout Handbook

## GAME 4 – What to Do When Lost or Hiking

The patrols line up at one end of the building side by side in patrol file, patrol leader in front. They face the judges who are seated opposite them at the other end of the building. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member the first patrol member then walks back to his patrol and goes to the end of his patrol line. The next patrol member then walks forward to the judge. If the previous patrol member correctly answered the question, then the next patrol member is asked the next question. Otherwise, the next patrol member attempts the same question. This process is continued until either all members of a patrol cannot answer the same question (resulting in disqualification), or until all questions have been answered by the patrol. The first patrol to successfully answer all questions wins.

### GOALS:

1. To have fun.
2. To give patrols an inter-patrol competition opportunity.
3. To test the troop's level of knowledge in this area.

### MATERIALS:

1. Tables and chairs for the judges
2. Game Sheets – “What to Do When Lost or Hiking”

**What to Do When Lost or Hiking Game Sheet**  
Relay Game – First Patrol to Answer All Correctly Wins  
Handbook, pp. 38-41

1. What side of the road do you hike on?

Answer: Left side

2. What is the “best” rule for not getting lost?

Answer: Know at all times where you are

3. What do you do first when you are lost?

Answer: Stay calm **or** stay where you are (either is correct since both are given as the first thing to do by the Boy Scout Handbook)

4. How do you let someone know that you are lost?

Answer: Three shouts **or** three whistle blasts **or** smoky fire. Any is correct

5. What is one precaution to take before leaving on a hike?

Answer: Tell someone where you are going and when you will return (make a trip plan)

6. Why do you not hike alone?

Answer: Because you can become lost **or** for safety. Either answer is correct.

7. What do you do if someone is hurt seriously while you are hiking?

Answer: Treat “hurry cases” first, and then send two (2) people for help.

8. What do you do if you must stay out overnight while lost?

Answer: Find a shelter, build a fire.

9. What safety precautions do you take if you hike at night?

Answer: Tie white cloth around right arm or leg, and use flashlights

10. What is one rule for taking a safe hike?

Travel single file **or** stay with patrol **or** watch where you put your feet and hands. Any of these answers is correct.



## AGENDA 5 – Preparing for a Weekend Campout

1. Patrol Leader is to discuss and demonstrate how to pack personal gear for a weekend campout, including camp gear, shelter, and proper clothing (Handbook, pp. 224-231). Prepare personal and patrol gear checklist for summer and winter (Handbook, pp. 224-225; Req.: Camping MB 5(a) and 7(a)). Discuss and inspect footwear (Handbook, pp. 200-201; Req.: Camping MB 5(b)). Waterproof as necessary.
2. Show how to pack gear with each scout having his share of the gear and food (Handbook, p. 227). Show how to pack to guard equipment and food against the weather and animals and insects. Explain proper care and storage of camping equipment (Req.: Camping MB 5(c)).
3. Have Scouts then do the same with their own gear, etc. Scouts will stand for inspection by Assistant Scoutmasters (Req.: T-1, Camping MB 5(e) and 7(c)).
4. Teach good health, sanitation, survival, public health, conservation, citizenship, and safety practices for weekend campouts (Req.: Camping MB 10). Adapt safety practices to the time of year:
  - a. Winter type of clothing to prevent frostbite, etc.
  - b. Summer type of gear and clothing to prevent sunburn, mosquito bites, snake bite, etc.
  - c. All times minor first aid
5. Discuss the term “layering” as it relates to dressing for a campout (Req.: Camping MB 5(d)).
6. Inspect patrol gear to make sure it is ready for campout.

### GOALS:

1. To “show, tell and do” on packing the boys’ own gear. This gives the Scout a pre-camp experience that will help him understand the how’s and why’s. Cuts down anxiety and mistakes and increases excitement and anticipation.
2. To teach the scouts the importance of good health and safety practices on a campout.

### MATERIALS:

1. List of personal gear for the next campout
2. Each boy is to have all the gear listed for next campout
3. Paper and pencil for each scout
4. Camping Merit Badge Pamphlet
5. Boy Scout Handbook

## Personal Backpacking Equipment List

1. Back pack w/ padded hip belt and/or belly band
2. Warm sleeping bag in water proof stuff sack with two web straps to attach to pack
3. Foam pad (closed-cell), or Thermarest pad with two web straps to attach to pack
4. Ground cloth for sleeping bag – plastic 4' X 8' (Troop issues)
5. Clothing (Winter listed below – for summer delete heavy clothes and add swimsuit and towel)
  - a. 1 pair cotton socks
  - b. 1 pair heavy wool socks
  - c. 1 raincoat or rain jacket
  - d. 1 long-sleeve wool or flannel shirt
  - e. 1 pair long pants
  - f. 1 short sleeve shirt
  - g. 1 suit underwear
  - h. 1 pair hiking boots
  - i. 1 pair warm pajamas or insulated underwear
  - j. 1 heavy jacket and cap (for warmth and best packing, we recommend an insulated vest, or wool sweater, and a wind breaker jacket)
6. Mess Gear – plastic plate, sierra cup, or plastic cup/bowl, fork and spoon
7. Toilet kit
  - a. 1 soap (motel size)
  - b. 1 washcloth
  - c. 1 toothbrush and toothpaste
  - d. 1 chap stick
  - e. 1 hand towel
8. Miscellaneous Items
  - a. Small first aid kit
  - b. Pocketknife – **No Fixed Blade Hunting Knives!!**
  - c. Waterproof pack cover or large plastic trash bag
  - d. Flashlight – w/ new size C batteries (maximum size)
  - e. Plastic Canteen (1 qt. minimum)
  - f. Personal medicine
  - g. Compass (optional)
  - h. 25' of 1/8" Nylon cord (optional)
  - i. Sunglasses (optional)
  - j. Insect repellent (optional)

- k. Sunscreen (optional)
- l. Bible (optional)
- m. Camera and film (optional)

***Each item should be clearly labeled with scout's name!***

*rev. January 03, 2007*

## AGENDA 6 – Clean-Up and Camp Recap

1. Check for damage to tents, stakes and poles. If there is damage, invert stuff sack and pack tent. Set it aside for the quartermaster to take charge of repairs. Roll, pack and store tents correctly after use. Check for damage to patrol tarps and tarp poles. Fold tarps and store in patrol boxes (Req.: Camping MB 5(c) partial).
2. Assemble complete patrol cook kit; mark it for patrol identification if needed. Clean entire cook kit and store for next campout.
3. Take time to sign off all requirements (rank and merit badge) that were passed during the recent campout.
4. Discuss good camping practices of the last campout; also discuss any problems and areas where improvement is needed. Perhaps there was a need for additional or different equipment; perhaps there were timing or training problems. Discuss possible solutions to the problems for the next campout.
5. Discuss how the things you learned on this and other campouts have taught you personal health and safety, survival, public health, conservation and good citizenship (Req.: Camping MB 10).

### GOALS:

1. To teach the scouts the desire for and necessity of maintaining their equipment in good order and in good repair.
2. To teach the scouts the desire for and necessity of cleanliness in food preparation and service.
3. To locate, mark for identification, and store all equipment in readiness for the next campout
4. To test for competency and recycle where necessary
5. Pass and record achievements well done

### MATERIALS:

1. All tents, tarps and poles used by the patrol members on the last campout
2. Patrol cook kit, all parts
3. Liquid soap in small container, scouring pad, cooking oil in small container and zip-lock plastic bag (To be placed in the cook kit bag as permanent materials for each hike).
4. Camping Merit Badge Pamphlet
5. Boy Scout Handbook

## AGENDA 7 – Tent Pitching

1. Discuss with patrol picking a good place for a tent (Handbook, p. 76; Req.: SC-2b, Camping MB 6(a) – partial).
2. Describe four kinds of tents and give good and bad points of each and how to care for tents (Req.: Camping MB 6(a) – partial)
3. Demonstrate how to select a tent site by picking place on lot to pitch tent (Handbook, p. 76; Req.: SC-2b)
4. Pitch a tent correctly in the place picked on the lot (Handbook, p. 76; Req.: SC-2b, Camping MB 6(a) – partial).
5. Strike and properly fold and store the tent (Req.: Camping MB 5(c))

### GOALS:

1. To teach scouts about tents and how to select a tent site, taking into consideration flood plain problems if it rains, animal trails that might be interfered with, comfort, etc.
2. To teach scouts how to manage their tents, how to set tent up correctly with a “buddy”, and how to care for the tents.
3. To give the scouts the experience of setting up their tents in advance of having to use them on a campout
4. To check for damaged tents
5. To test for competency and recycle where necessary
6. Pass and record achievements well done

### MATERIALS:

1. Troop tents (either base camp or backpacking, depending on camping program)
2. Troop hammers (for base camp tents)
3. Spare tent parts (when using backpacking tents)
4. Camping Merit Badge Pamphlet
5. Boy Scout Handbook



### Eureka Timberline 4 Tent (Backpacking tent)

#### Specifications/Parts included

CAPACITY	4
Min Wt	7 lbs. 13 oz.
Pkg Wt	8 lbs. 8 oz.
Dimensions	8 ft 9 in x 7 ft 2 in
Area (Sq. Ft.)	63
Int Height	4 ft. 10 in.
Pack Size	7 in. X 24 in.
No. of Poles	5 + 2 Fly Rods
Pole Size	1/2 in.
Pole Material	Aluminum
No. of Doors	1
Hooded Fly	Yes
No. of Windows	2
Gear Loft	Optional
Floor Material	1.9 oz. Taffeta nylon w/ 800 mm coating
Fly Material	1.9 oz. Polyester w/ 800 mm coating
Wall Material	1.9 oz. breathable nylon
Roof Material	1.9 oz. Permeable Taffeta nylon
Netting	40D No-see-um
Color	Eureka! Green Floor + Fly
Style	5 pole A-frame
Activities	Scouting, canoeing , camping
Use	3.5 season
Special Features	Hooded fly for protected ventilation, optional 14 sq. ft. vestibule.



Poles and pole connectors (should be included in each tent bag, if not set aside for quartermaster)

## GAME 5 – Pitch and Fold Up a Canadian Tent

1. Open up tent out of bag and spread out on the ground in a circle, with all ropes going straight out
2. Each Scout takes two ropes and pulls on tent at the same time and lifts the tent up to about two feet off the ground
3. Rotate the tent to face the door of the tent where you want it
4. Carefully set tent straight down
5. Adjust each rope so that the connector is  $\frac{1}{2}$  of the way between end of loop and edge of tent
6. Pull each rope straight out from tent and set on the ground
7. Make sure that the ropes around the door are spaced so that the door will overlap and close
8. Stake each rope with a rebar stake and loop end of rope around stake
9. Put center pole into tent

### Teardown:

1. Take out the center pole first
2. Pull out all stakes and stack them
3. Pull top of tent and drag along the ground until the tent is on its side
4. Spread out the tent in a pie shape, with all the ropes pulled straight down
5. Fold the edges of the tent to the middle twice
6. Throw all the ropes on top of the canvas
7. Fold the top of the tent down to the bottom corner of the tent
8. Roll the tent up and place in the bag



Scoring:

Description	Points (Maximum)
Patrol follows the sequence on handout	20
Tent is pitched correctly	20
Tent is taken down and put up correctly	20
Patrol Leader shows leadership skills	20
Patrol works as a group	20
Maximum score	100 points



## AGENDA 8 – Basic Knots and Tarp Pitching

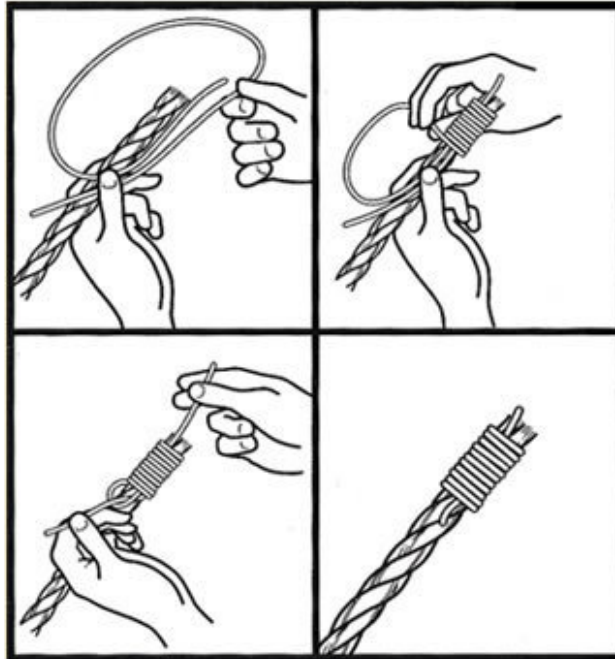
1. The Patrol Leader shall demonstrate how to whip the ends of a rope and teach his patrol how to do likewise, and have the scouts do it (Handbook, p. 34; Req.: T-4a)
2. The Patrol Leader shall demonstrate and teach his patrol members to tie the following knots:
  - a. Square knot (Handbook, p. 8; Req.: S-4, Pioneering MB 3 – partial)
  - b. Half Hitches (Handbook, p. 36; Req.: T-4b, Pioneering MB 3 – partial)
  - c. Taut-line hitch (Handbook, p. 37; Req.: T-4b, Pioneering MB 3 – partial)
  - d. Timber Hitch (Handbook, p. 138; Req.: FC-7b, Pioneering MB 3 – partial)
  - e. Clove Hitch (Handbook, p. 139; Req.: FC-7b, Pioneering MB 3 – partial)
  - f. Bowline (Handbook, p. 149; Req.: FC-8a, Pioneering MB 3 – partial)
3. The Patrol Leader shall explain and show the correct use of each knot on a horizontal or vertical rail, tent-line or suspension rope as indicated in the Boy Scout Handbook
4. Using the appropriate knots (2 half hitches, clove hitch, and taut line hitch), the Patrol Leader shall teach the patrol members how to pitch a tarp for use as a cooking area, using two poles, nylon ropes, and 6 nail stakes

### GOALS:

1. To give the Patrol Leader and adequate opportunity to teach basic skills to his patrol and to demonstrate that he has adequate skills for leadership
2. To teach Scouts or re-enforce their teaching of the basic knots used in camping
3. To teach Scouts how to pitch and use a patrol tarp
4. To test for competency and recycle if necessary
5. To pass and record achievements well done

### MATERIALS:

1. Eight feet (8') of 1/4" sisal rope per boy
2. Roll of whipping thread
3. Roll of duct tape
4. Four (4) four foot (4') poles per patrol
5. Two blue backpacking tarps per patrol
6. Twenty-five feet (25') of 1/8" nylon rope per boy (brought by each scout)
7. Pioneering Merit Badge Pamphlet
8. Boy Scout Handbook



Steps in whipping a rope

## GAME 6 – Knot Relay

The patrols line up at one end of the building side by side in patrol file, patrol leader in front. They face the judges who are seated opposite them at the other end of the building. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member to tie the first knot on the game sheet. The patrol member then ties the knot. The patrol member then walks back to his patrol and goes to the end of his patrol line. The next patrol member then walks forward to the judge. If the previous patrol member correctly tied the knot, the next patrol member is asked to tie the next knot on the list. Otherwise, the next patrol member attempts the same knot. This process is continued until either all members of a patrol cannot tie the same knot (resulting in disqualification), or until all knots have been correctly tied by the patrol. The first patrol to successfully tie all knots wins.

### GOALS;

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop's level of knowledge in this area.

### MATERIALS:

1. Tables and chairs for judges
2. Game Sheets = "Knot Relay"

Square knot (Handbook, p. 8; Req.: S-4, Pioneering MB 3 – partial)

Half Hitches (Handbook, p. 36; Req.: T-4b, Pioneering MB 3 – partial)

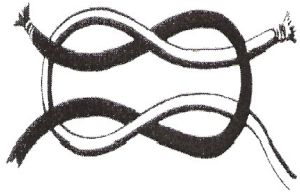
Taut-line hitch (Handbook, p. 37; Req.: T-4b, Pioneering MB 3 – partial)

Timber Hitch (Handbook, p. 138; Req.: FC-7b, Pioneering MB 3 – partial)

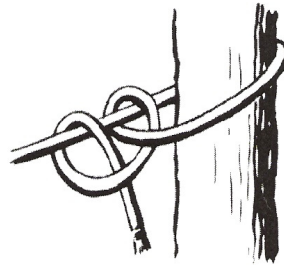
Clove Hitch (Handbook, p. 139; Req.: FC-7b, Pioneering MB 3 – partial)

Bowline (Handbook, p. 149; Req.: FC-8a, Pioneering MB 3 – partial)

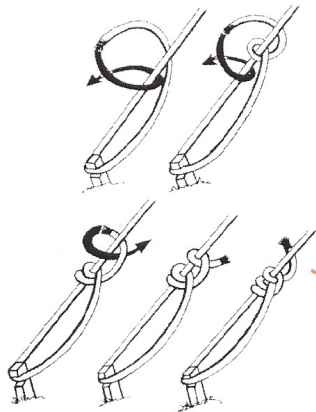
Square Knot:



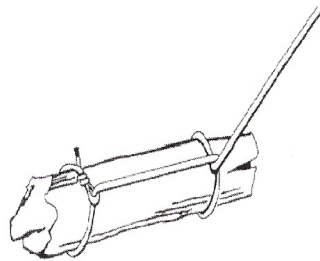
2 Half Hitches:



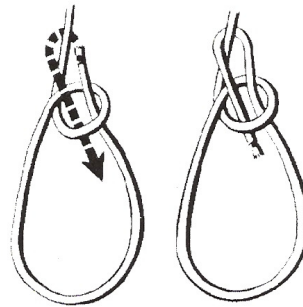
Taught-line Hitch:



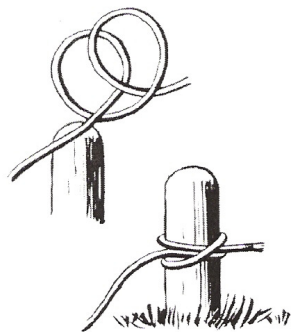
Timber Hitch:



Bowline:



Clove Hitch:



## AGENDA 9 – Advanced Knots

1. The Patrol Leader shall demonstrate and teach his patrol members to tie the following knots:
  - a. Sheet bend knot (Pioneering MB 3 – partial)
  - b. Sheepshank knot (Pioneering MB 3 – partial)
  - c. Stevedore knot (Pioneering MB 3 – partial)
  - d. Figure 8 knot (Pioneering MB 3 – partial)
  - e. Overhand knot (Pioneering MB 3 – partial)
2. The Patrol Leader shall explain and show the correct use of each knot on a horizontal or vertical rail, tent-line or suspension rope as indicated in the Pioneering Merit Badge Pamphlet

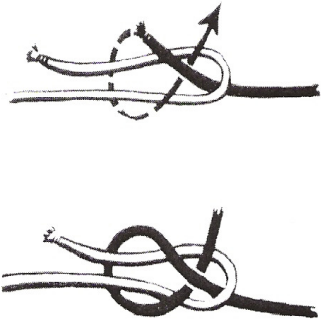
### GOALS:

1. To give the Patrol Leader an adequate opportunity to teach advanced skill to his patrol and to demonstrate that he has adequate skills for leadership
2. To teach Scouts or re-enforce their teaching of advanced knots used in camping
3. To test for competency and recycle if necessary
4. To pass and record achievements well done

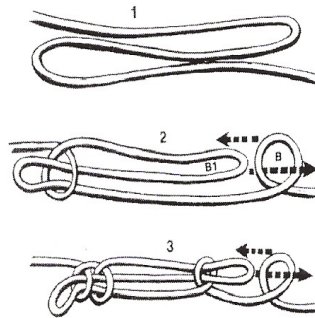
### MATERIALS:

1. Eight feet (8') of ¼" sisal rope per boy
2. Roll of whipping thread
3. Roll of duct tape
4. Four (4) four foot (4') poles per patrol
5. Pioneering Merit Badge Pamphlet
6. Boy Scout Handbook

Sheetbend:



Sheepshank:



Stevedore Knot:

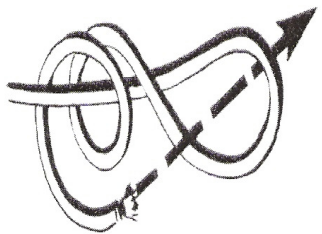
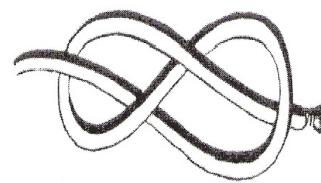
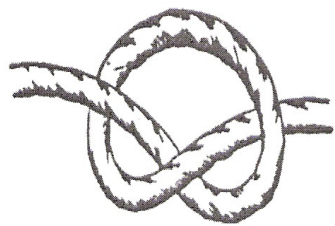


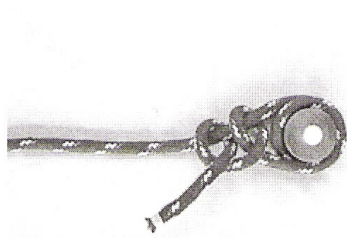
Figure 8 Knot:



Overhand Knot:



Round Turn with 2 Half Hitches:



## GAME 7 – Name That Knot

Where or How Used	Name of Knot	Identified	Tied
Tie a rope around a post	Two Half Hitches (Handbook, p. 36)		
Knot that is tied on a line that is tight, Used on down ropes on tents	Taut Line Hitch (Handbook, p. 37)		
The “rescue” knot – Ties a knot that will not slip	Bowline Knot (Handbook, p. 148-149)		
Used for tying two ropes together, either of same size or different sizes	Sheet Bend (Handbook, p. 150)		
Joining knot – used in first aid bandages	Square Knot (Handbook, p. 8, 300)		
Used to start square and other lashings or to secure rope to a standing pole	Clove Hitch (Handbook, p. 139)		
Used to start diagonal lashing or drag a log across the ground	Timber Hitch (Handbook, p. 138)		
Simplest knot Stopper knot	Overhand Knot (Pioneering MB Pamphlet)		
Stopper knot used to keep ropes from going through pulleys. Also used in climbing	Figure Eight Knot (Pioneering MB Pamphlet)		
Used to make a rope shorter without cutting the rope	Sheepshank Knot (Pioneering MB Pamphlet)		

### Scoring:

Each knot named correctly: 5 points  
 Each knot tied correctly: 5 points  
 Maximum score: 100 points  
 Tie Breaker: Time to finish



## AGENDA 10 – Basic Lashings

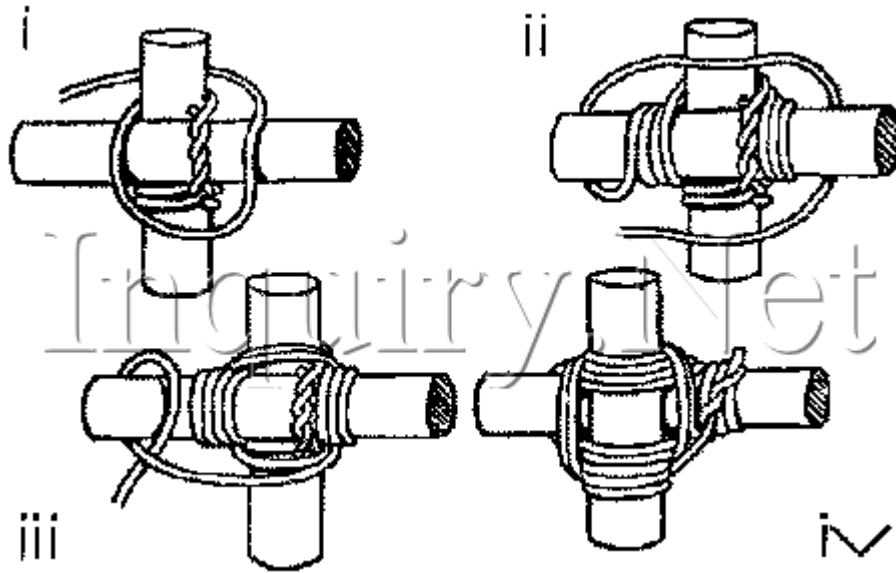
1. Discuss when to use and not to use lashings (Handbook, p. 137; Req.: FC-7z)
2. Teach the basic lashings
  - a. Square (Handbook, p. 141; Req.: FC-7b; Pioneering MB 8 – partial)
  - b. Shear (Handbook, p. 142; Req.: FC-7b; Pioneering MB 8 – partial)
  - c. Diagonal (Handbook, p. 143; Req.: FC-7b; Pioneering MB 8 – partial)
3. Show their correct use (Handbook, pp. 140-148)
4. Demonstrate how to make a simple useful camp gadget for the next campout (Handbook, pp. 144-145)
5. Have the scouts build a simple useful camp gadget using at least two of the lashings (Req.: FC-7c)

### GOALS:

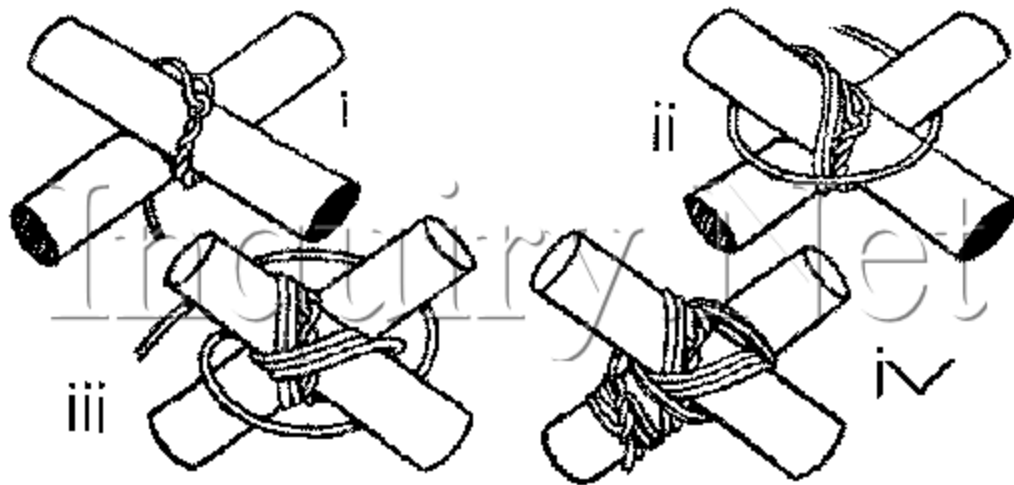
1. To teach Boy Scouts the use of basic construction lashings with compliment tying knots of the Basic Knots Agenda
2. To prepare Boy Scouts to construct a useful camp gadget during upcoming campouts
3. To test for competency and recycle where necessary
4. Pass and record achievements well done

### MATERIALS:

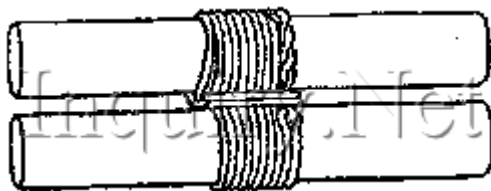
1. Large amount of ¼” sisal rope for lashing
2. 2” diameter poles, 6’ long (6 poles per patrol)
3. Duct tape for “whipping” the rope ends
4. Scout knife – 1 per scout
5. Boy Scout Handbook



**Square Lashing**



**Diagonal Lashing**



**Sheer Lashing**

## GAME 8 – Tripod Lashing Game

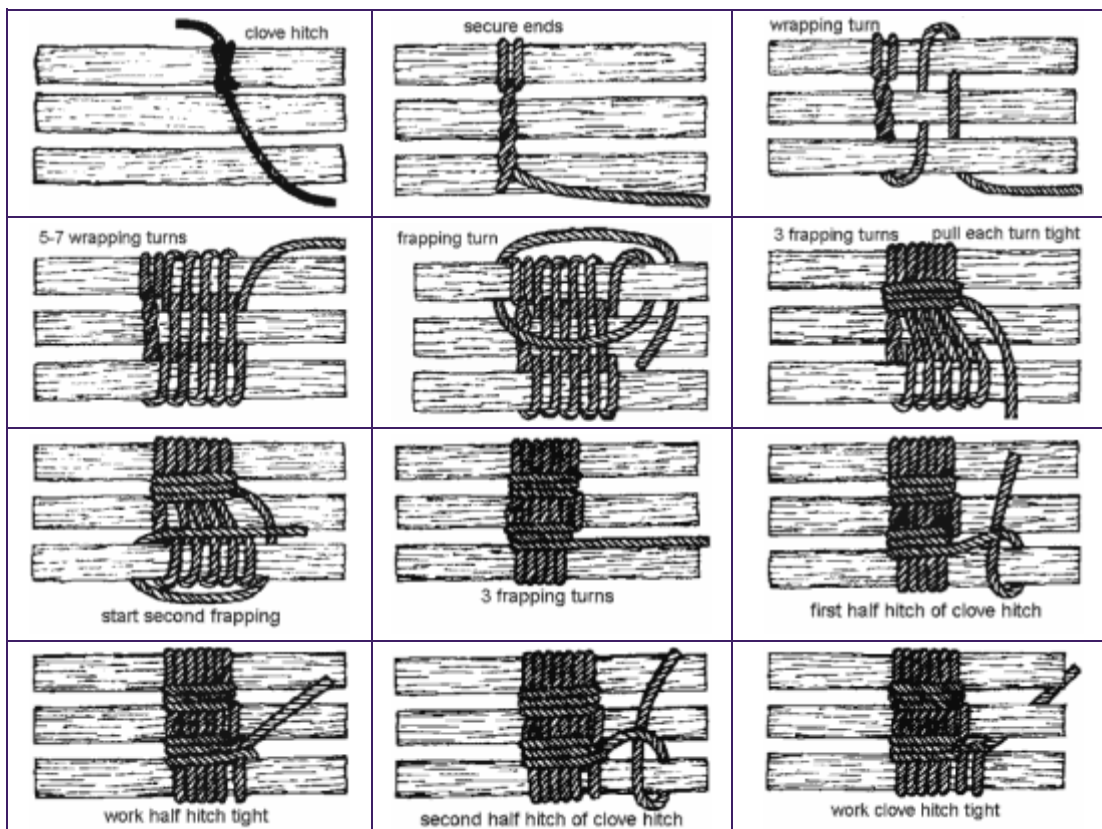
Each patrol will have

- Four (4) fifteen foot long (15') ropes
- One (1) six foot long (6') rope
- One (1) large cooking pot from a patrol cooking kit

The patrol is to tie a tripod lashing and set up the tripod. Either the method shown in the Handbook on page 146 or the method taught by the Troop may be used (3 poles side by side, start with clove hitch on the middle pole, wrap 8 times, going over and under each pole, frap twice, and finish with a clove hitch on an outside pole).

The other pole is to be lashed horizontally on two of the tripod legs using square lashings (See Handbook, pp. 140-141).

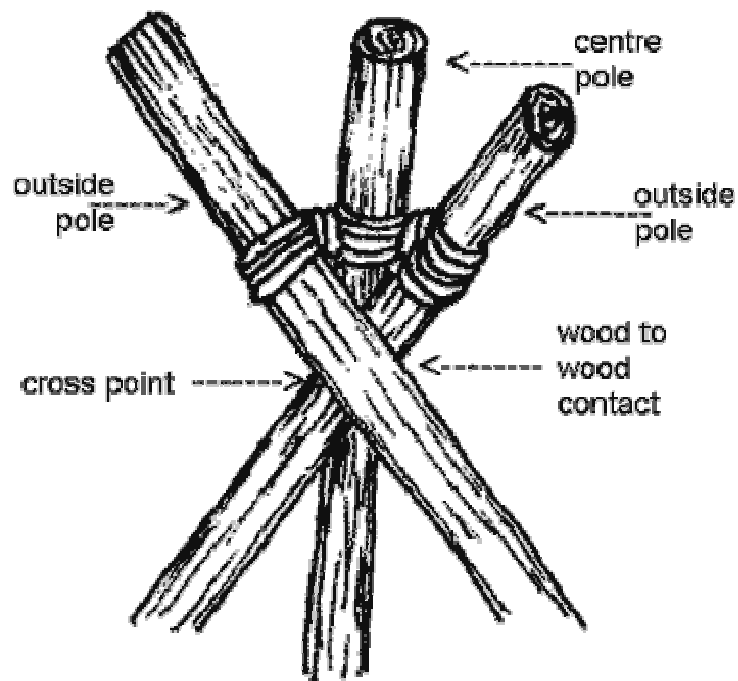
The short piece of rope is to be looped over the standing tripod and two half hitches tied at the top. The bottom end of the rope is to be looped through the handle of the large pot and a taut line hitch tied, suspending the pot off the ground (See Handbook, pp. 36-37).



[http://www.4thtyldeley.co.uk/lashings/tripod\\_lashing.php](http://www.4thtyldeley.co.uk/lashings/tripod_lashing.php)



[http://www.4thtylidesley.co.uk/lashings/tripod\\_lashing.php](http://www.4thtylidesley.co.uk/lashings/tripod_lashing.php)



[http://www.4thtylidesley.co.uk/lashings/tripod\\_lashing.php](http://www.4thtylidesley.co.uk/lashings/tripod_lashing.php)

## Score Sheet

Description	Points
Starting knot on tripod lashing correct	10
Ending knot on tripod lashing correct	10
Tripod lashing tied correctly (except for knots)	10
Tripod stands up	10
Two half hitches knot tied correctly	10
Taut line hitch tied correctly	10
Large pot stays suspended off the ground	10
First square lashing is tied correctly	10
Second square lashing is tied correctly	10
Horizontal pole is able to hold up two scouts	10
Total	100 (Maximum)

Tiebreaker: Time to Finish

## AGENDA 11 – Advanced Lashing Project

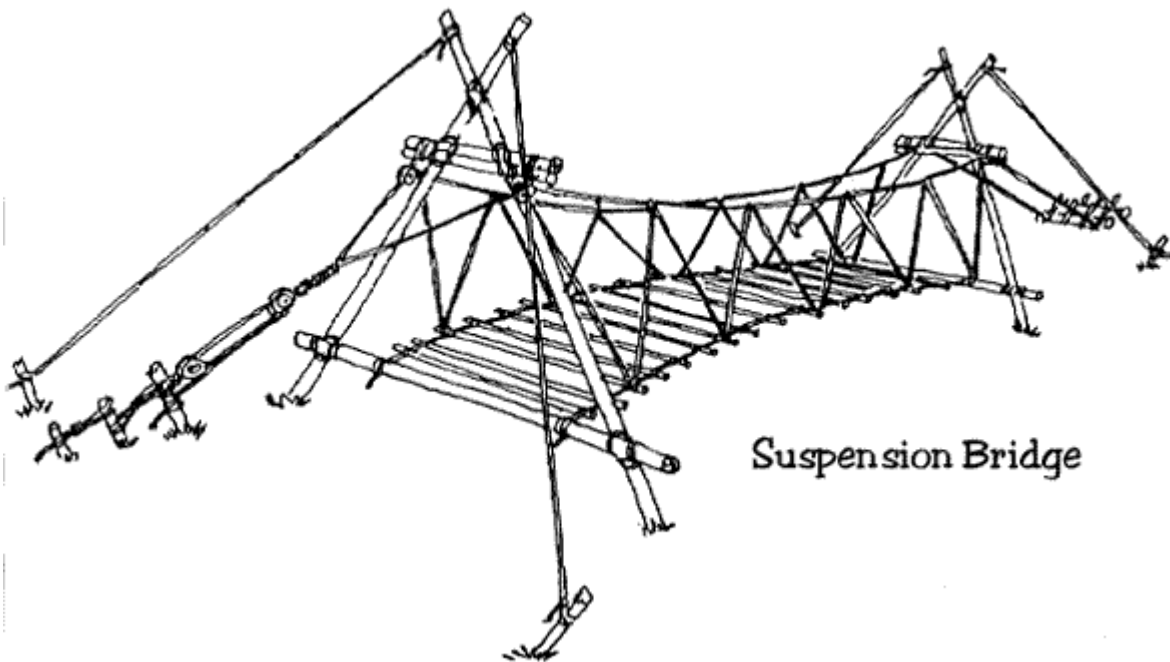
The entire Troop will assemble on the lot and will build a large tripod tower with a raised platform using square and diagonal lashings as needed, as well as a floor lashing (Handbook, p. 145; Pioneering MB 9)

### GOALS:

1. Provide older boys a teaching experience with new scouts
2. To build a large project using only rope and lashings
3. Test for competency and recycle if necessary
4. Pass and record achievements well done

### MATERIALS:

1. Lashing poles
2. ¼" sisal rope
3. Pioneering Merit Badge Pamphlet
4. Boy Scout Handbook



<http://www.pioneeringprojects.org/projects/images/pion47.gif>

## AGENDA 12 – Rope Making and Kinds of Rope

1. Hand coil and throw a 40' piece of ¼" rope (Req.: Pioneering MB 1)
2. Describe the following:
  - a. Show and describe 5 kinds of rope (Req.: Pioneering MB 2 – partial)
  - b. Explain where and how each kind of rope can be used in pioneering (Req.: Pioneering MB 2 – partial)
3. Make a three strand, 6" long rope (Req.: Pioneering MB 5 – partial)
4. Whip the ends of the newly made rope (Req.: T-4a, Pioneering MB 5 – partial)

### GOALS:

1. To acquaint the scout with the types of rope sufficiently that he can identify to counselor and can recall to his patrol the types of rope on sight and can coil a rope for carrying or storing.
2. To teach the scout how to use a rope machine and how to make his own rope, whip the ends of it, and have pride in his accomplishment and ownership. (He will take his newly made rope home with him at the end of the meeting.)
3. To test for competency and recycle if necessary
4. Pass and record achievements well done

### MATERIALS:

1. Rope machine and paraphernalia for each patrol
2. Ball of binder-twine
3. 1 roll of whipping thread
4. Scout knife of its equivalent
5. 5 kinds of rope
6. 40' of ¼" for coiling
7. Pioneering Merit Badge Pamphlet
8. Boy Scout Handbook

## AGENDA 13 – Splices, Eye Splice

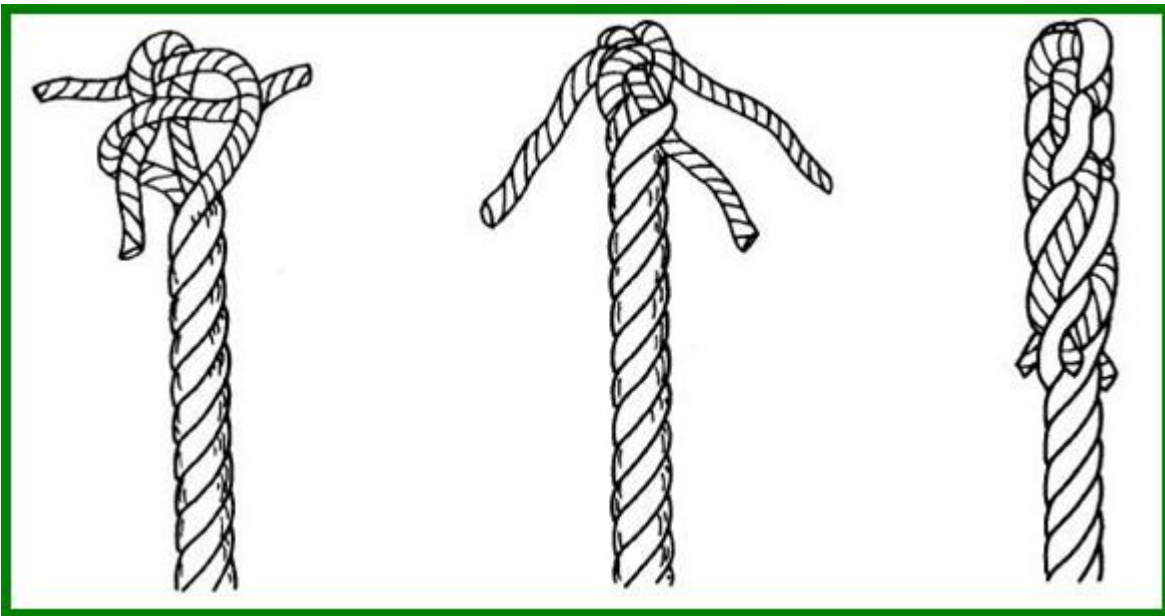
1. The Patrol Leader of Troop Guide shall demonstrate and teach his patrol members how to tie the eye splice (Req.; Pioneering MB 4 – partial)
2. If there is time, the Patrol Leader or Troop Guide shall demonstrate and teach his patrol members how to tie the end and short splices (Req.: Pioneering MB 4 – partial)

### GOALS:

1. Provide older boys a teaching experience with new scouts
2. To achieve the ability to tie one splice necessary for the Pioneering Merit Badge
3. Test for competency and recycle if necessary
4. Pass and record achievements well done

### MATERIALS:

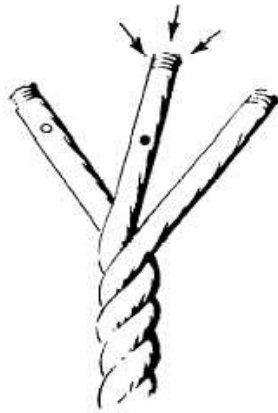
1. 8' of ¼" rope per scout
2. Pioneering Merit Badge Pamphlet
3. Boy Scout Handbook



How to Create a Back Splice

<http://www.walawi.com/marlinspike.htm>



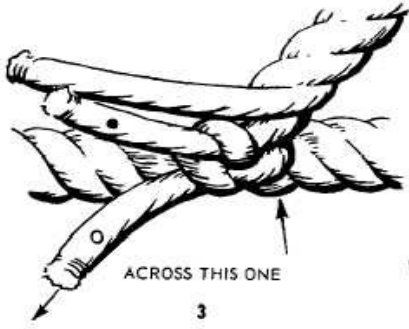


1 THE MIDDLE STRAND FACING YOU ALWAYS TUCKS FIRST

... LIKE THIS

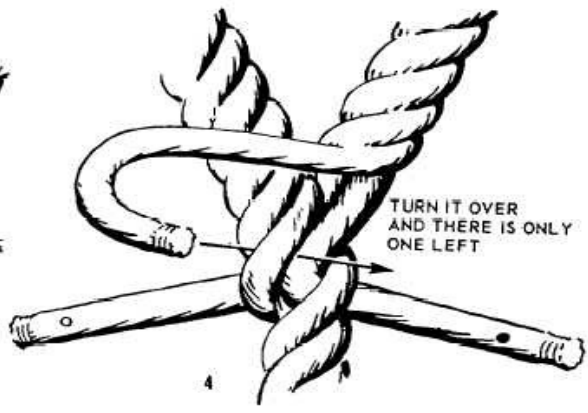


2 THIS ONE IS NEXT - ACROSS THE STRAND, THE OTHER ONE IS UNDER



ACROSS THIS ONE

3



TURN IT OVER AND THERE IS ONLY ONE LEFT

4

### How to Create an Eye Splice

[http://www.tpub.com/content/administration/14067/css/14067\\_62.htm](http://www.tpub.com/content/administration/14067/css/14067_62.htm)

## AGENDA 14 – Knife and Ax (Totin’ Chip)

(If the Totin’ Chip is taught to a Scout using a hand ax, a knife, and a saw, the teacher earns the preamble requirement to the Paul Bunyan Award.)

1. Read and understand woods tools use and safety rules from the Boy Scout Handbook
2. Demonstrate the proper care, sharpening, and use of a knife, saw and ax
3. Tell when a knife, saw and ax should be used
4. Teach the scouts how to sharpen a knife, ax and saw properly and give rules for their safe and proper use
5. Respect all safety rules, respect property and do not cut living trees
6. Subscribe to the Outdoor Code
7. Use these tools to prepare tinder, kindling and fuel for a fire

(Handbook, pp. 77-85; Req.: SC2c, Totin’ Chip Award)

### GOALS:

1. To give older boys an opportunity to start on the Paul Bunyan Award
2. To give younger boys an opportunity to work on and earn the Totin’ Chip Award
3. To teach scouts proper methods of safely sharpening woods tools
4. To have an older boy have fun and experience of teaching a younger boy “knife and ax”
5. To test for competency and recycle if necessary
6. To pass and record achievements well done

### MATERIALS:

1. Boy Scout of other suitable knife for each scout
2. Sharpening stones for each boy
3. Oil for the stones
4. Hand ax for each patrol
5. 9” bastard type files for each patrol
6. Totin’ Chip Award cards
7. Boy Scout Handbook

# TOTIN' CHIP



This is to certify that the bearer

---

has read the woods tools use and safety rules from the "Second Class Scout" chapter of the *Boy Scout Handbook*. He knows that the ownership or use of woods tools means responsibility, and he accepts it. In consideration of the above, he is hereby granted "Totin' Rights."

Scout leader \_\_\_\_\_

BOY SCOUTS  OF AMERICA

The Totin' Chip Award

<http://www.bsatroop113.org/advancement/images/34234b.jpg>

## GAME 9 – Parts of the Ax Relay

The patrols line up at one end of the building side by side in patrol file, with the patrol leader in front. They face the judges who are seated opposite them at the other end of the building. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member the first question on the game sheet. The patrol member then answers the question. The patrol member then walks back to his patrol and goes to the end of his patrol line. The next patrol member then walks forward to the judge. If the previous patrol member correctly answered the question, then the next patrol member is asked the next question. Otherwise, the next patrol member attempts the same question. This process is continued until either all members of a patrol cannot answer the same question (resulting in disqualification), or until all questions have been answered by the patrol. The first patrol to successfully answer all questions wins.

### GOALS:

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the Troop's level of knowledge in this area

### MATERIALS:

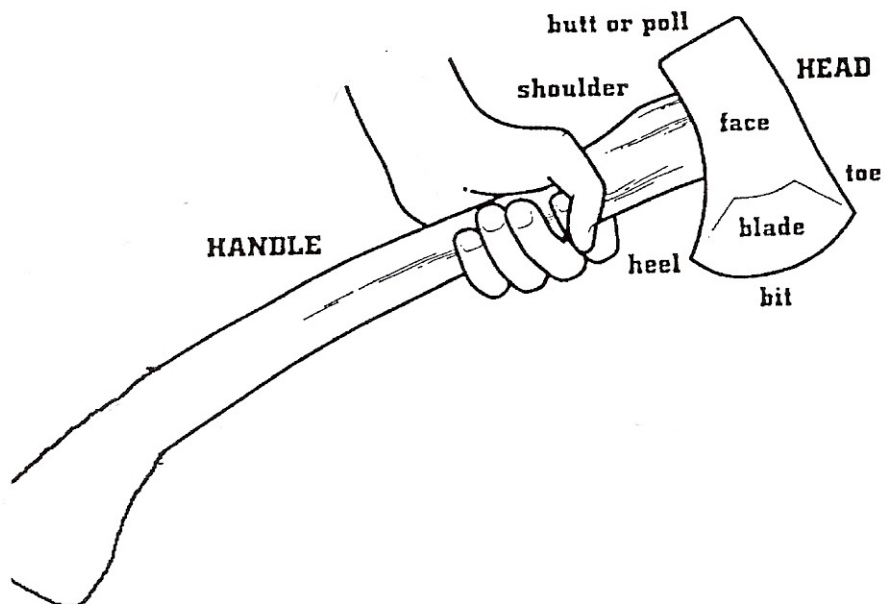
1. Tables and chairs for the judges
2. Game Sheets – “Parts of Ax Relay”

## Parts of the Ax Relay

All patrol members will point to the location of the following points of an ax: handle (haft), heel, shoulder, bit, blade, toe, face, head, butt (or poll).

\*\*The HANDLE is the entire piece of wood attached to the iron

\*\*The HEAD is the entire iron (or steel) part



Parts of the Ax Relay Game Sheet  
Relay Game – First Patrol to Answer All Correctly Wins  
Handbook, p. 81

Point to the correct part of the ax for the following:

Handle/Haft

Head

Butt/Poll

Shoulder

Heel

Blade

Bit

Face

Toe

## AGENDA 15 – Knife, Ax and Fire Building

1. The Patrol Leader of each patrol will lead his patrol through a teaching and doing session on the following:
  - a. Teach each Scout how to use a knife, ax and to correctly to prepare tender, kindling and firewood (Handbook, pp. 77-85, 249-251; Req.: SC-2c, 2d)
  - b. Teach each Scout how to locate and prepare a suitable site, build and light a cooking fire, using not more than two matches (Handbook, p. 249)
2. Each patrol lead and taught by the patrol leader shall:
  - a. Locate a suitable site for a cooking fire and explain how to prepare the site for safety (Fire pail, full of water, for each fire in place)
  - b. Prepare a fireplace in which to lay a tepee-type fire
  - c. Lay a tepee-type fire in the fireplace in preparation for string burning game (Keep in mind that only two patches per patrol will be allowed)
3. ASPLs shall set up string burning paraphernalia with horizontal binder twine strings 18” and 24” off the ground on stakes 3 feet apart, 1 set per patrol
4. The Patrol Leader shall explain to the patrol members as they lay the fire about the three phases of fire building materials, which are:
  - a. Tender woody material that flares up when you touch it to the flame of a burning match. It may consist of dry bark strips off cedar or juniper trees, inner bark fibers from dead cottonwood trees, or prepare shavings
  - b. Kindling, small sticks, twigs, or split wood that catches fire from the burning tender. Dead branches still on the tree (squaw wood) are superior. Use wood from pencil-size to finger-size.
  - c. Fuel catches fire from the burning kindling. Sizes from 1” to 2” in diameter by 1’ long are preferred.
5. Teach safety procedures for and when to use fires and light weight cooking stoves (Handbook, pp. 248-255; Req.: SC-2e)

### GOALS:

1. To have the Patrol Leader have an adequate opportunity to teach his patrol members a specific skill and to demonstrate to them that he has the requisite skills to be their leader
2. To prepare the Scouts in the skills of fire building using the woods tools of knife, ax and saw
3. To prepare the Scouts, by experience, for the next weekend campout
4. To give the Patrol Leader an effective opportunity to lead his patrol in a learning experience in the
  - a. Selection of a proper fire site
  - b. Preparation of a save a proper fireplace
  - c. Selection of the type of fire materials to be used
  - d. Understanding the three types and phases of fire building materials

5. Test for competency and recycle, if necessary
6. To pass and record achievements well done

**MATERIALS:**

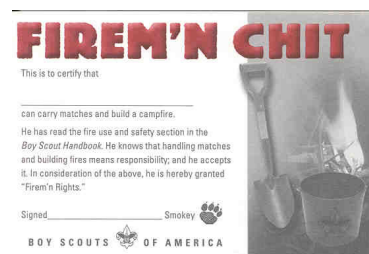
1. Scout or folding sheath knife for each boy
2. One or more sharp hand axes per patrol
3. One or more camping saws per patrol
4. Wood for tender, kindling and firewood for each patrol
5. Two matches per patrol
6. Water cans, full, for each patrol – safety first!
7. Boy Scout Handbook

**AGENDA 15.1 – Firem’N Chit**

To earn this certification, the Scout must show his Scout leader, or someone designated by his leader, that he understands his responsibility to do the following:

1. Read and understand fire use and safety rules from the Boy Scout Handbook
2. Secure necessary permits (regulations vary by location)
3. Clear all flammable vegetation at least 5 feet in all directions from the fire site (total 10 feet)
4. Attend to the fire at all times
5. Keep fire-fighting tools (water and/or shovel) readily available
6. Leave the fire when it is cold out
7. Subscribe to the Outdoor Code and Leave-No-Trace

The Scout’s “Firem’N Chit Rights” can be taken from him if he fails in his responsibility





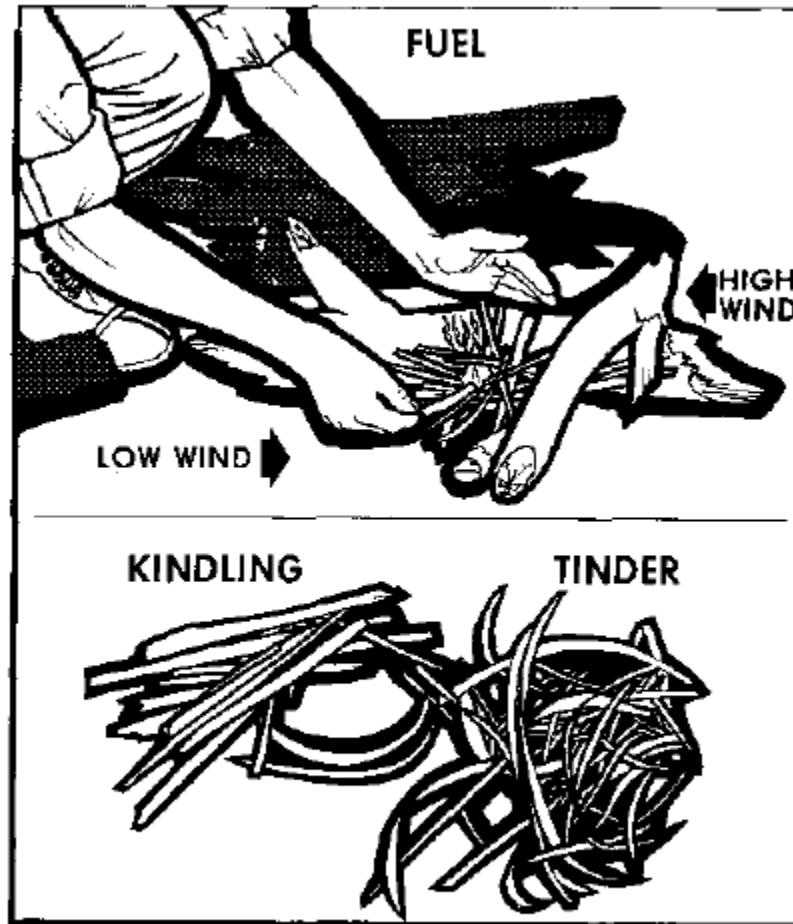


Figure 16-1. Stages of a Fire.

## GAME 10 – String Burning

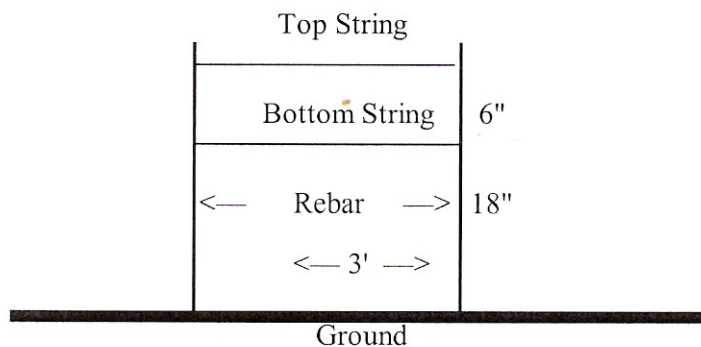
ASPLs shall set up string burning paraphernalia next to the drainage ditch on the West side of Bellaire. Set steel stakes 3 feet apart, 1 set per patrol, in a row. Tie horizontal binder twine strings 18” and 24” off the ground to the stakes. The patrols are to build the fire lay between the two stakes. The fire lay must be below the bottom string.

When the SPL says to start, each patrol will try to light its fire. The patrols finish when the top string is burned through.

The stakes are to be pulled and put back in the main equipment shed. The fires are put out and the burned wood is thrown into the dumpster.

Equipment:

1. Vertical steel stakes
2. Binder twine
3. Water hose
4. Wheel barrow
5. Shovels
6. Rakes



String burning set up

## AGENDA 16.1 – Fire by Friction

- Scouts are instructed in how to build items for use in fire by friction
- Scouts practice using fire by friction kits to make a “bug”
- Scouts practice taking a bug and making a fire with a bird’s nest and fire lay

### GOALS:

1. To learn a new skill and have fun
2. To give patrols an inter patrol competition opportunity
3. To test the troop’s level of knowledge in this area

### MATERIALS:

1. Fire by Friction kit for each patrol
2. Punk and bird’s nest material
3. Hand ax
4. Pocket knife
5. Firewood
6. Boy Scout Handbook

## AGENDA 16.2 – Fire by Flint and Steel

- Scouts are instructed in how to use flint and wrist pins, making sparks to make a “bug” in the punk
- Scouts practice using fire by flint and steel kits to make a “bug”
- Scouts practice taking a bug and making a fire with a bird’s nest and fire lay

### GOALS:

1. To learn a new skill and have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop’s level of knowledge in this area

### MATERIALS:

1. Flint and steel wrist pins for each patrol
2. Punk and bird’s nest material
3. Hand ax
4. Pocket knife
5. Firewood
6. Boy Scout Handbook

## AGENDA 16.3 – Fire Lays

Scouts are instructed in how to build different types of fire lays

Scouts learn to build tee-pee, log cabin, and lean-to fire lays

Scouts learn how to build charcoal fire

Scouts practice making the fire lays

### **Types of Fire Lays**

**Tepee** – The traditional “camp-fire” arranged in a cone shape and light at the center. This fire lay is easy to construct and works well with damp wood.

**Lean-to** – Place a green stick into the ground pointing approximately 30 degrees into the wind. Place your tinder far back under this stick and add fine kindling lean-to fashion along the sides. Ignite your tinder and as the kindling catches add more, thicker kindling.

**Cross-Ditch** – Scrape a cross about 30 cm across and 7 cm deep into the ground, place your tinder in the center and build a pyramid of kindling over the top. The cross provides a good draft regardless of wind direction. Note: build the “ditch” with rocks. Do not dig holes for fires.

**Pyramid (or Log Cabin)** – A long burning fire requiring little attention to keep alight, useful through the night. Lay two logs parallel on the ground. Bridge these with smaller logs. Follow up with another layer – smaller and at right angles to the last. Build up several layers until you have a flat surface of wood a bit thicker than your thumb. Either light a starter fire on this or carry burning fuel from your cooking fire. This fire will burn downwards.

### **Fire lighting basics:**

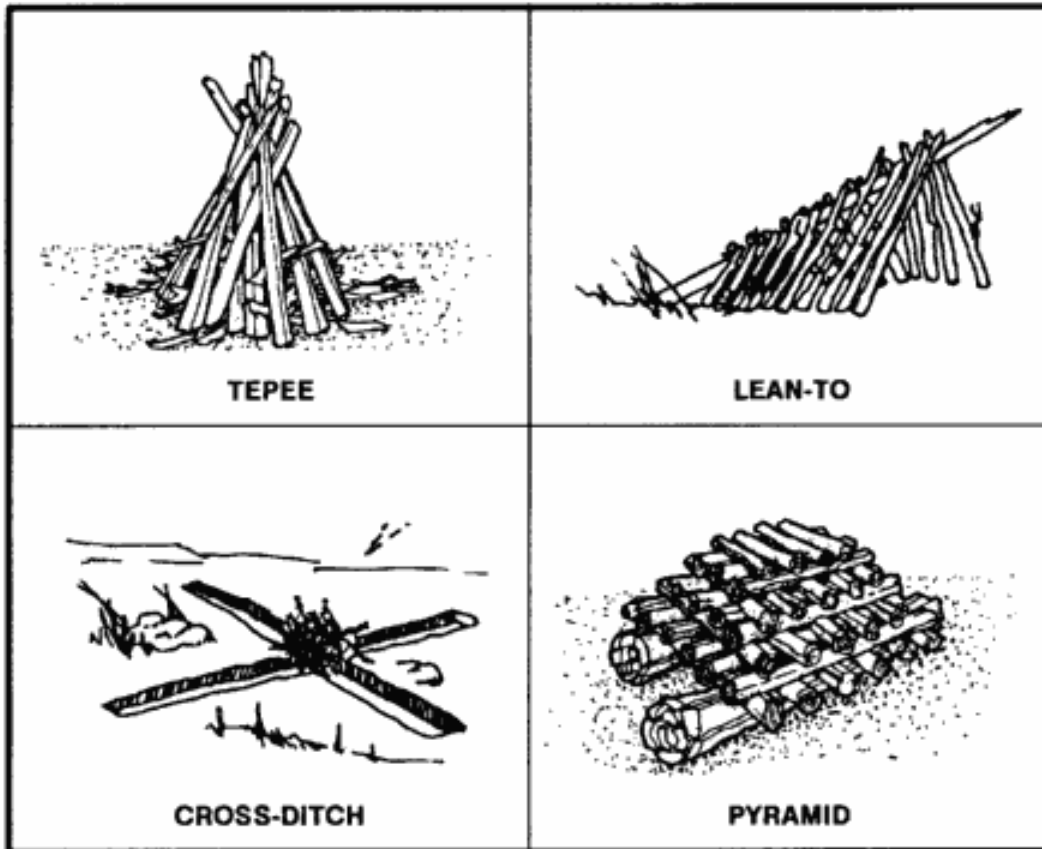
- Carry as many strike-anywhere matches/cigarette lighters as you can
- Select and dry tinder in advance where possible, collect as you travel
- Keep firewood dry
- Dry damp wood near the fire
- Bank up fires to keep them in at night
- Ensure fire is totally dead before leaving camp
- Guard against risk of fire spreading

### **GOALS:**

1. To learn a new skill and have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop’s level of knowledge in this area

**MATERIALS:**

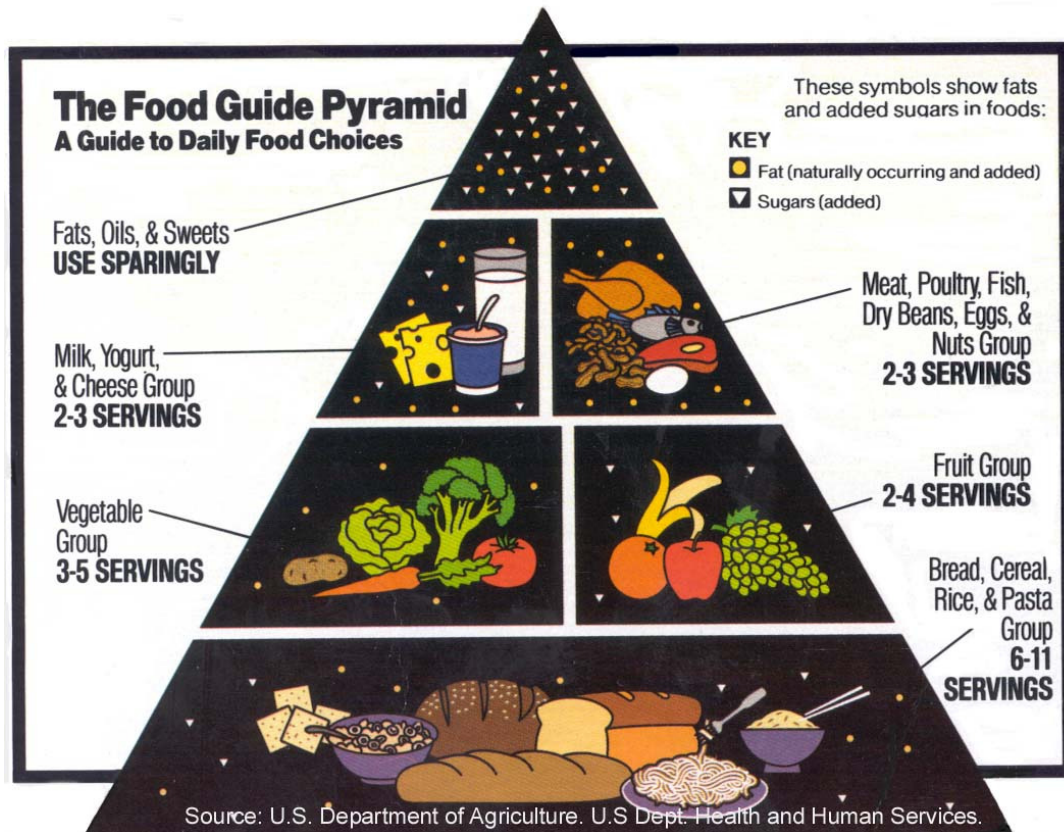
1. Hand Ax
2. Pocket Knife
3. Firewood
4. Charcoal
5. Camping Merit Badge Pamphlet
6. Boy Scout Handbook



**Figure 7-5. Methods for laying fires.**

## AGENDA 16 – Menu Planning

1. Patrol Leader is to demonstrate and teach scouts how to plan a balanced campout menu using four basic food groups for Saturday lunch and supper, and Sunday breakfast, that requires cooking (Handbook, pp. 257-262, 265-277; Req.: SC-2g – partial; Camping MB 7(b) – partial; Cooking MB 2 – partial)



2. Patrol leader is to demonstrate and teach how to make and price a food list, based on the plan, for three or more scouts (Handbook, pp. 257-262; Req.: FC4b – partial)
3. Each scout is to visit the grocery store and secure the food on the list and bring it to a patrol meeting, or campout (Req.: FC-4b – partial; Cooking MB 3(a) – partial)
4. Teach what cooking utensils and patrol gear will be needed to cook and serve the meals (Handbook, p. 264; Req.: FC-4c; Cooking MB 3(b))
5. Explain safe handling of different types of foods (Handbook, p. 263). Teach how to properly dispose of camp trash (Handbook, pp. 281-283; Req.: FC-4d)
6. Discuss how to protect food against weather, animals and contamination (Handbook, p. 263; Camping MB 7(b) – partial)

**GOALS:**

1. To teach a Scout how to plan a campout menu for three consecutive meals:
  - a. Well-balanced for food value (nutrition)
  - b. Amount per boy
  - c. Amount per patrol
  - d. Cost
2. To give the scouts a practical opportunity to learn to “cost” campouts
3. To test for competency and recycle where necessary
4. Pass and record achievements well done

**MATERIALS:**

1. Pencil and paper for each scout
2. Boy Scout Handbook
3. Camping Merit Badge Pamphlet



## AGENDA 17 – Cooking on Light Weight Stove

1. The Patrol Leader of each patrol will lead his patrol through a teaching and doing session on the following:
  - a. Teach each scout how to locate and prepare a suitable site for cooking on a light weight stove (Handbook, p. 249)
  - b. Explain how to prepare the site for safety (fire pail, full of water, for each stove)
  - c. Teach safety procedures for and when to use fires and light weight cooking stoves (Handbook, pp. 248-255; Req.: SC-2e)
  - d. Teach how to use light weight cooking stove and safety procedures for its use (Handbook, pp. 253-254; Req.: SC-2f; Camping MB 8(a))
  - e. Discuss advantages and disadvantages of different types of light weight cooking stoves (Camping MB 8(c))
  
2. Using a light weight stove, cook a meal (Camping MB 8(c))

### GOALS:

1. To have the Patrol Leader have an adequate opportunity to teach his patrol members a specific skill and to demonstrate to them that he has the requisite skills to be their leader
2. To prepare the Scouts in the skills of cooking on a light weight fuel stove
3. To prepare the Scouts, by experience, for the next weekend campout
4. To give the Patrol Leader an effective opportunity to lead his patrol in a learning experience in the
  - a. Selection of a proper cooking stove
  - b. Test for competency and recycle, if necessary
  - c. To pass and record achievements well done

### MATERIALS:

1. Light weight cooking stove for each patrol
2. Cook kit for each patrol
3. Food to cook
4. Camping Merit Badge Pamphlet
5. Boy Scout Handbook

## AGENDA 17.1 – Cooking on an Open Fire

1. The Patrol Leader of each patrol will lead his patrol through a teaching and doing session on the following:
  - a. Teach each scout how to locate and prepare a suitable site for cooking on an open fire (Handbook, p. 249)
  - b. Explain how to prepare the site for safety (Fire pail, full of water, for each site)
  - c. Teach safety procedures for and when to use fires (Handbook, pp. 248-255; Req.: SC-2e)
  - d. Teach how to light fire and safety procedures for its use (Handbook, pp. 253-254; Req.: SC-2f; Camping MB 8(a))
  - e. Discuss advantages and disadvantages of different types of fire lays
2. Using an open fire, cook a meal (Req.: Camping MB 8(c))

### GOALS:

1. To have the Patrol Leader have an adequate opportunity to teach his patrol members a specific skill and to demonstrate to them that he has the requisite skills to be their leader
2. To prepare the Scouts in the skills of cooking on an open fire
3. To prepare the Scouts, by experience, for the next weekend campout
4. To give the Patrol Leader an effective opportunity to lead his patrol in a learning experience in the:
  5. Selection of a proper cooking site
  6. Test for competency and recycle, if necessary
  7. To pass and record achievements well done

### MATERIALS:

1. Firewood
2. Knife
3. Ax or saw
4. Cook kit for each patrol
5. Food to cook
6. Camping Merit Badge Pamphlet
7. Boy Scout Handbook

## AGENDA 17.2 – Cooking with a Dutch Oven

1. The Patrol Leader of each patrol will lead his patrol through a teaching and doing session on the following:
  - a. Teach each scout how to locate and prepare a suitable site for cooking on an open fire (Handbook, p. 249)
  - b. Explain how to prepare the site for safety (Fire pail, full of water, for each site)
  - c. Teach safety procedures for and when to use fires (Handbook, pp. 248-255; Req.: SC-2e)
  - d. Teach how to light fire and safety procedures for its use (Handbook, pp. 253-254; Req.: SC-2f; Camping MB 8(a))
  - e. Discuss advantages and disadvantages of different types of fire lays
  
2. The Patrol Leader of each patrol will go over:
  - a. The types of Dutch Ovens ([www.macsooter.com](http://www.macsooter.com))
  - b. The preparation of a Dutch Oven (Troop 80 Dutch Oven Cooking Handbook)
  - c. The proper cleaning of a Dutch oven
  - d. The Troop 80 “no-no’s” in Dutch oven cooking
  
3. Using an open fire or charcoal, cook a meal

### GOALS:

1. To teach and provide Scouts another means of cooking
2. To practice and successfully cook a quality meal using a Dutch oven

### MATERIALS:

1. Cast Iron Dutch Oven
2. Cooking Utensils
3. Food and Ingredients
4. Wood or charcoal
5. Leather gloves
6. Troop 80 Dutch Oven Cooking Handbook

## AGENDA 17.3 – Cooking with Aluminum Foil

1. The Patrol Leader of each patrol will lead his patrol through a teaching and doing session on the following:
  - a. Teach each scout how to locate and prepare a suitable site for cooking on an open fire (Handbook, p. 249)
  - b. Explain how to prepare the site for safety (Fire pail, full of water, for each site)
  - c. Teach safety procedures for and when to use fires (Handbook, pp. 248-255; Req.: SC-2e)
  - d. Teach how to light fire and safety procedures for its use (Handbook, pp. 253-254; Req.: SC-2f; Camping MB 8(a))
  - e. Discuss advantages and disadvantages of different types of fire lays
  
2. The Patrol Leader of each patrol will go over:
  - a. What type of aluminum foil to use
  - b. How to fold the foil to hold in steam
  
3. Use a bed of coals or charcoal to cook:
  - a. Hobo dinner
  - b. Stew
  - c. Chicken
  - d. Corn on the cob
  - e. Potato dinner
  - f. Fish
  - g. Fruit meals

### GOALS;

1. To teach and provide Scouts another means of cooking
2. To practice and successfully cook a quality meal using foil

### MATERIALS:

1. Aluminum foil (heavy duty)
2. Cooking utensils
3. Food and ingredients
4. Leather gloves or patrol shovel

## AGENDA 17.4 – Cooking Without Utensils

1. The Patrol Leader of each patrol will lead his patrol through a teaching and doing session on the following:
  - a. Teach each scout how to locate and prepare a suitable site for cooking on an open fire (Handbook, p. 249)
  - b. Explain how to prepare the site for safety (fire pail, full of water, for each site)
  - c. Teach safety procedures for and when to use fires (Handbook, pp. 248-255; Req.: SC-2e)
  - d. Teach how to light fire and safety procedures for its use (Handbook, pp. 253-254; Req.: SC-2f; Camping MB 8(a))
  - e. Discuss advantages and disadvantages of different types of fire lays
2. The Patrol Leader of each patrol will go over
  - a. Ways to cook without using utensils (Handbook, pp. 279-280)
  - b. The secret of cooking without using utensils
3. Use a bed of coals or charcoal to cook;
  - c. Roast potatoes
  - d. Broiled steak
  - e. Kabob
  - f. Fish
  - g. Chicken
  - h. Bread twist
  - i. Bread cups

### GOALS:

1. To teach and provide Scouts another means of cooking
2. To practice and successfully cook a quality meal without using pots, pans, foil, or utensils

### MATERIALS:

1. Food and ingredients
2. Leather gloves or patrol shovel
3. Coals or charcoal

## AGENDA 18 – Plants and Animals

1. Teach Scouts how to identify poison ivy, poison oak and poison sumac. Explain which ones are local, and where they are found. Teach Scouts how to treat for exposure to these plants (Handbook, p. 59; Req.: T-11)
2. Teach Scouts how to identify ten (10) local animals (Handbook, pp. 89-96; Req.: SC-5)
3. Teach Scouts how to identify ten (10) local plants (Handbook, pp. 131-136; Req.: FC-6)

### GOALS:

1. Provide older boys a teaching experience with new scouts
2. To achieve the ability to recognize common plants and animals, and poisonous plants; achieve knowledge of how to treat for exposure to poisonous plants
3. Test for competency and recycle if necessary
4. Pass and record achievements well done

### MATERIALS:

1. Slide projector, projector screen, extension cord
2. Slides of plants and animals; photographs; specimens
3. Test forms, pencils
4. Boy Scout Handbook

## GAME 11 – Nature Game: Identify Plants and Animals

All patrols are set down at the front with forms and pencils. Each Scout participates. Slides are shown of poisonous plants, ten other local plant species and ten local animal species. The Scouts are to write down the names of the plants and animals as they appear. The patrol with the highest average percentage correct answers wins. Each Scout who correctly identifies all the plants or animals in any group passes that requirement.

### MATERIALS:

1. Slides of plants and animals, with identification of slides
2. Slide projector and screen
3. Nature check list forms
4. Pencils

Nature Test Form

Nature Test

Name: \_\_\_\_\_

10 Plants (Req.: TC-6)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Nature Test

Name: \_\_\_\_\_

10 animals (Req.: SC-5)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## AGENDA 19 – Swimming

1. Assistant Scoutmasters will work with youth who need the Second and First Class swimming requirements and/or the swimming and Life Saving Merit Badge
2. Teach Scouts about and have them explain how the Safe Swim Defense plan is used to protect Scout Troops and other groups when they are swimming (Handbook, pp. 98-99; Req.: SC-7a)
3. Teach Scouts and have them explain what precautions must be taken for a safe trip afloat (Handbook, pp. 152-153; Req.: FC-9a)
4. Each Scout is to jump feet first into water over his head in depth level, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to the starting place (Handbook, pp. 100-104; Req.: SC-7b)
5. Teach Scouts and have them 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. Each Scout is to demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects (Handbook, pp. 104-107; Req.: SC-7c)
6. Each Scout is to jump feet first into water over his head in depth, swim 75 yards or 75 meters in a strong manner using one or more of the following strokes: side stroke, breast stroke, trudge, or crawl; then swim 25 yards or 25 meters using an easy resting backstroke. The 100 yards or 100 meters must be swum continuously and include at least one sharp turn. After completing the swim, the Scout is to rest by floating as motionless as possible (Handbook, pp. 154-159; Req.: FC-9b)
7. Each Scout is to, with a helper and a practice victim, show a line rescue both as tender and rescuer. The practice victim should be approximately 30 feet from shore in deep water. (Handbook, pp. 162-163; Req.: FC-9d)

### GOALS:

1. To take advantage of the waterfront
2. To teach swimming and rescue skills
3. To teach swimming safety
4. To test for competency and recycle where necessary
5. Pass and record achievements well done

### MATERIALS:

1. Swim suits
2. Towels
3. Street clothes and shoes
4. Life Saving Merit Badge Pamphlet

5. Swimming Merit Badge Pamphlet
6. Boy Scout Handbook

### GAME 12 - Swimming Race

Each patrol selects one swimmer. Half of the patrols swim in the first heat. The other half of the patrols swim in the second heat. The top three finishers in each heat advance to the finals. In the final heat, the top three finishers win, and patrols receive ribbons for winning. Do not use starting blocks due the chance of injury.

#### GOALS:

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop's level of swimming skill

## AGENDA 20 – Swimming Merit Badge

1. Teach the Scouts how to identify the conditions that must exist before performing CPR on a person. Explain how such conditions are recognized. Demonstrate proper CPR technique (Req.: Swimming MB 2)
2. Teach the Scouts about and have them explain how the Safe Swim Defense plan is used to protect Scout Troops and other groups when they are swimming (Req.: Swimming MB 2)
3. Each Scout is to demonstrate water rescue methods by reaching with your arm or leg, reaching with a suitable object, and by throwing lines and objects. 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 (Req.: Swimming MB 3)
4. Demonstrate survival skills by leaping into deep water wearing clothes (shoes, socks, swim trunks, long pants, belt, and long-sleeved shirt). Remove shoes and socks. Remove and inflate the shirt, and show that you can float using the shirt for support. Remove and inflate the pants for support. Swim 50 feet using the inflated pants for support. Then, show how to re-inflate the pants while using them for support (Req.: Swimming MB 4)
5. Each Scout is to swim 150 yards as follows: (Swimming MB 5)
  - a. Side stroke 25 yards
  - b. Front crawl 25 yards
  - c. Back crawl 25 yards
  - d. Breast stroke 25 yards
  - e. Elementary back stroke 25 yards
6. Each Scout is to float face up for one minute (Req.: Swimming MB 6a)
7. Each Scouts is to use face down float, “survival floating” for five minutes (Req.: Swimming MB 6b)
8. While wearing a personal floatation device, each Scout is to demonstrate the “HELP” and “huddle” positions. Each Scout is to explain their purpose (Req.: Swimming MB 6c)
9. Each Scout is to surface dive and retrieve an object in water over his head, but not over 10’ deep. Repeat using a foot first entry (Req.: Swimming MB 7a, 7b)
10. Each Scout is to demonstrate in water at least 8’ deep: (Req.: Swimming MB 8d)
  - a. Long shallow dock dive
  - b. Head first dock dive
  - c. Plain board front dive

11. In water at least 8' deep, show a head first dive (kneeling start, bent-knee start, or standing dive) from a dock or pool deck. Show a long shallow dive, also from the dock or pool deck. If a low board (not to exceed 40 inches above water at least 9' deep) is available, show a plain front dive (Req.: Swimming MB 9)
  
12. Each Scout is to explain the health benefits of regular aerobic exercise, and explain why many people today do not get enough of the beneficial kinds of exercise; discuss why swimming is favored as both a fitness and a therapeutic exercise. Write a plan for a swimming exercise program that will promote aerobic/vascular fitness, strength and muscle tone, body flexibility, and weight control for a person of Scout age. Identify resources and facilities available in your home community that would be needed for such a program. Discuss with your counselor the incentives and obstacles for adherence to the fitness program you created in requirement, and explain the unique benefits that could be gained from this program. Also discuss how personal health awareness and self discipline would relate to your willingness and ability to pursue such a program (Req.: Swimming MB 10)

**GOALS:**

1. Provide older boys a teaching experience with new scouts
2. To achieve swimming skills necessary to pass Swimming Merit Badge
3. To acquire knowledge of safety and procedures necessary to pass Swimming Merit Badge
4. Test for competency and recycle if necessary
5. Pass and record achievements well done

**MATERIALS:**

1. Swimming Pool
2. Swimming Merit Badge Pamphlet
3. Boy Scout Handbook

## AGENDA 20.1 – Lifesaving Merit Badge

1. Before doing requirements 2 through 16 Complete Second Class rank requirements 7a through 7c and First Class rank requirements 9a through 9c
  - a. Second Class rank requirements 7a through 7c:
    - i. (7a) Tell what precautions must be taken for a safe swim
    - ii. (7b) Demonstrate your ability to jump feet first 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
    - iii. (7c) Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. 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
  - b. First Class rank requirements 9a through 9c:
    - i. (9a) Tell what precautions should be taken for a safe trip afloat
    - ii. (9b) Successfully complete the BSA swimmer test
    - iii. (9c) 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)
2. Swim continuously for 400 yards using each of the following strokes in a strong manner for at least 50 continuous yards: front crawl, side stroke, breast stroke, and elementary back stroke
3. Explain the following:
  - a. Common drowning situations and how to prevent them
  - b. How to identify persons in the water who need assistance
  - c. The order of methods in water rescue
  - d. How rescue techniques vary depending on the setting and the condition of the person needing assistance
  - e. Situations for which in-water rescues should not be undertaken
4. Demonstrate “reaching” rescues using various items such as arms, legs, towels, shirts, paddles, and poles
5. Demonstrate “throwing” rescues using various items such as lines, ring buoys, rescue bags, and free-floating supports. Successfully place at least one such aid within reach of a practice victim 25 feet from shore.
6. Show or explain the use of rowboats, canoes, and other small craft in performing rescues.

7. List various items that can be used as rescue aids in a non-contact swimming rescue. Explain why buoyant aids are preferred.
8. Perform the following *equipment-based rescues for a conscious practice subject* 30 feet from shore. Use a proper entry and a strong approach stroke. Speak to the subject to determine his condition and to provide instructions and encouragement.
  - a. Present a rescue tube to the subject, release it, and escort the victim to safety.
  - b. Present a rescue tube to the subject and use it to tow the victim to safety.
  - c. Present a buoyant aid other than a rescue tube to the subject, release it, and escort the victim to safety.
  - d. Remove street clothes in 20 seconds or less and use a non-buoyant aid, such as a shirt or towel, to tow the subject to safety. Explain when it is appropriate to remove heavy clothing before attempting a swimming rescue.
9. Explain the importance of avoiding contact with an active victim and describe lead-and-wait tactics.
10. Perform the following *non-equipment rescues for a conscious practice subject* 30 feet from shore. Begin in the water from a position near the subject. Speak to the subject to determine his condition and to provide instructions and encouragement.
  - a. Provide a swim-along assist for a calm, responsive, tired swimmer moving with a weak forward stroke
  - b. Perform an armpit tow for a calm, responsive, tire swimmer resting with a back float.
  - c. Perform a cross-chest carry for an exhausted, passive victim who does not respond to instructions to aid himself.
11. In deep water, show how to escape from a victim's grasp on your wrist. Repeat for front and rear holds about the head and shoulders.
12. Perform the following rescues for an *unconscious practice subject* at or near the surface 30 feet from shore. Use a proper entry and strong approach stroke. Speak to the subject and splash water on him to determine his condition before making contact. Remove the victim from the water, with assistance if needed, and position for CPR.
  - a. Perform an equipment assist using a buoyant aid.
  - b. Perform a front approach and wrist tow.
  - c. Perform a rear approach and armpit tow.
13. Describe how to respond if a victim submerges before being reached by a rescuer, and do the following:
  - a. Recover a 10-pound weight in 8' to 10' of water using a feet first surface dive.
  - b. Repeat using a head first surface dive.

14. Demonstrate knowledge of resuscitation procedures:
  - a. Describe how to recognize the need for rescue breathing and CPR.
  - b. Demonstrate proper CPR technique for at least 3 minutes using a mannequin designed to simulate ventilations and compressions.
  
15. Demonstrate management of a spinal injury:
  - a. Explaining the signs and symptoms of a spinal injury
  - b. Support a face up victim in calm, shallow water
  - c. Turn a subject from a face down to a face up position while maintaining support
  
16. Show that you know first aid for other injuries or illnesses that could occur while swimming or boating, including hypothermia, heat reactions, muscle cramps, sunburn, stings, and hyperventilation.

**GOALS:**

1. Provide older boys a teaching experience with new scouts
2. To achieve swimming skills necessary to pass the Lifesaving Merit Badge
3. To acquire knowledge of safety and procedures necessary to pass the Lifesaving Merit Badge
4. Pass and record achievements well done

**MATERIALS:**

1. Swimming pool
2. Lifesaving Merit Badge Pamphlet
3. Boy Scout Handbook

## AGENDA 21 – First Aid for Campout

1. Explain what first aid is. Tell how to act in an emergency.
  - a. Show and teach first aid for the following:
    - b. Simple cuts and scratches
    - c. Blisters on the hand and foot
    - d. Minor burns or scalds (1<sup>st</sup> degree) & serious burns (2<sup>nd</sup> degree)
    - e. Bites or stings of insects
    - f. Poisonous snake bite
    - g. Nose bleed
    - h. Frostbite and sunburn
    - i. Hypothermia
    - j. Heatstroke
    - k. Heat exhaustion
    - l. Dehydration
    - m. Hyperventilation
    - n. Shock
    - o. Object in the eye
    - p. Puncture wounds
    - q. Convulsions
    - r. Bruises, strains, sprains
    - s. Abdominal pain
    - t. Broken, chipped, or loosened tooth
    - u. Knocked out tooth
    - v. Muscle cramps
2. Make a list of things you should have in a personal first aid kit for you home and for a campout.
3. Describe or identify local poisonous plants and tell how to treat for exposure to them.
4. First Class Scouts are to help teach younger Scouts.

### GOALS:

1. To introduce the Scouts to the basic concepts of first aid
2. To prepare the Scouts for their upcoming campout and the type of injuries and first aid they can expect
3. To give candidate Scouts for the First Aid Merit Badge a teaching experience for advancement
4. To test for competency and recycle where necessary
5. Pass and record achievements well done

### MATERIALS:

1. Pencil and paper for each Scout



2. First Aid Merit Badge Pamphlet
3. Camping Merit Badge Pamphlet
4. Swimming Merit Badge Pamphlet
5. Boy Scout Handbook

### GAME 13 – First Aid Relay

The patrols line up at one end of the building side by side in patrol file, patrol leader in front. They face the judges who are seated opposite them at the other end of the building. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member the first question on the game sheet. The patrol member then answers the question. The patrol member then walks back to his patrol and goes to the end of his patrol line. The next patrol member then walks forward to the judge. If the previous patrol member correctly answered the question, the next patrol member is asked the next question. Otherwise, the next patrol member attempts the same question. This process is continued until either all members of a patrol cannot answer the same question (resulting in disqualification), or until all questions have been answered by the patrol. The first patrol to successfully answer all the questions wins.

#### GOALS:

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To test the troop's level of knowledge in this area

#### MATERIALS:

1. Tables and chairs for the judges
2. Game Sheets – “First Aid Relay”

First Aid Relay Game Sheet  
Relay Game – First patrol to answer all questions wins

1. What is the Heimlich maneuver use for?

Answer: Choking (Handbook, pp. 296-297)

2. Demonstrate the Heimlich maneuver.

Answer: Hold victim from behind and force fist back into the diaphragm by pulling your arms toward you

3. What are the symptoms of mild hypothermia?

Answer: Uncontrollable shivering, lethargy (Handbook, p. 323)

4. How do you treat hypothermia?

Answer: Warm drinks, place in a warm dry sleeping bag, get victim out of the cold (Handbook, p. 323)

5. What are the symptoms of dehydration?

Answer: Flushed face, headache, body aches, dryness of mouth (Handbook, p. 321)

6. How do you treat dehydration?

Answer: lots of fluids (electrolytes are better), keep the victim cool and out of the sun (Handbook, p. 321)

7. What are the symptoms of mild frostbite?

Answer: skin or affected area is numb, skin is pale and cold to touch (Handbook, p. 324)

8. How do you treat mild frostbite?

Answer: place hand over affected area. Gradually warm up with heated dry towel. Get the victim out of the cold. (Handbook, p. 324)

## AGENDA 22 – First Aid for Fractures

1. Describe signs of a broke bone.
2. Having a person lying down and using improvised materials, show the first aid for the following fractures (including compound fractures):
  - a. Forearm
  - b. Upper arm
  - c. Wrist
  - d. Upper leg
  - e. Lower leg
3. Demonstrate and then have the Scouts do it.

### GOALS:

1. To teach Scouts first aid for the more common bone fractures they are likely to encounter in life and to give them an opportunity to demonstrate their skill in applying first aid
2. To test for competency and recycle, if necessary
3. To pass and record achievements well done

### MATERIALS:

1. “Improvised materials” per patrol
  - a. Pillow
  - b. Boards
  - c. Magazine or newspapers
  - d. Strips of cloth
  - e. Belts
  - f. Whatever you can conjure up
2. First Aid Merit Badge Pamphlet
3. Boy Scout Handbook

## AGENDA 23 – First Aid for Hurry Cases

1. Demonstrate the Heimlich maneuver and tell when it should be used.
2. Show what to do for stopped breathing, serious bleeding, and internal poisoning
3. Tell the five most common signs of heart attack. Explain the step in performing CPR
4. Explain what to do for someone having a heart attack
5. Identify conditions that must exist before performing CPR
6. Demonstrate CPR on a CPR training dummy

### GOALS:

1. To prepare Scouts to handle certain emergency medical situations
2. To teach CPR
3. To test for competency and recycle, if necessary
4. Pass and record achievements well done

### MATERIALS:

1. Pencil and paper for each Scout
2. CPR training dummy
3. First Aid Merit Badge Pamphlet
4. Boy Scout Handbook

## GAME 13.1 – First Aid for Hurry Cases

The patrols line up at one end of the building side by side in patrol file, patrol leader in front. They face the judges who are seated opposite them at the other end of the building. When the competition starts, the first member of each patrol walks forward to his respective judge. The judge asks the patrol member the first question on the game sheet. The patrol member then answers the question. The patrol member then walks back to his patrol and goes to the end of his patrol line. The next patrol member then walks forward to the judge. If the previous patrol member correctly answered the question, the next patrol member attempts the same question. This process is continued until either all members of a patrol cannot answer the same question (resulting in disqualification), or until all questions have been answered by the patrol. The first patrol to successfully answer all questions correctly wins.

### GOALS:

To have fun  
To give patrols an inter-patrol competition opportunity  
To test the troop's level of knowledge in this area

### MATERIALS:

Chairs for judges  
Game Sheets – “First Aid for Hurry Cases”

### Game Sheet for First Aid for Hurry Cases (Game 13.1)

1. Name 4 hurry cases
  - Stopped heart
  - Stopped breathing
  - Sever bleeding
  - Internal poisoning
2. What is the number on step before rescue breathing?
  - Open the airway
3. After opening the airway, what do you do next?
  - Start rescue breathing
4. What are the 5 signs of a heart attack?
  - Uncomfortable pressure of chest
  - Unusual sweating
  - Shortness of breath
  - Nausea
  - Feeling of weakness
5. What does “CPR” stand for?
  - Cardio-Pulmonary Resuscitation
6. Name the steps of CPR.
  - Check for breathing
  - Check for a pulse
  - breaths
  - 15 compressions
7. When do you use a tourniquet?
  - As a last resort in severe bleeding
8. What do you do for internal poisoning?
  - Call poison control
  - Treat for shock
  - Save vomit

## AGENDA 24 – First Aid Bandages and Special Injuries

- 1 Show how to place and use a bandage for a sprained ankle, head, upper arm, and collar bone and how to make an arm sling (Handbook, pp. 309, 316-317; Req.: FC-8b)
- 2 Show treatment for sever laceration on leg and on wrist (Req.: First Aid MB 3d – partial)
- 3 Tell when to use a tourniquet and the dangers of using a tourniquet (Req.: First Aid MB 3d – partial)
- 4 Describe symptoms and complications for injuries to back, neck and head (Req.: First Aid MB 4b – partial)
- 5 Demonstrate how to treat injuries to back, neck and head (Req.: First Aid MB 4b – partial)
- 6 Explain what to do to reduce the possibility of making injuries to back, neck and head worse (Req.: First Aid MB 4b – partial)

### GOALS:

- 1 To give Scouts practical training in how to tie bandages
- 2 To teach scouts how to treat certain special injuries
- 3 To give candidate Scouts for the First Aid Merit Badge a teaching experience for advancement
- 4 Pass and record achievements well done

### MATERIALS:

- 1 Triangle bandage (cravat) for each boy
- 2 First Aid Merit Badge Pamphlet
- 3 Boy Scout Handbook

## AGENDA 25 – First Aid Carries

- 1 Show how to transport by yourself, and with another person, a person from a smoke filled room (Handbook, pp. 326-328; Req.: FC-8c)
- 2 Show how to transport by yourself, and with another person, a person with a sprained ankle for at least 75 feet (Handbook, pp. 326-328; Req.: FC-8c)
- 3 Tell how to decide how to move a sick or injured person who must be moved (Req.: First Aid MB 6a – partial)
- 4 Supervise one or two people, improvise a stretcher, and move an “unconscious” person (Req.: First Aid Merit MB 6a – partial)

### GOALS:

- 1 To teach Scouts when and how to move sick or injured persons
- 2 To demonstrate and teach how to make and use a stretcher
- 3 To test for competency and recycle, if necessary
- 4 To pass and record achievements well done

### MATERIALS:

- 1 Lasing poles
- 2 Wool blanket
- 3 First Aid Merit Badge Pamphlet
- 4 Boy Scout Handbook

## AGENDA 26 – First Aid – Miscellaneous

- 1** Patrol Leader reviews Tenderfoot, Second Class and First Class first aid requirements with Scouts (Req.: First Aid MB 1)
- 2** Have each Scout display the home first aid kit they have made and brought to the meeting. They will need to be told in advance to do this requirement (Req.: First Aid MB 2(b))
- 3** Teach each Scout the symptoms and demonstrate treatment for back, neck and head injuries. Explain how further complications of these injuries can be avoided. Have the Scouts state the symptoms and demonstrate proficiency in these skills (Req.: First Aid MB 4(b))
- 4** Have the Scouts teach a younger Scout some first aid skill necessary for Tenderfoot, Second Class or First Class (Req.: First Aid MB 7)

### GOALS:

- 1** Provide older boys a teaching experience with new Scouts
- 2** To achieve competency in various first aid skills necessary for the First Aid Merit Badge
- 3** Test for competency and recycle if necessary
- 4** Pass and record achievements well done

### MATERIALS:

- 1** First Aid Merit Badge Pamphlet
- 2** Boy Scout Handbook



## AGENDA 27 – ScoutsmanShip

- 1** Teach the Pledge of Allegiance (Handbook, p. 6; Req.: S-4)
- 2** Teach the Scout Salute, Scout Sign, and the Scout Handshake (Handbook, p. 7; Req.: S-5)
- 3** Explain the Outdoor Code (Handbook, pp. 9, 218-219; Req.: S-7)
- 4** Teach the Scout Oath, Scout Law, Scout Motto and the Scout Slogan. Have the Scouts agree to abide by these sayings (Handbook, p. 9, 45 -55; Req.: S-7, T-7)
- 5** Teach the parts of the Scout Badge. Have Scouts describe the Scout badge (Handbook, p. 10; Req.: S-8)
- 6** Teach how to display, raise, lower and fold the U. S. flag (Handbook, pp. 42-44; Req.: T-6)
- 7** Have Scout tell his patrol name, say patrol yell and describe the patrol flag (Handbook, p. 56; Req.: T-8)
- 8** Teach the Principals of Leave No Trace (Handbook, pp. 244-245)

### GOALS:

- 1** Provide older boys a teaching experience with new scouts
- 2** To achieve an immediate memory for candidates for the classification of Scout
- 3** To instill in the candidates for Scout the basic principles of scouting as evidenced by the foregoing matters
- 4** Test for competency and recycle, if necessary
- 5** Pass and record achievements well done

### MATERIALS:

- 1** United States Flag
- 2** Boy Scout Handbook

## GAME 14 – ScoutsmanShip Relay

Patrols will line up in patrol file behind the starting point, facing the judges who are seated in a row across the room, on judge for each patrol.

The judges each have an identical list with words on them signifying an aspect of scoutsmanShip that each scout should know:

1. Oath
2. Law
3. Motto
4. Slogan
5. Outdoor Code
6. Leave No Trace
7. Handshake
8. Salute
9. Pledge of Allegiance
10. Parts of the Scout Badge (each one is a separate question)
  - a. Trefoil
  - b. stars
  - c. Eagle and shield Shape of the badge
  - d. Scroll
  - e. Knot
11. Name of patrol
12. Patrol yell

Patrol members will approach the judge one at a time and give the appropriate response to the next item on the list. Each Scout will attempt to answer one item. If answered correctly, the next Scout will attempt to answer the next item. If answered incorrectly, the next Scout will answer the same item. The first patrol to correctly answer all items will win.

## AGENDA 28 – Citizenship

1. Fall the Troop in up at the front of the building and have a qualified person discuss with them basic constitutional rights and obligations as U. S. Citizens. Answer any questions that the Scouts have (Handbook, p. 130; Req.: FC-5)
2. In patrol corners, each patrol leader will go over the following:
  - a. Our Nation’s Motto (Handbook, p. 335)
  - b. Our Nation’s Flag (Handbook, p. 336)
  - c. Our National Anthem (Handbook, pp. 338-339)
  - d. The United States Constitution (Handbook, pp. 332-333)
  - e. The Declaration of Independence (Handbook, p. 337)
  - f. State of Texas Facts:
    - g. Name
    - h. Capital City
    - i. State Motto
    - j. State Flower
    - k. State Bird
    - l. Title of the State Song

### GOALS:

1. To expose Scouts to basic concepts of citizenship
2. To encourage an understanding and acceptance of rights and duties of citizenship
3. To encourage and reinforce good citizenship
4. Pass and record achievements well done

### MATERIALS:

1. Pen and paper for each Scout
2. Boy Scout Handbook
3. U. S. Flag

## GAME 15 – Citizenship Relay

1. What's our nation's motto?

Answer: *In God We Trust*

2. How many red stripes are on our nation's flag?

Answer: 7

3. How many white stripes are on our nation's flag?

Answer: 6

4. How many stars are on our nation's flag?

Answer: 50

5. The first official flag of the United States was created by a resolution of the Continental Congress in what year?

Answer: 1777

6. What is the first paragraph of the *U. S. Constitution* called?

Answer: *Preamble*

7. What document gave democracy in which citizens vote for officials who then represent them in government?

Answer: *The U. S. Constitution*

8. What document set in motion the creation of the United States of America?

Answer: *The Declaration of Independence*

9. In what year was the *Declaration of Independence* written?

Answer: 1776

10. What's the capital of Texas?

Answer: Austin

11. What's the Texas state motto?

Answer: "Friendship"

12. What is the Texas state flower?

Answer: Bluebonnet

13. What is the Texas state bird?

Answer: Mockingbird

14. What is the title of the Texas state song?

Answer: "Texas Our Texas"

15. The 13 stripes on the U. S. flag represent what?

Answer: the original 13 colonies

16. What is the title of the national anthem?

Answer: "The Star-Spangled Banner"

17. The national anthem was written by whom?

Answer: Francis Scott Key

18. The "White" stripes on the U. S. flag signify what?

Answer: Purity and innocence

19. The "Red" stripes on the U. S. flag signify what?

Answer: Hardiness and valor

20. The "Blue" on the U. S. flag signifies what?

Answer: Vigilance, perseverance, and justice

21. What is the Texas state tree?

Answer: Pecan tree

22. What is the nickname of Texas?

Answer: The Lone Star State

23. What is the Texas state fruit?

Answer: Texas Red Grapefruit

24. What is the Texas state pepper?

Answer: Jalapeño

25. What is the Texas state stone?

Answer: petrified wood

26. What is the Texas state fish?

Answer: Guadalupe Bass

27. What is the Texas state food dish?

Answer: Chili

## AGENDA 29 – Game Night

The Scouts will compete by patrols in the following events. The patrols will select a member to compete in each event. Each Scout must participate in an event unless there are more Scouts than events (Handbook, pp. 57-58; Req.: T-10a – partial)

Winners will be recognized in each event. The overall patrol winner is based upon 10 points for 1<sup>st</sup>, 7 points for 2<sup>nd</sup>, and 5 points for 3<sup>rd</sup> place finish in an event. Individual Scouts receive ribbons for individual events. Overall patrol winners receive ribbons for patrols.

### Events:

- Softball throw
- Basketball throw
- Standing long jump
- Weight lifting
- Pushups (2 minute time limit)
- Sit ups (2 minute time limit)
- 50 yard dash

### GOALS:

1. To have fun
2. To test physical abilities
3. Challenge yourself against other Scouts
4. Test planning skills to best divide talent of patrol for competitions

### MATERIALS:

1. Forms and pencils
2. Weights and weight lifting bench
3. Tape measure
4. Softball
5. Basketball
6. Stop watch
7. Ribbons

EVENT:			
Patrol	Scout	Score	Place

Patrol /Points	Softball	Basketball	Long jump	Weight Lifting	Pushups	Sit-ups	50 yd.	Total



## GAME 16 – Physical Fitness Contest, Relays

Each patrol is to select a push-up and sit-up champion. All contestants begin each competition at the same time. Most repetitions wins. Sit up contest is timed for two (2) minutes, to see who can do the most within that time. Other events have no preset limit.

Line up patrols side by side in patrol file at one end of the main room (or outside if weather permits). Have relay races for “crab walk,” two man “chariot race,” bear crawl, and sprint. Fastest times win.

Patrols receive ribbons (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) at the closing ceremony.

### GOALS:

1. To have fun
2. To give patrols an inter-patrol competition opportunity
3. To challenge the Scouts’ level of physical ability

### MATERIALS:

1. Competition area
2. Ribbons

## AGENDA 30 – Child Abuse Video

Set up the DVD/VCR and the television and show the child abuse video to all Scouts.

### GOALS:

1. To give Scouts practical training in how to avoid child abuse
2. To comply with national requirements of showing the video

### MATERIALS:

1. BSA child abuse video (obtain from the Council office)
2. DVD player/VCR
3. Television

AGENDA 31 – Tour

Assemble the Troop in patrol corners

Load the bus

Go to tour site

<b>Tours</b>	<b>Contacts</b>
Police Station	Police Community Liaison Officer
Fire Station	Local Station Commander
Military reserve centers	Local Commander
Sewage treatment facility	City Hall
City Hall	Mayor

GOALS:

1. To provide opportunity to get out of the building and have some fun
2. To achieve an understanding of the area toured

## AGENDA 32 – Merit Badges

This agenda is an invitation to explore an exciting hands-on subject. Some merit badges encourage you to increase your skill in subjects you already like, while merit badges challenge you to learn about new areas of knowledge.

This agenda doesn't have to fulfill all the requirements for a merit badge but can simply serve as a partial. It is recommended to the current greenbar that they pick merit badges that can be completed in a two hour time frame.

Some hands-on merit badges that are suggested:

Archery	Auto Mechanics
Basketry	Electricity
Electronics	Fingerprinting
Golf	Horsemanship
Indian Lore	Leatherwork
Metalwork	Model Design and Building
Motor boating	Pioneering
Plumbing	Rifle Shooting
Sculpture	Shotgun Shooting
Skating	Space Exploration
Sports	Water Skiing
Wood Carving	Woodwork

### GOALS:

1. To give more skill in things Scouts love to do
2. To give a chance to try out new activities, so that Scouts can find new things which they really like
3. To promote advancement and give hands-on activities that kids like

### MATERIALS:

- Depending on which merit badge is selected

## AGENDA 33 – Rank Advancement

Although Scouts advance at their own pace, each Scout should be at least First Class rank within being in Scouts for their first year. It is proven that if a Scout falls behind, he will become discouraged and eventually will drop out due to feeling unsuccessful. This agenda is designed as a “catch-up” on rank advancement in the event that Scouts aren’t getting the opportunity to either do it on their own or find themselves behind of where they should be.

All Scouts, for the 2 hour session, will work on:

1. Scout Rank
2. Tenderfoot Rank
3. Second Class Rank
4. First Class Rank

### GOALS:

1. To prepare the Scout to be a better Scout, hiker, camper, and citizen
2. To gain knowledge to use on patrol or troop outings
3. To make the Scout feel successful and to give immediate recognition

### MATERIALS:

1. Individual Scout advancement report
2. Boy Scout Handbook
3. Pen, pencil and paper
4. Rope and twine
5. U. S. flag
6. Map and compass
7. Stop watch
8. Knife, ax and saw
9. Wet stone and file
10. Lighter or matches
11. Lightweight stove
12. Lashing poles
13. Wool blankets
14. CPR mannequin

## AGENDA 34 – Uniform Inspection

Each patrol will line up in their patrol corners in a single file line while the Assistant Senior Patrol Leader of that squad checks each patrol member's uniform.

### GOAL:

1. To verify that Scouts have a proper Class A uniform
2. To display pride and unity as a Troop and follow the National BSA Uniform Guide

### MATERIALS:

1. Uniform Inspection Forms
2. Pen and paper

## OTHER PARTS OF THE MEETING

The following activities need to be done at each meeting. For planning purposes, the agendas and games which are selected for a meeting should be inserted after Patrol Corners and before the Final Assembly.

### Opening:

1. Color Guard: American Flag (Handbook, p. 87; Req.: SC-3)
2. Pledge of Allegiance (Handbook, p. 6; Req.: S-4)
3. Announcements

### Patrol Corners:

1. Take roll
2. Set the date for the monthly patrol meeting
3. Announcements and re-affirmation of planned events
4. Schedule scoutmaster conferences
5. Sign needed merit badge applications
6. Check for needed boards of review and schedule with advancement committee

### Final Assembly:

1. Final evening assembly for presentation of ranks and awards
2. Announcements
3. Investiture ceremony for new Scouts and Tenderfoot Scouts
4. Scoutmaster's minute
5. Scout Benediction
6. Clean up by clean-up patrols