



First Aid

Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 637685).

The requirements were last issued or revised in 2016 • This workbook was updated in June 2017.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

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

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

1. Satisfy your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class and First Class ranks.

NOTE: Excerpts from the Tenderfoot, Second Class, and First Class Rank Workbooks, showing the first aid requirements for those ranks can be found at the back of this notebook.

2. Do the following:
- a. Explain how you would obtain emergency medical assistance from your home, on a wilderness camping trip and during an activity on open water.

Home:

Wilderness camping trip:

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Open water:

b. Define the term *triage*.

Explain the steps necessary to assess and handle a medical emergency until help arrives..

c. Explain the standard precautions as applied to bloodborne pathogens.

d. Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.

3. Do the following:

- a. Explain what action you should take for someone who shows signals of shock, for someone who shows signals of a heart attack, and for someone who shows signals of stroke.

Shock:

Heart attack:

Stroke.

- b. Identify the conditions that must exist before performing CPR on a person.

- Then demonstrate proper technique in performing CPR using a training device approved by your counselor.

- c. Explain the use of an automated external defibrillator (AED).

- d. Show the steps that need to be taken for someone suffering from a severe cut on the leg and on the wrist.

Tell the dangers in the use of a tourniquet and the conditions under which its use is justified.

- e. Explain when a bee sting could be life threatening and what action should be taken for prevention and for first aid.

When:

Prevention:

First aid.

- f. Explain the symptoms of heatstroke and what action should be taken for first aid and for prevention.

Symptoms:

First aid:

Prevention:

4. Do the following:

- a. Describe the signals of a broken bone.

- Show first-aid procedures for handling fractures (broken bones), including open (compound) fractures of the forearm, wrist, upper leg, and lower leg using improvised materials.

- b. Describe the symptoms and possible complications and demonstrate proper procedures for treating suspected injuries to the head, neck, and back.

Explain what measures should be taken to reduce the possibility of further complicating these injuries.

5. Describe the symptoms, proper first-aid procedures, and possible prevention measures for the following conditions:

a. Hypothermia

b. Convulsions/seizures

c. Frostbite

d. Dehydration

e. Bruises, strains, sprains

f. Burns

g. Abdominal pain

h. Broken, chipped, or loosened tooth

i. Knocked out tooth

j. Muscle cramps

6. Do TWO of the following:

a. If a sick or an injured person must be moved, tell how you determine the best method.

Demonstrate this method.

b. With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.

c. With your counselor's approval, arrange a visit with your patrol or troop to an emergency medical facility or through an American Red Cross Chapter for a demonstration of how an AED is used.

7. Teach another Scout a first-aid skill selected by your counselor.

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>. You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.

b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location.

identify any that grow in your local area or campsite location.

Tell how to treat for exposure to them.

c. Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.

- Simple cuts and scrapes
- Blisters on the hand and foot
- Minor (thermal/heat) burns or scalds (superficial, or first degree)
- Bites or stings of insects and ticks

- Venomous snakebite

- Nosebleed

- Frostbite and sunburn

- Choking

- Poisonous or hazardous plants

d Assemble a personal first-aid kit to carry with you on future campouts and hikes.

Tell how each item in the kit would be used.

SECOND CLASS

FIRST AID AND EMERGENCY PREPAREDNESS

- 6. a. Demonstrate first aid for the following:
 - Object in the eye
 - Bite of a warm-blooded animal
 - Puncture wounds from a splinter, nail, and fishhook
 - Splinter
 - Nail
 - Fishhook
 - Serious burns (partial thickness, or second-degree)
 - Heat exhaustion
 - Shock
 - Heatstroke, dehydration, hypothermia, and hyperventilation
 - Heatstroke
 - Dehydration
 - Hypothermia
 - Hyperventilation
- b. Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.
 - Stopped breathing
 - Stroke
 - Severe bleeding
 - Ingested poisoning
- c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.

Injury	How to prevent
Object in the eye	
Bite of a warm-blooded animal	
Puncture wounds from a splinter	
Puncture wounds from a nail	
Puncture wounds from a fishhook	
Serious burns	
Heat exhaustion	

Shock

Heatstroke

Dehydration

Hypothermia

Hyperventilation

Stopped breathing

Stroke

Severe bleeding

Ingested poisoning

- d. Explain what to do in case of accidents that require emergency response in the home and backcountry.

- Explain what constitutes an emergency and what information you will need to provide to a responder.

- e. Tell how you should respond if you come upon the scene of a vehicular accident.

FIRST CLASS

FIRST AID AND EMERGENCY PREPAREDNESS

- 7. a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
 - Sprained ankle
 - Injuries on the head
 - Injuries on the upper arm
 - Injuries on the collarbone
- b. By yourself and with a partner, show how to:
 - Transport a person from a smoke-filled room.
 - Transport for at least 25 yards a person with a sprained ankle
- c. Tell the five most common signals of a heart attack.

1.	
2.	
3.	
4.	
5.	

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