



First Class Rank

Workbook



This Workbook can help you organize your thoughts as you read your Boy Scout Handbook. You still must satisfy your Scoutmaster that you can demonstrate each skill and have learned the information.

The work space provided for each requirement should be used by the Scout to keep track of which requirements he has completed, and to make notes for discussing the item with his leader, not for providing the full and complete answers.

The Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 620714).

The requirements were last revised in 2015 • This workbook was updated in March 2015.

Scout's Name: _____ Unit: _____

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

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

- 1. Demonstrate how to find directions during the day and at night without using a compass.
- 2. Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).
- 3. Since joining, have participated in 10 separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.

| | Date(s) | Activity | Camping Overnight |
|-----|---------|----------|--------------------------|
| 1. | | | <input type="checkbox"/> |
| 2. | | | <input type="checkbox"/> |
| 3. | | | <input type="checkbox"/> |
| 4. | | | <input type="checkbox"/> |
| 5. | | | <input type="checkbox"/> |
| 6. | | | <input type="checkbox"/> |
| 7. | | | <input type="checkbox"/> |
| 8. | | | <input type="checkbox"/> |
| 9. | | | <input type="checkbox"/> |
| 10. | | | <input type="checkbox"/> |

- 4 a. Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals.

Breakfast

| Bread/Grain | Main Course | Dairy | Fruit | Drink | Dessert |
|-------------|-------------|-------|-------|-------|---------|
| | | | | | |

Lunch

| Soup/Salad | Main Course | Vegetable | Fruit | Drink | Dessert |
|------------|-------------|-----------|-------|-------|---------|
| | | | | | |

Dinner

| Soup/Salad | Main Course | Vegetable | Vegetable | Drink | Dessert |
|------------|-------------|-----------|-----------|-------|---------|
| | | | | | |

- Tell how the menu includes the foods from the MyPlate food guide or the current USDA nutrition model and meets nutritional needs.

- b. Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients.

| Food | Amount | Cost | Food | Amount | Cost |
|------|--------|------|------|--------|------|
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- c. Tell which pans, utensils, and other gear will be needed to cook and serve these meals.

- d. Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products.

- Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish. 0

- e. On one campout, serve as your patrol's cook.
- Supervise your assistant(s) in using a stove or building a cooking fire.
- Prepare the breakfast, lunch, and dinner planned in requirement 4a.
- Lead your patrol in saying grace at the meals and supervise cleanup.
- 5. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.

- 6. Identify or show evidence of at least 10 kinds of native plants found in your community.

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

- 7. a. Discuss when you should and should not use lashings.

- Then demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.

- Timber Hitch
- Clove Hitch
- Square Lashing
- Shear Lashing
- Diagonal Lashing

- b. Use lashing to make a useful camp gadget.

Gadget:

- 8. a. Demonstrate tying the bowline knot and describe several ways it can be used.

- b. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
 - Sprained Ankle
 - Head Injury
 - Upper Arm Injury
 - Collarbone Injury

- c. Show how to transport by yourself, and with one other person, a person
 - From a smoke-filled room
 - With a sprained ankle, for at least 25 yards

- d. Tell the five most common signs of a heart attack.

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| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

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

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- 9 a. Tell what precautions must be taken for a safe trip afloat.

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- b. Successfully complete the BSA swimmer test.*
* See the Aquatics chapter of the Boy Scout Handbook for details about the BSA swimmer test.
(The specific requirements of the test are listed at the end of this workbook.)
- c. 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.)
- 10. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active.
- 11. Describe the three things you should avoid doing related to use of the Internet.

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| 1. | |
| 2. | |
| 3. | |

Describe a cyberbully and how you should respond to one.

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- 12. Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.
- 13. Discuss four specific examples (different from those used in Tenderfoot requirement 13 and Second Class requirement 11) of how you have lived the points of the Scout Law in your daily life.

| | |
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| 1. | |
| 2. | |
| 3. | |
| 4. | |

- 13. Participate in a Scoutmaster conference.
- 14. Successfully complete your board of review for the First Class rank.

Notes:

For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

Alternate Requirements for the First Class rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book. [Click here to learn more](#), and see the information from the Guide to Advancement at the end of this workbook.

The requirements for Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

BSA swimmer test:

Jump feet first into water over your head in depth, swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating.

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/First_Class_Rank/#Requirement_resources

Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program

No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, “Advancement for Members With Special Needs”.

[Page 2] — The “Guide to Safe Scouting” Applies

Policies and procedures outlined in the *Guide to Safe Scouting*, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

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

Members must meet current advancement requirements as written for merit badges, all ranks, and Eagle Palms, although some allowable substitutions or alternatives are specifically set forth in official literature. The member is expected to meet the requirements—no more and no less—and he is to do exactly what is stated. If it says, “Show or demonstrate,” that is what he must do; just “telling” isn’t enough. The same holds for words and phrases such as “make,” “list,” “in the field,” “collect,” “identify,” and “label.” Requests for alternative requirements for Tenderfoot, Second Class, and First Class ranks can be made using the information outlined below.

It is important to remember that the advancement program is meant to challenge our members; however, not all of them can achieve everything they might want to—with or without a disability. It is for this reason all Scouts are required to meet the requirements as they are written, with no exceptions. For boards of review for Scouts with special needs, the board members should be informed ahead of time about the special circumstances and needs. It may be helpful, too, if the unit leader is present at the review. He or she may be able to help answer questions and provide background. It may be important to allow parents or guardians to be present at the meeting as well—especially if they are able to help interpret and communicate what the Scout is saying. At the least, parents should be available to help board members understand the Scout’s challenges and how he copes with them.

[10.2.2.1] — Using Alternative Requirements

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

Simple modifications very close to existing requirement need not be approved. A Scout in a wheelchair, for example, may meet the Second Class requirement for hiking by “wheeling” to a place of interest. Allowing more time and permitting special aids are also ways leaders can help Scouts with disabilities make progress. Modifications, however, must provide a very similar challenge and learning experience.

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

The outcomes of the Scouting experience should be fun and educational, and not just relate to completing rank requirements that might place unrealistic expectations on a member who has special needs.

[10.2.2.2] — How to Apply for Alternative Requirements

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

The request must be accompanied by supporting letters from the unit leader, a parent or guardian, and the member (if possible), as well as a written statement from a qualified health professional related to the nature of the disability. This may be, for example, a physician, neurologist, psychiatrist, psychologist, etc., or when appropriate, an educational administrator in special education. Statements must describe the disability; cover the Scout’s capabilities, limitations, and prognosis; and outline what requirements cannot be completed. Additional information such as Individualized Education Plans provided to parents by schools, and various treatment summaries

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

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

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