Scout 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 2016 • This checklist was updated in December 2015.

Scout's Name:_____ Unit: _____

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

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

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All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop.

☐ 1.

☐ a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan.

- ☐ Scout Oath
- ☐ Scout Law
- ☐ Scout motto
- ☐ Scout slogan

☐ In your own words, explain their meaning.

- ☐ Scout Oath

- ☐ Scout Law

- ☐ Scout motto

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- ☐ Scout slogan

- ☐ b. Explain what Scout spirit is.

- ☐ Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.

- ☐ c. Demonstrate the Boy Scout sign, salute, and handshake.
  - ☐ Scout sign
  - ☐ Scout salute
  - ☐ Scout handshake
- ☐ Explain when they should be used.
  - ☐ Scout sign
  - ☐ Scout salute

☐ Scout handshake

☐ d. Describe the First Class Scout badge and tell what each part stands for.

☐ Explain the significance of the First Class Scout badge.

☐ e. Repeat from memory the Outdoor Code.

☐ In your own words, explain what the Outdoor Code means to you

☐ f. Repeat from memory the Pledge of Allegiance.

☐ In your own words, explain its meaning.

☐ 2. After attending at least one Boy Scout troop meeting, do the following:

☐ a. Describe how the Scouts in the troop provide its leadership.

☐ b. Describe the four steps of Boy Scout advancement.

☐ c. Describe what the Boy Scout ranks are and how they are earned.

☐ d. Describe what merit badges are and how they are earned.

☐ 3.

☐ a. Explain the patrol method.

☐ Describe the types of patrols that are used in your troop.

☐ b. Become familiar with your patrol name, emblem, flag, and yell.

☐ Explain how these items create patrol spirit.

☐ 4.

☐ a. Show how to tie a square knot, two half-hitches, and a taut-line hitch.

☐ Square knot

☐ Two half-hitches

☐ Taut-line hitch

☐ Explain how each knot is used.

☐ Square knot

☐ Two half-hitches

☐ Taut-line hitch

☐ b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.

☐ 5. Demonstrate your knowledge of pocketknife safety

☐ 6. With your parent or guardian, complete the exercises in the pamphlet ***How to Protect Your Children From Child Abuse: A Parent's Guide***

☐ and earn the Cyber Chip Award for your grade.[1]

☐ 7. Since joining the troop and while working on the Scout rank, participate in a Scoutmaster conference.

Date of Scoutmaster Conference:_____

NOTES:

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

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

[1] If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your Scoutmaster in consultation with your parent or guardian.

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

Important excerpts from the *Guide To Advancement - 2015*, 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 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— no more and no less—and they are to do exactly what is stated. If it says, "Show or demonstrate," that is what they 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 Scout, Tenderfoot, Second Class, and First Class ranks can be made using the information outlined below.

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.

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 cognitive 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 Scout, 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 requirements 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. 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 Scout, Tenderfoot, Second Class, or 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 Scout (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 and reports, may help an advancement committee make an informed decision.

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.

After the committee's decision has been recorded and delivered, any supporting private information should be returned to its source—the parent or guardian, or institution that provided it. Should there be questions about its disposition, then the supporting private information should be destroyed.

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.

In addition to the excerpts shown here, Eagle Palm candidates should review and pay particular attention to the following portion of the *Guide to Advancement*, which is too lengthy to reproduce here:

Section 8. Boards of Review: An Overview for All Ranks
[Subsections 8.0.0.1 – 8.0.2.0}