

SCOUTS BSA ADVANCEMENT STARTER KIT

Advancing your way
through the first
ranks of Scouts BSA
at home



GREATER ST. LOUIS AREA COUNCIL
BOY SCOUTS OF AMERICA

GENERAL INFORMATION

THE MECHANICS OF ADVANCEMENT IN SCOUTS BSA

Both adult and youth leaders approve advancement in Scouts BSA. This permits greater emphasis on standards and more consistency in measurement, but it also places another level of importance on teaching and testing. As Scouts work with one another, learning takes place on both sides of the equation as they play teacher and student in turn. Parents or guardians are involved at home encouraging, mentoring, and supporting, but they do not sign for rank advancement requirements unless they serve as registered leaders and have been designated by the unit leader to approve advancement

Advancement at this level presents a Scout with a series of challenges in a fun and educational manner. As the youth completes the requirements, the aims of Scouting are being achieved: to develop character, to train in the responsibilities of participating citizenship, to develop leadership skills, and to develop physical and mental fitness. It is important to remember that in the end, badges recognize that Scouts have gone through experiences of learning things they did not previously know. Through increased confidence, Scouts discover or realize they are able to learn a variety of skills and disciplines. Advancement is thus about what Scouts are now able to learn and to do, and how they have grown. Retention of skills and knowledge is then developed later by using what has been learned through the natural course of unit programming; for example, instructing others and using skills in games and on outings.

Advancement, thus, is not so much a reward for what has been done. It is, instead, more about the journey: As a Scout advances, the Scout is measured, grows in confidence and self-reliance, and builds upon skills and abilities learned. The badge signifies that a young person—through participation in a series of educational activities—has provided service to others, practiced personal responsibility, and set the examples critical to the development of leadership; all the while working to live by the Scout Oath and Scout Law.

Click [here](#) for more information on advancement.



HOW TO USE THIS GUIDE

- *This Scouts BSA Advancement Starter Kit is designed to help you get a strong start on your trail to Eagle.*
- *You can work through the rank requirements in this guide at any pace and in any order.*
- *Much of the instruction is provided through videos that will guide you through the step-by-step process to gain new skills.*
- *Make sure to earn your Cyber Chip first and talk to your parents about how to safely use the internet to get the most from this program.*

As you complete requirements on your own, it is important to work with your Scoutmaster or other approved leader to have the requirement officially approved. This may be completed by sharing videos or pictures of projects you have completed or by other means approved by your leader.

Note: Not all requirements for these ranks are covered in this guide. You may need additional resources and the help of a parent or guardian to complete some of the requirements listed.

REQUIREMENTS COVERED IN THIS PROGRAM

SCOUT - Page 5

- Outdoor Skills - 4a, b

TENDERFOOT - Pages 6-7

- Outdoor Skills - 3 a, b, c
- First Aid & Nature - 4 a, b, c, d
- Fitness - 6 a, b, c
- Leadership - 8

SECOND CLASS - Pages 8-11

- Cooking & Outdoor Skills - 2 a, b, c, d, f, g
- Navigation - 3 a, c, d
- Nature - 4
- First Aid - 6 a, b, c, d, e
- Fitness - 7 a, b
- Citizenship - 8 b, c, d
- Personal Safety Awareness - 9 a, b

FIRST CLASS - Pages 12-16

- Outdoor Skills - 3 a, b, c, d
- Navigation - 4 a, b
- Nature - 5 a, b, c, d
- First Aid & Emergency Preparedness - 7 a, b, c, d, e, f
- Fitness - 8 a, b
- Citizenship - 9 b, c

KIT CONTENTS

- Printed guide
- Nylon rope
- Compass
- STEM Kit
- Knot Tying Kit

*Items listed above are only available with the purchased kit

CYBER CHIP

All Scouts should complete the appropriate requirements to earn the Cyber Chip for their grade level.

GRADES 6-8

1. Read and sign the Level II Internet Safety Pledge on the BSA Cyber Chip Card.
2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.
3. Watch the video "Friend or Fake" along with two additional videos of your choosing from the list below, to see how friends can help each other to stay safe online.
 - "Post to be Private"
 - "Split Decisions"
 - "Two Kinds of Stupid"
4. As an individual or with your patrol, use the EDGE method to teach internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson.
5. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings or other Scouting events.

Note: All Cyber Chips will expire annually. Each Scout will need to go to Netsmartz and complete 2 new resources to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card or certificate.

INTERNET SAFETY PLEDGE

- 1 I will think before I post.
- 2 I will respect other people online.
- 3 I will respect digital media ownership.
- 4 I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission.
- 5 I will protect myself online.

SCOUT'S SIGNATURE _____

DATE _____ RECHARGE _____

Prepared. For Life.

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CYBER CHIP

All Scouts should complete the appropriate requirements to earn the Cyber Chip for their grade level.

GRADES 9-12

1. Read and sign the Level II Internet Safety Pledge on the BSA Cyber Chip Card.
2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.
3. Discuss with your parents the benefits and potential dangers teenagers might experience when using social media. Give examples of each.
4. Watch three of the following Real-Life Story videos to learn the impact on teens.
 - "Friend or Fake"
 - "Post to be Private"
 - "Split Decisions"
 - "Two Kinds of Stupid"
5. As an individual or with your patrol, use the EDGE method and the Student Project Kit to teach internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson.
6. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings or other Scouting events.

Note: All Cyber Chips will expire annually. Each Scout will need to go to Netsmartz and complete 2 new resources to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card or certificate.



SCOUT

OUTDOOR SKILLS

- 4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.
- 4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.



Square Knot Demo



Two Half-Hitches Demo



Taut-Line Hitch Demo



Whipping & Fusing Rope



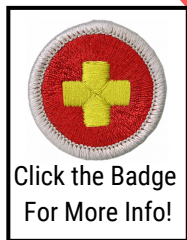
TENDERFOOT

OUTDOOR SKILLS

- 3a. Demonstrate a practical use of the square knot.
- 3b. Demonstrate a practical use of two half-hitches.
- 3c. Demonstrate a practical use of the taut line hitch.

FIRST AID AND NATURE

- 4a. Show first aid for the following:
 - 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 or ticks
 - Venomous snakebite
 - Nosebleed
 - Frostbite and sunburn
 - Choking
- 4b. Describe common poisonous or hazardous plants, identify any that grow in your local area or campsite location. Tell how to treat for exposure to them. ([Fish & Wildlife Service Poisonous Plants](#))
- 4c. Tell what you can do on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b.
- 4d. 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. ([Helpful Hints](#))



Poisonous Plant Quiz!



TENDERFOOT

FITNESS

6a. Record your best in the following tests:

- Pushups_____ (Record the number done correctly in 60 seconds)
- Situps or curl-ups_____ (Record the number done correctly in 60 seconds)
- Back-saver sit-and-reach_____ (Record the distance stretched)
- 1 mile walk/run_____ (Record the time)

6b. Develop and describe a plan for improvement in each of the activities listed in Tenderfoot requirement 6a. Keep track of your activity for at least 30 days. (Exercise Record)

6c. Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days.

LEADERSHIP

8. Describe the steps in Scouting's Teaching EDGE method. Use the Teaching EDGE method to teach another person how to tie the square knot.



Proper Pushup Demo



SECOND CLASS

COOKING and OUTDOOR SKILLS

- 2a. Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so. ([More Info](#))
- 2b. Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire. ([Tips on fire building](#))
- 2c. At an approved outdoor location and time, use the tinder, kindling, and fuel wood from Second Class requirement 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.
- 2d. Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Unless prohibited by local fire restrictions, light the stove. Describe the safety procedures for using these types of stoves. ([More Info](#))



[Safely Build a Fire](#)
Click the fire for a demo!

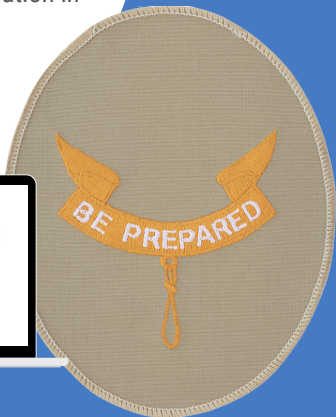
- 2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.
- 2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.



[Sheet Bend Demo](#)



[Bowline Demo](#)



SECOND CLASS

NAVIGATION

- 3a. Demonstrate how a compass works and how to orient a map.
Use a map to point out and tell the meaning of five map symbols.
([USGS Map Symbol Guide](#))
- 3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.
- 3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device. ([Helpful Tips](#))

NATURE

4. Identify or show evidence of at least ten kinds of wild animals (such as birds, mammals, reptiles, fish, mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.
([More Info](#))

FIRST AID

- 6a. Demonstrate first aid for the following:
- Object in the eye
 - Bite of a warm blooded animal
 - Puncture wounds from a splinter, nail, and fishhook
 - Serious burns (partial thickness, or second degree)
 - Heat exhaustion
 - Shock
 - Heatstroke, dehydration, hypothermia, and hyperventilation



[How to Use a Map & Compass](#)



Click the Badge
For More Info!



SECOND CLASS

FIRST AID

6b. Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.



"Hurry" cases Video

By Scouter Rob

6c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.

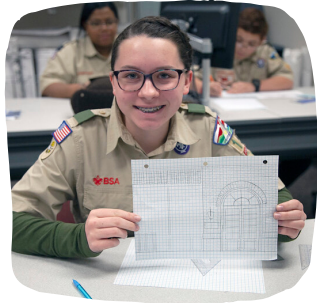
6d. Explain what to do in case of accidents that require emergency response in the home and the backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder.

6e. Tell how you should respond if you come upon the scene of a vehicular accident. ([More Info](#))

FITNESS

7a. After completing Tenderfoot requirement 6c, be physically active at least 30 minutes a day for five days a week for four weeks. Keep track of your activities.

7b. Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so.



SECOND CLASS

CITIZENSHIP



- 8b. Explain what respect is due the flag of the United States.
(Scout Flag Etiquette)
- 8c. With your parents or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal. (Use this worksheet to help with this requirement)
- 8d. At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it for another purpose.

PERSONAL SAFETY AWARENESS

- 9a. Explain the three R's of personal safety and protection.
- 9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.



[Click for more info on personal safety](#)

[Click for bullying awareness resources](#)



FIRST CLASS

Outdoor Skills

- 3a. Discuss when you should and should not use lashings.
- 3b. Demonstrate tying the timber hitch and clove hitch.
- 3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.
- 3d. Use lashings to make a useful camp gadget or structure. ([Lashing Projects](#))



Timber Hitch Demo



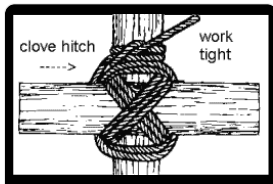
Clove Hitch Demo



Square Lashing Demo



Shear Lashing Demo



Diagonal Lashing Demo



[Lashing @ Home Resources](#)

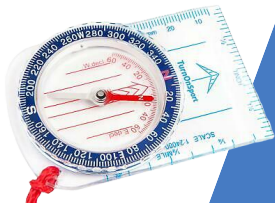
FIRST CLASS

NAVIGATION

- 4a. Using a map and 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.)
- 4b. Demonstrate how to use a handheld GPS unit, GPS app on a smartphone or other electronic navigation system. Use a GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.



More Info From Scouter Rob
[4a](#) & [4b](#) (Click for videos)



NATURE

- 5a. Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken. ([Department of Natural Resources Info for Youth](#))
- 5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event. ([Click Logos for More Info](#))



Did you know?

The BSA has a Hazardous Weather Training that is available online!

[Click Here for More Info](#)



FIRST CLASS

NATURE

- 5c. Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.
- 5d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions. ([NWS Weather Hazard Definitions](#))

FIRST AID AND EMERGENCY PREPAREDNESS

- 7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. ([More Info](#))
- 7b. 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.



Requirement 7b by Scouter Rob



FIRST CLASS

FIRST AID AND EMERGENCY PREPAREDNESS

- 7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). ([Scouting CPR Resources](#))
- 7d. Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities, and tell how to respond in emergency situations.
- 7e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage. ([Resources from Ready.gov](#))
- 7f. Explain how to obtain potable water in an emergency. ([More Info](#))

FITNESS

- 8a. After completing Second Class requirement 7a, be physically active at least 30 minutes every day for five days a week for four weeks. Keep track of your activities.
- 8b. Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.



FIRST CLASS

CITIZENSHIP

- 9b. Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.
- 9c. On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results.



Cool Environmental Projects
performed by Scouts!



FISHING

One great activity you can enjoy on your own or with your family is fishing! This page has resources for anyone who needs to know the basics.



[10 Steps to Start Fishing](#)



[Choose the Right Lure](#)



[Where to Fish](#)



[Fishing Knots to Know](#)

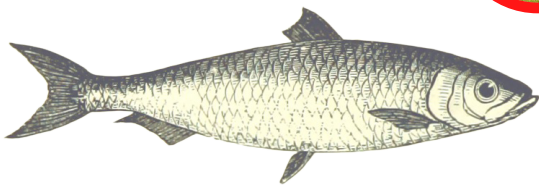
Other Resources

fishing.boyslife.org

[BSA National Fishing Resources](#)

[Fishing Merit Badge Requirements](#)

[Fly Fishing Merit Badge Requirements](#)



@ HOME RESOURCES

OUTDOOR COOKING

One great activity you can enjoy on your own or with your family is fishing! This page has resources for anyone who needs to know the basics.



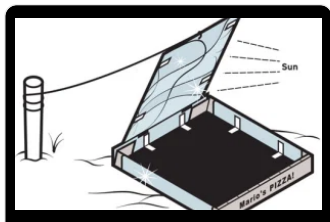
[Cooking Over Coals](#)



[Cooking Gear](#)



[Cooking Videos](#)



[Make a Solar Oven](#)



Other Resources

[Boys' Life Cooking Resources](#)

[Scouting Magazine Cooking Archives](#)

[Cooking Merit Badge Requirements](#)



STEM NOVA AWARDS

STEM is part of an initiative the Boy Scouts of America has taken on to encourage the natural curiosity of youth members and their sense of wonder about these fields through existing programs. From archery to welding, Scouts can't help but enjoy the wide range of STEM-related activities. To support this initiative, the BSA developed the STEM Nova Awards program so that youth members have fun and receive recognition for their efforts.



Why STEM?

We live in a time of great opportunity. The spirit of innovation can help us overcome challenges and ensure a prosperous and secure future. To seize this opportunity, we must position ourselves at the cutting edge of scientific discovery and technological innovation. Yet our country is falling behind in science, technology, engineering and mathematics. This is why many professionals and educators in science, technology, engineering, and mathematics believe the United States should do more now than ever to encourage students to enter STEM-related fields. These experts say our young people need strong STEM skills to compete in the world market. We must work together to cultivate the next generation of critical thinkers and innovators. STEM is the future. Fostering a strong STEM education is our best opportunity to boost the spirit of innovation. It's what we need to help ensure this country continues on a prosperous and secure journey. STEM literacy is also critical because it has a profound and growing impact on our day-to-day lives. Nature, space exploration, and any STEM-related interest reveals to us the beauty and power of the world we inhabit.

What Are the STEM Nova Awards?

The Boy Scouts of America developed the STEM Nova Awards program to excite and expand a sense of wonder in our Scouts. By working with an adult counselor or mentor, the various modules allow them to explore the basic principles of STEM and discover how fun and fascinating STEM can be. The Supernova awards are offered for those who enjoy a super challenge.



STEM



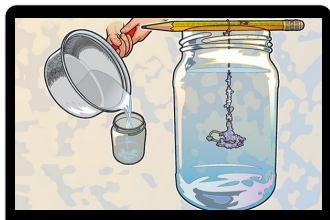
About the STEM NOVA
Awards



Scouts BSA NOVA Award
Requirements



GSLAC
STEM Resources



Grow Your Own Crystals



6 Weird Science
Experiments

