

NAME _____ CURRENT RANK _____

Rank Advancement: Checklist

In order to advance in Boy Scout rank, scouts need to complete the items identified on this checklist. **Before** asking the Scoutmaster for a **Scout Master’s Conference**, Please check the following items.

	Check that all requirements for the rank are completed, signed by a SM, and dated in your scout handbook
	Prepare for your Scout Master Conference: <ul style="list-style-type: none"> • Make sure you are familiar with the items in the (SMC) worksheet (from your scout guide book or the advancement chairman.) for the next rank; filling out the worksheet is not required for a Scoutmaster review.
	Schedule SMC with your Scoutmaster (Just ask and he’ll schedule one for you, maybe the same day)
	At the SMC, have the Scoutmaster sign & date your handbook.

Before asking Advancement Chairman to schedule a **Board of Review (BOR)** for you, please check on the following items and take care of them.

		Responsible Person	Signature & date
	YOU have no Troop equipment checked out, or if you do, YOU and the QM are aware of the equipment.	Quarter Master	Signature: Date
	You have no outstanding dues.	Treasurer	Signature: Date
	Ensure you have marked the requirements complete in Scouttrack for advancement with the proper dates.	Advancement Chairman	Signature: Date
	At least 1 week before the review, turn in: <ol style="list-style-type: none"> 1. this sheet and 2. your scout handbook to the Advancement Chairman for review (they may not be returned for a week).	Advancement Chairman	Signature: Date

If you have accounted for all items on the sheet, and if all items are checked off and signed, you may **sign up for a board of review**.

At the Board of Review, you will need to:

- **Dress in full Class A uniform**
- **Bring your Scout Handbook, and this form**
- **Know the Scout oath, law, outdoor code, motto, and slogan**

For Advancement Chair Use: Earliest Board of review date: _____

Date:

Route:

2. Discuss the principles of [Leave No Trace](#).

3. a. Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.

1.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
2.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
3.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
4.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>
5.	<input type="text"/>	Overnight Camp?	<input type="checkbox"/>

b. On one of these campouts, select your patrol site and sleep in a tent that you pitched. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

c. Demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.

d. Use the tools listed in requirement 3c to prepare tinder, kindling, and fuel for a cooking fire.

e. Explain when it is appropriate to use a cooking fire.

- At an approved outdoor location and at an approved time, and using the tinder, kindling, and fuel wood from requirement 3d, demonstrate how to build a fire; light the fire, unless prohibited by local fire restrictions.
- After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.
- f. Explain when it is appropriate to use a lightweight stove or propane stove.

- Set up a lightweight stove or propane stove;
- Light the stove, unless prohibited by local fire restrictions.
- Describe the safety procedures for using these types of stoves.

- g. On one campout, plan and cook one hot breakfast or lunch, selecting foods from the MyPlate food guide or the current USDA nutrition model.
- Explain the importance of good nutrition.

- Tell how to transport, store, and prepare the foods you selected.

4. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity. Explain to your leader what respect is due the flag of the United States.

5. Participate in approved (minimum of one hour) service project(s).

Date: Project:

6. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.

	Animal	Evidence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

7. a. Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning.

Stopped breathing:

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Serious bleeding,

--

Internal poisoning.

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- b. Prepare a personal first-aid kit to take with you on a hike.

- c. Demonstrate first aid for the following:

- Object in the eye

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- Bite of a suspected rabid animal

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- Puncture wounds from a splinter, nail, and fishhook

Splinter

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Nail

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Fishhook

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- Serious burns (second-degree)

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- Heat exhaustion

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- Shock

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- Heatstroke, dehydration, hypothermia, and hyperventilation

Heatstroke

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Dehydration

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Hypothermia

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Hyperventilation

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8. a. Tell what precautions must be taken for a safe swim.

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- b. 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.

- c. 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.

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- 9. a. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family, and explain the dangers of substance addictions.

- b. Explain the three R's of personal safety and protection.

1.	R	
2.	R	
3.	R	

- 10. Earn an amount of money agreed upon by you and your parent, then save at least 50 percent of that money.

Amount Earned: Amount Saved:

- 11. Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.

Discuss four specific examples (different from those used for Tenderfoot requirement 13) of how you have lived the points of the Scout Law in your daily life.

1.	
2.	

3.

4.

- 12. Participate in a Scoutmaster conference.
- 13. Complete your board of review.

Notes:

Alternate Requirements for the Second 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.

SECOND CLASS CANDIDATE _____

DATE _____

Congratulate him for his good work on nearing Second Class. How's his Patrol, what does he think about his Leadership? Ten minutes are probably enough time for the Conference unless there are other issues to discuss.

CHECKLIST

1. Orient a map; how does a compass generally work?
2. What 5-mile hike did he do?
3. Show how to open, close, give a knife to another person.
4. How do you make and light a fire?
5. Describe a service project you worked on? What did you think of it? Does he like to work?
6. Pick a first aid topic; such as tell the difference between heat exhaustion and heat stroke, or how to stop bleeding.
7. Explain the buddy system and a safe swim approach.
8. What does he think about drugs and alcohol?
9. Pick one of the following. He should only miss a word or two
Scout Law Outdoor Code
Scout Oath Scout Badge
10. What is Scout Spirit?

OTHER QUESTIONS

1. What is his favorite activity in Scouting?
2. What is the chain of command in the Troop?
3. Does he have any Leadership ideas?
- 4.
- 5.
- 6.

A candidate for Second Class should be reasonably used to the Troop and camping. But if he appears to have misgivings about Scouts or the Troop, try to get him to discuss them with you and work out alternatives or solutions. Unless he really stumbles, or has other problems to work out, he should be ready for Second Class.

End by reviewing what he has left for First Class, and his progress on any Merit Badges. Discuss goals and set target dates for achieving First Class Requirements, or any longer goals he may have in Scouting.

<u>List of Goals</u>	<u>Completion Date</u>
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- 1.
- 2.
- 3.

CONCLUSION

OKAY FOR A BOARD OF REVIEW _____ PERIODIC PROGRESS ONLY _____

NEEDS TO CORRECT ITEMS WITH (*), RE-DO CONFERENCE _____ WHEN? _____

SCOUTMASTERS _____