



Goin' Great Check-off Sheet!

Scout _____ Troop _____

Patrol Leader _____ Patrol _____

Scout	1a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.	
Scout	1b. 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.	
Scout	1c. Demonstrate the Scout sign, salute, and handshake. Explain when they should be used.	
Scout	1f. Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.	
Scout	3a. Explain the patrol method. Describe the types of patrols that are used in your troop.	
Scout	3b. Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.	
Scout	4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.	
Tenderfoot	1c. Tell how you practiced the Outdoor Code on a campout or outing.	
Tenderfoot	2c. Explain the importance of eating together as a patrol.	
Tenderfoot	3a. Demonstrate a practical use of the square knot.	
Tenderfoot	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 and ticks • Venomous snakebite • Nosebleed • Frostbite and sunburn • Choking	
Tenderfoot	5a. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.	
Tenderfoot	5b. Describe what to do if you become lost on a hike or campout.	
Tenderfoot	5c. Explain the rules of safe hiking, both on the highway and crosscountry, during the day and at night.	
Tenderfoot	7a. Demonstrate how to display, raise, lower, and fold the U.S. flag.	
Tenderfoot	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.	
2 nd class	2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.	
2 nd class	2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.	
2 nd class	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)	
2 nd class	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.	
2 nd class	8b. Explain what respect is due the flag of the United States.	
2 nd class	9a. Explain the three R's of personal safety and protection.	
2 nd class	9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person.	

Scout	4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.	
Scout	5. Tell what you need to know about pocketknife safety	
Tenderfoot	3b. Demonstrate a practical use of two half-hitches.	
Tenderfoot	3c. Demonstrate a practical use of the taut-line hitch.	
Tenderfoot	3d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.	
Tenderfoot	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.	
Tenderfoot	4c. 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.	
2 nd Class	2b. Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.	
2 nd class	6a. • Heat exhaustion • Shock • Heatstroke, dehydration, hypothermia, and hyperventilation	
2 nd class	6b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.	
2 nd class	6e. Tell how you should respond if you come upon the scene of a vehicular accident.	
1 st class	3b. Demonstrate tying the timber hitch and clove hitch.	
Totin’ Chip		

2 nd class	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.	
2 nd class	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.	
2 nd class	3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device.	
2 nd class	6b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.	
2 nd class	6d. 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.	
2 nd class	6e. Tell how you should respond if you come upon the scene of a vehicular accident.	
1 st class	1b. Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1c and Second Class requirement 1b.	
1 st class	3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.	

1 st class	7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.	
1 st class	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.	
1 st class	7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).	
Firem’n Chit		

2 nd class	1b. Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c.	
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2 nd class	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.	
2 nd class	4. Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.	
1 st class	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.	
1 st class	5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.	
1 st class	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.	
1 st class	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	

2 nd class	3b. Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.	
2 nd class	3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.	