



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 2016 • This workbook was updated in December 2015.

Scout's Name: _____ Unit: _____

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

CAMPING and OUTDOOR ETHICS

- 1. a. Since joining, participate in 10 separate troop/patrol activities, six of which include overnight camping. These 10 activities do not include troop or patrol meetings. On at least five of the six campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee). **Log**

	Dates	Activity	Overnight Camping?	Tent/structure erected?
1.			<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>
3.			<input type="checkbox"/>	<input type="checkbox"/>
4.			<input type="checkbox"/>	<input type="checkbox"/>
5.			<input type="checkbox"/>	<input type="checkbox"/>
6.			<input type="checkbox"/>	<input type="checkbox"/>
7.			<input type="checkbox"/>	<input type="checkbox"/>
8.			<input type="checkbox"/>	<input type="checkbox"/>
9.			<input type="checkbox"/>	<input type="checkbox"/>
10.			<input type="checkbox"/>	<input type="checkbox"/>

- b. 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 (pg. 233-4,Log)

Date: Activity:

T	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
R	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

E	
A	
D	

COOKING

2. a. Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. (pg. 290-300, 311-25, Log)

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 MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout.

- b. Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients. **(Log)**

Food	Amount	Cost	Food	Amount	Cost

- c. Show which pans, utensils, and other gear will be needed to cook and serve these meals. **(pg 302-3,312-3,321-4)**
- d. Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish. **(pg 300-1, 306-9)**
- e. On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup. **(Log)**

TOOLS

- 3. a. Discuss when you should and should not use lashings. **(pg 359, 372)**

- b. Demonstrate tying the timber hitch and clove hitch **(Pg 367-8)**.
 - Timber Hitch
 - Clove hitch
- c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together **(Pg 373-6)**.
 - Square lashing

- Shear lashing
- Diagonal lashing
- d. Use lashings to make a useful camp gadget or structure. (pg 371-8).

NAVIGATION

- 4. a. 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.) (pg 328-54).
- b. Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system.
- Use 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. (pg. 345-55)

NATURE

- 5. a. 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. (pg 188-199)

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

- b. Identify two ways to obtain a weather forecast for an upcoming activity. (pg 212-8).

1.	
2.	

Explain why weather forecasts are important when planning for an event.

- c. 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. (pg 160, 215-18)

	Indicator	Potential event	Action to take
1.			
2.			
3.			

- d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area (see 5b, c).

- 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.

AQUATICS

- 6. a. Successfully complete the BSA swimmer test.³ (pg 160-70, swimming mb)
- b. Tell what precautions must be taken for a safe trip afloat (pg 172-4).

- c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar (pg 174-5).
- d. Describe proper body positioning in a watercraft, depending on the type and size of the vessel (pg 176).

- Explain the importance of proper body position in the boat.

- e. 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.) (pg 177-80)

FIRST AID AND EMERGENCY PREPAREDNESS

- 7. a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone
 - Sprained ankle (pg 142, First Aid mb pamphlet.)
 - Injuries on the head
 - Injuries on the upper arm
 - Injuries on the collarbone

- b. By yourself and with a partner, show how to: (pg 142, 148-150, First Aid mb pamphlet)
 - Transport a person from a smoke-filled room.
 - Transport for at least 25 yards a person with a sprained ankle

- c. Tell the five most common signals of a heart attack (pg 116-9).

1.	
2.	
3.	
4.	
5.	

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

- d. 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 (pg 154-5)

Utility	Hazards	How to respond

- e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage (pg 153-5).

- f. Explain how to obtain potable water in an emergency (pg 240, 294).

FITNESS

- 8. a. After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities. (Log)
(You can log your activities using the form at the end of this workbook)
- b. Share your challenges and successes in completing First Class requirement 8a (Log).

- Set a goal for continuing to include physical activity as part of your daily life. **(log)**

CITIZENSHIP

- 9. a. Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations as a U.S. citizen. **(log)**

Person Visited:		Position Held	
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- b. Investigate an environmental issue affecting your community **(log)**.

Issue:	
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- Share what you learned about that issue with your patrol or troop **(log)**.

- Tell what, if anything, could be done by you or your community to address the concern.

- c. On a Scouting or family outing, take note of the trash and garbage you produce **(log)**.

- 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.

- d. Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and Second Class requirement 8e (log, pg 464)

Date	Start Time	End Time	Duration	Project

- Explain how your service to others relates to the Scout Law.

LEADERSHIP

- 10. a. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader (log)

Who did you speak with?	
What did you tell him?	
What was the result?	

12. a. While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference.

Date of Scoutmaster Conference: _____

13. a. Successfully complete your board of review for the First Class rank.

NOTES:

- 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.
- ³ See the Swimming merit badge requirements for details about the BSA swimmer test.

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/First_Class_Rank/#Requirement_resources

Log = Record activities, responses, answers permanently in your personal "Log" or journal.

This "Log" should be kept for future reference in a binder or notebook for your entire time in Scouting and should include complete records of camping (places, dates, comments), hiking (places, dates, mileage), service (places, dates, description of activity and names of others involved in the service), merit badges (date, notes, counselor name, and comments), leadership (office, dates, activities and accomplishments) and other significant Scouting activities and projects. Your "Log" will be useful when you work on certain merit badges and when you need information for Boards of Review and Scoutmaster Conferences.

FITNESS ACTIVITY LOG for requirement 8a

Week 1

Date	Activity & Notes	Start Time	End Time	Duration

Week 2

Date	Activity & Notes	Start Time	End Time	Duration

Week 3

Date	Activity & Notes	Start Time	End Time	Duration

Week 4

Date	Activity & Notes	Start Time	End Time	Duration