

COOKING

- 2. a. On the campout, assist in preparing one of your patrol's meals.

Tell why it is important for each patrol member to share in meal preparation and cleanup.

- b. While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.

- c. Explain the importance of eating together as a patrol..

TOOLS

- 3. a. Demonstrate a practical use of the square knot.
- b. Demonstrate a practical use of two half-hitches.
- c. Demonstrate a practical use of the taut-line hitch.
- d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax.

- knife
- saw
- ax

Describe when each should be used.

knife

saw

ax

b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location.

identify any that grow in your local area or campsite location.

Tell how to treat for exposure to them.

c. 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.

- 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

- Poisonous or hazardous plants

- d 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.

HIKING

- 5. a. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood.

On outings:

In your neighborhood:

- Use the buddy system while on a troop or patrol outing.

Date: Activity:

- b. Describe what to do if you become lost on a hike or campout.

- c. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night

Safe hiking on the highway:

Safe hiking cross-country:

Safe hiking during the day:

Safe hiking at night:

FITNESS

- 6. a. 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.)

(Record your results in the table below item 6c.)

- b. 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.

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

		First Test	Second Test	Improvement
Activity :	Date:			
Pushups	(number)			
Situps or curl ups	(number)			
Back-saver sit-and-reach	(distance)			
1 mile walk/run	(time)			

CITIZENSHIP

7. a. Demonstrate how to display, raise, lower, and fold the U.S. flag.
 b. Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster.

Date	Start Time	End Time	Duration	Service Project

Explain how your service to others relates to the Scout slogan and Scout motto.

LEADERSHIP

8. Describe the steps in Scouting's Teaching EDGE method.

E		
D		
G		
E		

- Use the Teaching EDGE method to teach another person how to tie the square knot.

Date: Who was taught:

SCOUT SPIRIT

- 9. Demonstrate Scout spirit by living the Scout Oath and Scout Law.
- Tell how you have done your duty to God and how you have lived four different points of the Scout Law in your everyday life.

Point of the Scout Law

1.		
2.		
3.		
4.		
	Duty to God	

- 10. While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.

Date of Scoutmaster Conference: _____

- 11. Successfully complete your board of review for the Tenderfoot rank.

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.
- Alternative requirements for the Tenderfoot rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Boy Scout Requirements book. .

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

Important excerpts from the [Guide To Advancement - 2015](#), No. 33088 (SKU-620573)

[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]