

Second 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

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **rank** should be sent to: Advancement.Team@Scouting.Org

---

CAMPING and OUTDOOR ETHICS

☐ 1. a. Since joining, participate in five separate troop/patrol activities, three of which include overnight camping. These five activities do not include troop or patrol meetings. On at least two of the three 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).

	Dates		Activity	Overnight Camping?	Tent/structure erected?
1.				☐	☐
2.				☐	☐
3.				☐	☐
4.				☐	☐
5.				☐	☐

☐ b. 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.

Date: _____ Activity: _____

Workbook © Copyright 2015 - U.S. Scouting Service Project, Inc. - All Rights Reserved
Requirements © Copyright, Boy Scouts of America (Used with permission.)

☐ c. On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide.

Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

COOKING and TOOLS

☐ 2. a. Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.

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

☐ c 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.

☐ d. 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. Light the stove, unless prohibited by local fire restrictions.

☐ Describe the safety procedures for using these types of stoves.

☐ e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model.

Date:		Meal cooked:	
Menu:			

☐ Explain the importance of good nutrition.

☐ Demonstrate how to transport, store, and prepare the foods you selected.

☐ f. Demonstrate tying the sheet bend knot.

☐ Describe a situation in which you would use this knot.

☐ g. Demonstrate tying the bowline knot.

☐ Describe a situation in which you would use this knot.

NAVIGATION

☐ 3. a. 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.

	Symbol	Meaning
1.		
2.		
3.		
4.		
5.		

☐ b. 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]

Date: _____ Route: _____

☐ c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.[2]

☐ d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device.

NATURE

☐ 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.

	Animal	Evidence
1.		
2.		
3.		
4.		
5.		
6.		

7.		
8.		
9.		
10.		

AQUATICS

☐ 5. a. Tell what precautions must be taken for a safe swim.

☐ b. Demonstrate your ability to pass the BSA beginner test: Jump feetfirst 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.

☐ d. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.

FIRST AID AND EMERGENCY PREPAREDNESS

☐ 6. a. Demonstrate first aid for the following:

☐ ● Object in the eye

☐ ● Bite of a warm-blooded animal

☐ ● Puncture wounds from a splinter, nail, and fishhook

☐ Splinter

☐ Nail

☐ Fishhook

☐ ● Serious burns (partial thickness, or second-degree)

☐ ● Heat exhaustion

☐ ● Shock

● Heatstroke, dehydration, hypothermia, and hyperventilation

☐ Heatstroke

☐ Dehydration

☐ Hypothermia

☐ Hyperventilation

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

☐ ● Stopped breathing

☐ ● Stroke

☐ ● Severe bleeding

☐ ● Ingested poisoning

☐ c. 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.

Injury	How to prevent
Object in the eye	
Bite of a warm-blooded animal	
Puncture wounds from a splinter	
Puncture wounds from a nail	
Puncture wounds from a fishhook	
Serious burns	
Heat exhaustion	
Shock	
Heatstroke	
Dehydration	
Hypothermia	
Hyperventilation	
Stopped breathing	
Stroke	
Severe bleeding	
Ingested poisoning	

☐ d. 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.

☐ e. Tell how you should respond if you come upon the scene of a vehicular accident.

FITNESS

☐ 7. a. After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.
(You can log your activities using the form at the end of this workbook)

☐ b. 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.

☐ c. 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.

Date:		Program:	

☐ Discuss your participation in the program with your family, and explain the dangers of substance addictions.

☐ Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned.

CITIZENSHIP

☐ 8. a. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity.

☐ b. Explain what respect is due the flag of the United States.

☐ c. 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.

Amount:		What you want 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.

☐ d. 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.

	Location	Cost	Best Place to Buy
1.			☐
2.			☐
3.			☐

☐ 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.

Decision::

☐ e. Participate in two hours of service through one or more service projects approved by your Scoutmaster.

Date	Start Time	End Time	Duration	Project

☐ Tell how your service to others relates to the Scout Oath.

PERSONAL SAFETY AWARENESS

☐ 9. a. Explain the three R's of personal safety and protection.

☐ b. Describe bullying, tell what the appropriate response is to someone who is bullying you or another person.

SCOUT SPIRIT

☐ 10. 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 (not to include those used for Tenderfoot requirement 9) in your everyday life.

Points of the Scout Law used for Tenderfoot requirement 9:

	Point of the Scout Law	
1.		
2.		
3.		
4.		
	Duty to God	

☐ 11. While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference

Date of Scoutmaster Conference: _____

☐ 12. Successfully complete your board of review for the Second Class 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.

[2] If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike" in requirements 3b and 3c.

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Second Class Rank/#Requirement resources

FITNESS ACTIVITY LOG for requirement 7a

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

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}