

New Frontier Syllabi:

Flag Etiquette and Scout Sayings

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 1d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.

Scout 1e. Repeat from memory the Outdoor Code. List the seven principles of Leave No Trace. Explain the difference between the two.

Scout 1f. Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.

Tenderfoot 7a. Demonstrate how to display, raise, lower, and fold the U.S. flag.

Second Class 8b. Explain what respect is due the flag of the United States.

Basic First Aid

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 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.

Second 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)
- Heat exhaustion
- Shock
- Heatstroke, dehydration, hypothermia, and hyperventilation

Advanced First Aid

Second Class 6b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.

Second 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.

Second 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.

First Class 7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.

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.

7c. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).

Safe Hiking and the Buddy System

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 5a. Explain the importance of the buddy system as it relates to your personal safety on outings and where you live. 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 and responsible hiking, both on the highway and cross-country, during the day and at night.

Second Class 1b. Recite the principles of Leave No Trace from memory. Explain how you follow them on all outings.

Second Class 3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.²

²If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute “trip” for “hike” in requirement 3b and 3c.

First 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.

First 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.

First 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 dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions.

Map and Compass

Second 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.

Second Class 3c.

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

²If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute “trip” for “hike” in requirement 3b and 3c

Second Class 3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device.

First Class 4a. 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.).

Cooking and Menu Planning

Tenderfoot 2c. Explain the importance of eating together as a patrol.

Second 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.

Second Class 2d. 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.

Knots and Lashings

Scout 4a. Show how to tie a square knot, two half-hitches, and a tautline hitch. Explain how each knot is used.

Scout 4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.

Tenderfoot 3a. Demonstrate a practical use of the square knot.

Tenderfoot 3b. Demonstrate a practical use of two half-hitches.

Tenderfoot 3c. Demonstrate a practical use of the taut-line hitch.

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.

Second Class 2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.

Second Class 2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.

First Class 3a. Discuss when you should and should not use lashings.

First Class 3b. Demonstrate tying the timber hitch and clove hitch.

First Class 3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.

Wild Plants and Animals

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.

Second 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.

First 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.

Totin Chip'

Scout 5. Tell what you need to know about pocketknife safety and responsibility.

Tenderfoot 3d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.

Firem'n Chit

Second 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.