

2010 Additional Boy Scout Rank Requirements

The Twelfth Edition of the Boy Scout Handbook contains several new requirements that become effective in 2010. If a scout started working on his next rank advancement prior to 2010 using the requirements in the previous (Eleventh) edition of the Handbook, he may continue to use them to complete that rank and have his Board of review in 2010. After that, he must complete the additional requirements in the 12th edition of the Handbook for advancement to the ranks of **Tenderfoot, Second Class, First Class and Life**.

A scout may continue to use the 11th edition of the Handbook and use this sheet to document that the new requirements have been met.

Leader
initial &
date

For advancement to Tenderfoot, complete the following:

4c. Using the EDGE method (Explain, Demonstrate, Guide & Enable), teach another person how to tie the square knot.

13. Scout Spirit. Discuss four specific examples of how you have lived the points of the Scout Law in your daily life.

For advancement to Second Class, complete the following:

2. Discuss the principles of Leave No Trace.

3b. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

4. Explain what respect is due the flag of the United States.

9a. 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. Discuss your participation in the program with your family and explain the dangers of substance addictions.

9b. Explain the three Rs of personal safety and protection.

10. Earn an amount of money agreed upon by you and your parents, then save at least 50 percent of that money.

11. Scout Spirit. Discuss four specific examples (different from those used for Tenderfoot requirement) of how you have lived the points of the Scout Law in your daily life.

For advancement to First Class, complete the following:

3. Demonstrate the principles of Leave No Trace on troop/patrol outings.

10. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project or meeting. Tell him how to join or encourage the inactive Boy Scout to become active.

11. Scout Spirit. Discuss four specific examples (different from those used for Tenderfoot and Second Class) of how you have lived the points of the Scout Law in your daily life.

For advancement to Life, complete the following:

6. While a Star Scout, use the EDGE method to teach a younger Scout the skills from ONE of the following six choices, so that he is prepared to pass those requirements to his unit leader's satisfaction (see over).

Life Requirement #6 (Continued)

Use the EDGE method to teach ONE of the following:

Select One	Requirements for Rank	Eleventh Edition	Twelfth Edition	Teach These Requirements
a.	2nd Class	6a	7a	Show what to do for hurry cases of stopped breathing, serious bleeding and ingested poisoning.
		6c	7c	Demonstrate first aid for the following: – Objects in the eye – Bite of a suspected rabid animal – Puncture wounds from a splinter, nail, and fishhook – Serious burns (partial thickness or second-degree) – Heat exhaustion – Shock – Heatstroke, dehydration, hypothermia and hyperventilation.
b.	2nd Class	1a	1a	Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.
c.	2nd Class	2c	3c	Demonstrate proper care, sharpening and use of the knife, saw and ax, and describe when they should be used.
		2d	3d	Use the tools listed in requirement 3c to prepare tinder, kindling and fuel for a cooking fire.
		2e	3e	Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.
		2f	3f	In an approved place and at an approved time, demonstrate how to build a fire and set up a lightweight stove. Note: Lighting the fire is not required.
d.	1st Class	8a	8a	Demonstrate tying the bowline knot and describe several ways it can be used.
		8b	8b	Demonstrate bandages for a sprained ankle and for injuries on the head, upper arm and collarbone.
		8c	8c	Show how to transport by yourself, and one other person a person from a smoke-filled room and a person with a sprained ankle for at least 25 yards.
		8d	8d	Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
e.	1st Class	1	1	Demonstrate how to find directions during the day and at night without using a compass.
		7a & 7b	7a	Discuss when you should and should not use lashings. Then demonstrate tying the timber hitch and clove hitch and their use in square, shear and diagonal lashings by joining two or more poles or staves together.
		7c	7b	Use lashing to make a useful camp gadget.
f.	1st Class	4a	4a	Help plan a patrol menu for one campout that includes at least one breakfast, one lunch and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the food pyramid and meets nutritional needs.
		4b	4b	Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients.
		4d	4d	Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers and other rubbish.