



Homenetmen Los Angeles BSA Advancement Rank Program

Բարի եկաք: Welcome! Homenetmen Los Angeles is excited to introduce the integration of the Boy Scouts of America Advancement program within our educational guidelines. The biggest reward of participating in Scouting comes from the fun you have and the skills you learn. In doing so, you can receive concrete recognition of your accomplishments, including rank awards and merit badges. As mentioned on the Boy Scouts of America Website, "Advancement—Boy Scouting has a system of ranks in which Scouts learn progressively more difficult skills and take on progressively greater responsibilities. The highest of these ranks is Eagle Scout."

So, similar to the Homenetmen ranks (*garks*), Boy Scouts can earn their own ranks that are well-known nationwide.

Homenetmen Ranks

Նորընծայ/ Norundza Gark
ԲԷՆ Կարգ/ Pen Gark
Այբ Կարգ/ Ayp Gark
Վկայալ/ Vgayal Gark
Արարատեան/ Araradian Gark

BSA Ranks

Scout Rank
Tenderfoot Rank
Second Class Rank
First Class Rank
Star Rank
Life Rank
Eagle Rank

Boy Scouts of America Rank Badges:



Becoming an Eagle Scout is an important achievement that your son can be proud of his entire life. In addition to all the new knowledge, your son also will:

1. Establish greater lifelong connections to family, friends, and neighbors.
2. Exhibit a higher sense of responsibility to give back through volunteering and donating.
3. Gain a greater connection and concern for their community.
4. Exercise more self-discipline to plan ahead and set and achieve goals.
5. Hold higher self-expectations.
6. Demonstrate greater appreciation and concern for the environment.
7. Display increased respect for religion and religious diversity.
8. Enjoy an increased variety of hobbies and interests.
9. Develop greater commitment to lifelong learning.

Get more information on the benefits of the Eagle Scout program at:

<http://www.scouting.org/filestore/pdf/210-054.pdf>

I AM INTERESTED! HOW DO THE RANKS WORK?

Well, each rank has a list of requirements. Essentially the scout must learn all required information stated on the Rank Requirement Worksheet to earn the rank. The way the Advancement program is set up, the scout is able to learn a new line item each week and have it signed off by the Scoutmaster. What does that mean? The scout is able to go at his own pace.

Scout Rank Worksheet Example

✓		LEADER INITIAL & DATE
	1a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.	
	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.	
	1c. Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used.	
	1d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.	
	1e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.	
	1f. Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.	

This is an example of the requirement checklist from the **Scout** Rank; it is not a complete list. If the scout has learned line item 1a., 1b., and 1d., for example, he can recite or explain what is required. If the Scoutmaster believes he has learned the material well enough, then he or she will sign off on those requirements. If the Scoutmaster believes that the scout has not prepared

well enough to fulfill the requirement, the scout can take some time to review the material and try again. To earn the rank, the Scoutmaster must sign off on all requirements for the rank.

The following link can lead you to all the requirements for all ranks:

http://www.scouting.org/filestore/boyscouts/pdf/524-012_BS_Requirements.pdf

After completing all requirements for **Tenderfoot**, **Second Class**, **First Class**, **Star**, and **Life** Ranks, the unit's Committee Members hold a Board of Review. Here the scout who has completed rank requirements and has been signed off by the Scoutmaster is then questioned on his experience. This allows the scout to be able to explain what he has learned to other individuals. If the Committee believes then that the scout has gained that skill within their meet, the scout will then earn the rank.

The **Scout** Rank does not require a Board of Review, and the **Eagle** Rank Board of Review is conducted by the Boy Scouts of America Council members, instead of the unit's Committee Members. The Boards of Review we will be conducting on the chapter level will prepare the scout for the eventual **Eagle** Board of Review conducted by the council.

The Homenetmen Los Angeles Chapter belongs to the Verdugo Hills Council, Iron Eyes Cody District, registered as Troop 923.

To make the integration of this BSA Advancement Program within Homenetmen Los Angeles easier, we have combined the **Scout**, **Tenderfoot**, **Second Class**, and **First Class** ranks within our Yearly Educational Lecture Series. So, if your son is in *Norundza* this year, he is already receiving necessary information to earn his ranks.

On page 7, you can see the breakdown of information from the four BSA ranks integrated within *Norundza*, *Pen Gark*, and *Ayp Gark*. There are also select topics from the ranks that will be covered during weekly group activities and summer camp. So, it is very important that your son makes an extra effort to be present every Sunday to ensure he gets signed off for all the requirements to attain the requisite ranks.

How are the 4 BSA ranks and 3 Homenetmen Garks related?

Great question!

Similar to the *Norundza Gark*, the **Scout Rank** is the first in the series which provides a solid foundation, covering the basic information you need to know to be a good Scout.

The ranks of **Tenderfoot**, **Second Class**, and **First Class** cover skills in camping, hiking, cooking, first aid, nature, fitness, aquatics, citizenship, and leadership. Once you become a **First Class** Scout, you are regarded to be a capable, knowledgeable, and well-rounded Scout.

Within the Homenetmen lexicon, these ranks correspond to the *Pen (2nd) Gark* and *Ayp (1st) Gark*. *Pen Gark* involves more hands on activities including, orienteering, advanced knots and

lashings, and surviving in the wilderness. *Ayp Gark* focuses on leadership skills and organizational knowledge such as the Homenetmen bylaws.

As you can see, the requirements for Homenetmen garks and BSA ranks are intertwined, with some differences. Our goal is to combine the information and skills into one educational program.

Now, it is important to note, you may work on requirements from **Scout**, **Tenderfoot**, **Second Class**, and **First Class** at the same time, but you must complete the ranks in order. So, if you complete the requirements for **Tenderfoot** before **Scout**, you may not receive the rank until you obtain the **Scout** Rank.

I have completed the first 4 BSA ranks, now what?

After earning the first four ranks, scouts are eligible to earn the last 3 ranks. The ranks of **Star**, **Life**, and **Eagle** focus on active participation, community service, leadership, and merit badges. The Homenetmen analogue to these ranks are the *Vgayal* and *Araradian Garks*. These Homenetmen garks have special requirements and are administered by scouting committees above the chapter level. Similarly, the **Star**, **Life**, and **Eagle** ranks will demand scouts fulfill requirements beyond the chapter level. Each of these BSA ranks will take several months to complete, but that's OK, because you can keep working on Boy Scout advancement until you reach your 18th birthday.

Star Rank requirements:

- You must be an active **First Class** Scout in your troop for at least 4 months. This means, that after earning your **First Class** Rank, you are eligible to earn the **Star** Rank only after a mandatory waiting period of 4 months.
- Earn six merit badges, including any four from the required list for Eagle Scout. You may choose any of the 17 merit badges on the required list for Eagle to fulfill this requirement.
- While a First Class Scout, participate in 6 hours of community service through one or more service projects approved by your Scoutmaster.

Life Rank requirements:

- You must be an active **Star** Scout in your troop for 6 months. This means, that after earning your **Star** Rank, you are eligible to earn the **Life** Rank only after a mandatory waiting period of 6 months.
- Earn 5 more merit badges (so that you have 11 in all), including any three additional badges from the required list for **Eagle**. You may choose any of the 17 merit badges on the required list for **Eagle** to fulfill this requirement.

- While a **Star** Scout participate in 6 hours of service through one or more service projects approved by your Scoutmaster. ****At least 3 hours of this service must be conservation-related.****

Eagle Rank requirements:

- You must be an active **Life** Scout in your troop for 6 months. This means, that after earning your **Life** Rank, you are eligible to earn the **Eagle** Rank only after a mandatory waiting period of 6 months.
- Earn a total 21 merit badges (10 more than the Life rank).
- Plan and execute an Eagle Project.

There are other requirements that should be noted and that can be found in the above.

Wait, wait... WHAT ARE MERIT BADGES?

Merit Badges are awarded to Scouts who have put special emphasis on learning specific topics. There are ~135 different merit badges ranging from camping and first aid to robotics and game design. A summary can be found here:

[https://en.wikipedia.org/wiki/Merit_badge_\(Boy_Scouts_of_America\)](https://en.wikipedia.org/wiki/Merit_badge_(Boy_Scouts_of_America))

To become an Eagle Scout, you must earn at least 21 merit badges, including 13 from a list of Eagle-required merit badges. (You can spot these badges because they have a silver border instead of blue border.) If you earn more than 21 merit badges- and complete some other requirements- you can earn Eagle Palms, which are pins that go on the Eagle Scout medal or patch.

There are 17 **Eagle** Scout Merit Badge Options, and 13 must be completed.

Eagle Required Merit Badges:

- First Aid
- Citizenship in the Community
- Citizenship in the Nation
- Citizenship in the World
- Communication
- Cooking
- Personal Fitness
- Emergency Preparedness **OR** Lifesaving
- Environmental Science **OR** Sustainability
- Personal Management
- Swimming **OR** Hiking **OR** Cycling
- Camping
- Family Life

How do I get a Merit Badge?

Similar to ranks, merit badges have a list of requirements that must be completed. The main difference is instead of contacting your Scoutmaster, you must contact a Merit Badge Counselor. With the help of the Counselor you will fulfill necessary requirements and earn the Merit Badge. Once you have completed all requirements for the Merit Badge, the Merit Badge Counselor will sign off the completion of Merit Badge on your blue card. The Blue card is not merit badge specific, which means it can be used for all merit badges. Here is an example of a Blue Card:

Once your Advancement Chair receives your completed Blue Card, he/she will update your Advancement on the Council Network.

The Scout must take initiative and must look into topics they are interested in to then contact a Merit Badge Counselor. We will be integrating some Merit Badges into our troop activities, but a majority must be completed by the scout independently.

Help Contact

As you can see, the Boy Scouts of America Advancement Program is a self-paced, do-it-yourself program. To kick start this new and exciting adventure, our chapter will dedicate resources to help our scouts in any way possible. Please don't hesitate to contact our chapter BSA liaison - K. Maral Hindoyan maral.hindoyan@homenetmen.org (818)395-7663.

Homenetmen Gark → BSA Rank Integration Los Angeles Chapter Educational Program

Norundza Gark		
Norundza	BSA Rank	Topic/Requirement
New	Scout	1a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.
New	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.
New	Scout	1c. Demonstrate the Boy Scout sign, salute, and handshake. Explain when they should be used.
New	Scout	1d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.
New	Scout	1e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.
New	Scout	1f. Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning.
New	Scout	4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.
New	Scout	4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
*Camp	Tender	1a. Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.
*Camp	Tender	1b. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.
New	Tender	1c. Tell how you practiced the Outdoor Code on a campout or outing.
Intertwined	Tender	4a. Show first aid for the following: -Simple cuts and scraprd -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
Intertwined	Tender	7a. Demonstrate how to display, raise, lower and fold the U.S. Flag.
New	2nd	1b. 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.

Pen Gark		
NEW	Scout	2. After attending at least one Boy Scout troop meeting, do the following:
		2a. Describe how the Scouts in the troop provide its leadership.
		2b. Describe the four steps of Boy Scout advancement.
		2c. Describe what the Boy Scout ranks are and how they are earned.

		2d. Describe what merit badges are and how they are earned.
NEW	Scout	3a. Explain the patrol method. Describe the types of patrols that are used in your troop.
		3b. Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.
Intertwined	Scout	5. Demonstrate your knowledge of pocketknife safety.
Intertwined	Tender	2a. On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.
Intertwined	Tender	2b. While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.
Intertwined	Tender	2c. Explain the importance of eating together as a patrol.
Intertwined	Tender	3a. Demonstrate a practical use of the square knot.
NEW	Tender	3b. Demonstrate a practical use of two half-hitches.
NEW	Tender	3c. Demonstrate a practical use of the taut-line hitch
Intertwined	Tender	3d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.
NEW	Tender	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.
NEW	Tender	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.
NEW	Tender	4d. 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
Intertwined	Tender	5a. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.
Intertwined	Tender	5b. Describe what to do if you become lost on a hike or campout.
Intertwined	Tender	5c. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.
Intertwined	2nd	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.
Intertwined	2nd	2b. Use the tools listed in Tenderfoot requirement 3d to prepare tinder, kindling, and fuel wood for a cooking fire.
Intertwined	2nd	2c. 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.
Intertwined	2nd	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.
Intertwined	2nd	2e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.

Intertwined	2nd	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.
Intertwined	2nd	3b. 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.
Intertwined	2nd	3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.
Intertwined	2nd	3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device.
FIRST AID USE	2nd	6a. Demonstrate first aid for the following: <ul style="list-style-type: none"> • 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
Intertwined	2nd	6b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.
Intertwined	2nd	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.
Intertwined	2nd	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.
Intertwined	2nd	6e. Tell how you should respond if you come upon the scene of a vehicular accident.
Intertwined	1st	1b. 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.
Intertwined	1st	2d. 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.
Intertwined	1st	2e. 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.
Intertwined	1st	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.).
Intertwined	1st	4b. 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.

Ayp Gark		
NEW	Tender	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. SCOUT SPIRIT
NEW	2nd	1b. 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.
Intertwined	2nd	1c. 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.
NEW	2nd	2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.
NEW	2nd	2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.
Intertwined	1st	2a. 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. 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.
Intertwined	1st	2b. 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.
Intertwined	1st	2c. Show which pans, utensils, and other gear will be needed to cook and serve these meals.
NEW	1st	3a. Discuss when you should and should not use lashings.
NEW	1st	3b. Demonstrate tying the timber hitch and clove hitch.
NEW	1st	3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.
NEW	1st	3d. Use lashings to make a useful camp gadget or structure.
Intertwined NEW	1st	First Aid:
		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).
		7d. 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.
		7e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.
		7f. Explain how to obtain potable water in an emergency.

Group Level Activities	
Scout	6. With your parent or guardian, complete the exercises in the pamphlet How to Protect Your Children From Child Abuse: A Parent's Guide and earn the Cyber Chip Award for your grade.1
Scout	7. Since joining the troop and while working on the Scout Rank, participate in a Scoutmaster conference.
Tender	7b. Participate up a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and Scout motto.
Tender	6a. 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.).
Tender	6b. 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
Tender	6c. Show improvement (of any degree) in each activity listed in Tenderfoot requirement 6a after practicing for 30 days. • 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.)
2nd	7c. 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. 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.
2nd	Lecture: 8a. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity. 8b. Explain what respect is due the flag of the United States.
2nd	Lecture on Thriftiness/Activity: 8c. 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. 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. 8d. 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. 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.
2nd	8e. Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath.
2nd	Lecture on Bullying: 9a. Explain the three R's of personal safety and protection. 9b. Describe bullying; tell what the appropriate response is to someone who is bullying you or another person. SCOUT SPIRIT
1st	Griffith Park Lecture: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.
1st	Lecture on Weather: 5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.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. 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.
1st	Lecture given by a Political Figure: 9a. 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 of a U.S.

	citizen.
1st	Earth Day Lecture: 9b. Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern. 9c. On a Scouting or family outing, take note of the trash and garbage you produce. 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.
1st	Bring a Friend to Scouts Day:10. 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
Camp Activities	
2nd	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.
2nd	5a. Tell what precautions must be taken for a safe swim.
2nd	5b. 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.
2nd	5c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.
2nd	5d. 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.
1st	Swimming Lecture/ Activity: 6a. Successfully complete the BSA swimmer test.3 6b. Tell what precautions must be taken for a safe trip afloat. 6c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar. 6d. Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat. 6e. 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.)
Do on Their Own Activities	
Tender	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.
2nd	1a. 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).
2nd	7a. 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.
2nd	7b. 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.
1st	1a. 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).

1st	8a. 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.
1st	8b. Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.
1st	9d. 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. Explain how your service to others relates to the Scout Law.