



Goin' Great Rank Advancement Completion Packet

Scout: _____

Troop #: _____

Patrol Leader: _____

Patrol: _____

Session (circle):

Junior

Senior

Goin Great Jr.: Focuses primarily on Scout and Tenderfoot Rank, Totin Chip, and Firem'n Chit

Goin' Great Sr.: Focuses primarily on 2nd and 1st Class Rank, Totin Chip, and Firem'n Chit

Should other rank advancements be completed while in either session/level, it will be marked completed appropriately

The requirements listed in this packet are the ones we will work on as part of the Goin' Great Program. If your Scout has completed requirements prior to Camp, please bring written confirmation from Scoutmaster.

Scouts will be expected to understand, explain, and demonstrate these skills before being marked complete.

Please review this checklist thoroughly for your Goin' Great Scout for the rank advancement requirements they completed while at Camp Daniel Boone to ensure accurate transferal to their Scout Handbook and Scoutbook.

Scout Rank Requirements

| Req. # | Requirement Description | Completed |
|---------------|---|------------------|
| 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 Scout sign, salute, and handshake. Explain when they should be used. | |
| 1e | Repeat from memory the Outdoor Code. List the Leave No Trace Seven Principles. Explain the difference between the two. | |
| 1f | Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning. | |
| 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. | |
| 4a | Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used | |
| 4b | Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope | |
| 5 | Tell what you need to know about pocketknife safety and responsibility. | |

For Both Junior and Senior Sessions, did the Scout complete the:

Totin' Chip **Completed:** _____

Firem'n Chit **Completed:** _____

Tenderfoot Rank Requirements

| Req. # | Requirement Description | Completed |
|---------------|---|------------------|
| 1c | Explain how you demonstrated the Outdoor Code and Leave No Trace on campouts or outings. | |
| 2c | Explain the importance of eating together as a patrol. | |
| 3a | Demonstrate a practical use of the square knot. | |
| 3b | Demonstrate a practical use of two half-hitches. | |
| 3c | Demonstrate a practical use of the taut-line hitch. | |
| 3d | Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used. | |
| 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 | |
| 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. | |
| 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. | |
| 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 | |
| 5b | Describe what to do if you become lost on a hike or campout. | |
| 5c | Explain the rules of safe and responsible hiking, both on the highway and cross-country, during the day and at night. | |
| 5d | Explain why it is important to hike on trails or other durable surfaces, and give examples of durable surfaces you saw on your outing | |
| 7a | Demonstrate how to display, raise, lower, and fold the U.S. flag. | |
| 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 Rank Requirements

| Req. # | Requirement Description | Completed |
|---------------|---|------------------|
| 1b | Recite the Leave No Trace Seven Principles from memory. Explain how you follow them on all outings. | |
| 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. | |
| 2b | Use a pocketknife, and a saw or axe if needed, to prepare tinder, kindling, and fuel wood for a cooking fire | |
| 2c | Using a minimum-impact method, and 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. Properly dispose of the ashes and any charred remains | |
| 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. | |
| 2f | Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot. | |
| 2g | Demonstrate tying the bowline knot. Describe a situation in which you would use this knot. | |
| 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 | |
| 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. ² | |
| 3c | Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. ² | |
| 3d | Demonstrate how to find directions during the day and at night without using a compass or an electronic device. | |
| 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 | |
| 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 | |
| 6b | Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning. | |
| 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. | |
| 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. | |
| 6e | Tell how you should respond if you come upon the scene of a vehicular accident. | |
| 8b | Explain what respect is due the flag of the United States. | |
| 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. | |

First Class Rank Requirements

| Req. # | Requirement Description | Completed |
|---------------|--|------------------|
| 1b | Explain the potential impacts of camping, both on the environment and on other outdoor users. Explain why the Outdoor Code and Leave No Trace Seven Principles are important for protecting the outdoors | |
| 3a | Discuss when you should and should not use lashings. | |
| 3b | Demonstrate tying the timber hitch and clove hitch. | |
| 3c | Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together. | |
| 3d | Use lashings to make a useful camp gadget or structure | |
| 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 | |
| 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. | |
| 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 | |