

Note to Scoutmasters:

- (1) Read Part 1-6 for each rank before you conduct the SM Conference.
- (2) Scouts must come to the SM Conference with their Scout Handbook. Have them use the book if they need a quick reference. Scouts need to know how to reference their book.
- (3) Intent of SM Conferences for T/F through 1C is teaching unless the Scout is totally unprepared or clueless. If so, send them back to study. You should be more demanding for Star – Eagle. They must know their T/F – 1C Scout Skills; if not – stop the conference, send them back to study, and reschedule only at your convenience. Chide them for wasting your time. We want the Star-Eagle Scouts in the business of teaching younger Scouts – we cannot do that if they do not know their technical Scout skills.
- (4) When Scouts request a SM Conference, remind them that it is their job to review the material prior to the SM Conference. A copy of this workbook is available on the website for their preparation. If it is apparent that they have not reviewed the material, inform them that you will not begin the Scoutmaster Conference and it will be rescheduled at your convenience.
- (5) This booklet is a guide. The SM May ask additional technical questions from prior ranks (use the Scout Handbook) if warranted by the fact that the Scout does not have a good grasp on ALL T/F – 1C technical skills. The ultimate decision on whether a Scout completes the Scoutmaster Conference requirement is solely up to the Scoutmaster.
- (6) Finally, use this as an opportunity to get to know the Scout better. Find out what he likes and dislikes about Scouting and the Troop – use that as feedback for the monthly Scoutmaster’s meetings.

Note to Scouts

- (1) It is your job to contact the ASM associated with your patrol to arrange a SM Conference. Any SM may do your SM Conference. However, you should only ask other SMs if the ones associated with you patrol are not available. This means that you have contacted them personally and they said no because of their schedule.
- (2) The questions noted in the booklet are a guide for the SM. He/She may ask you additional questions for past ranks. You are expected to know all Scout technical skills for this rank and your **previous** ranks. This requirement becomes much more stringent if you are going for Star through Eagle. If the Scoutmaster determines that you have not prepared, he/she will stop the conference and you will reschedule at the convenience of the SM since you have wasted their time.
- (3) You are required to bring your Scout Handbook to the SM Conference. It is acceptable if you need to **occasionally** refer to your book to answer a question or demonstrate a skill – note the emphasis placed on occasionally.

2nd Class

Scoutmaster's Conference Workbook – 2nd Class

Scoutmasters – Complete items 1-6. Upon completion of the Scoutmaster Conference, place this workbook back in the Scout's individual file folder in the troop room filing cabinet. Do not give this book to Scouts. They can download a copy from the website.

1. General Information

(a) Scoutmaster _____

(b) Date _____

2. Scoutmasters must evaluate the Scout on all requirements for the Scoutmaster Conference rank. The intent is **“hands-on”** as much as possible – demonstrate not discuss. Use the Scoutmaster Conference buckets for “hands-on” items. Some items (such as axes, stoves, lanterns, and other equipment) are located in the trailers or shed. Questions starting with the word “demonstrate” mean demonstrate (not discuss) by the Scout.

The purpose of this type of forum is:

- Ensure that our Scouts know the material as we will expect them to be the teachers of the future – this provides a quality check in the troop.
- Objectivize the SM Conference – i.e. 85% “Go” rate in paragraph 3.
- Equalize SM Conference among Scoutmasters. It also serves as a memory jogger for Scoutmasters.

Credit should be given for the tasks if the Scout **generally** knows the material – exactness is required for some but not all questions. For instance, they do not need to recite by rote all of the symptoms for a heart attack. However, if it is clear that they do not know the material on a particular subject, move on and have them do that at a later date. Allow Scouts to use their handbook on an infrequent basis - we want ensure that they know how to navigate within their book. The GO/NO GO questions are a guideline. Scoutmasters have the prerogative to ask additional T/F – 1C questions from past ranks if it is clear that the Scout does not have a grasp on technical skills.

Complete the following spreadsheets as the Scout finishes each part.

Rank	Part	GOs	NO-GOs	TOTAL
Scout	Part I			2
Tenderfoot	Part II			54
2 nd Class	Part III			179
Added Questions (If Deemed Necessary)				
Total is 235 w/ No Added Questions				

Score Recapitulation

Number of GOs	
Number of NO-GOs	
TOTAL	
Number of GOs/Divided by Total*100	

3. Summary. Go needed on all four of following to pass SM Conference.
- (a) Achieved 85% or better on all questions.
 - (b) Passed Uniform Inspection within Past Year. Check Scout's individual file folder in office. (1st Year Scouts will not have a uniform inspection until some point during the first year.)
 - (c) Shows Tot'em Chit Card
 - (d) Shows Fire'em Chit Card

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

All GO's, then sign-off Scoutmaster's Conference in Scout Handbook.

4. Have the Scout state three goals that he wants to complete by the next Scoutmaster's Conference.

(a) _____

(b) _____

(c) _____

5. Have the Scout state when he plans to attain the next rank: _____

6. Make a copy of the previous page and give it to the Scout. Place Scoutmaster Conference Workbook in the Scout's individual file folder in the office filing cabinet.

Note: This Scoutmaster Conference Booklet does not address the other subjective rank requirement as shown below:

- Demonstrate Scout Spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.

This requirement is assessed using the criteria defined in the Troop Scout Operations SOP.

Requirements for Sign-Off

On a piece of paper, describe five significant activities that you have accomplished since your last Scoutmaster's Conference that meet the definition of this requirement. Explain these activities to a Scoutmaster/Assistant Scoutmaster. These activities must be significant and require an investment of your time. Record dates and the job that you performed. Examples:

- (a) Opening a door for one person at a supermarket **IS NOT** a significant accomplishment that requires an investment in your time.
- (b) Mowing the yard, for free, for the elderly woman across the street **IS** a significant accomplishment that requires the investment of your time.

PART I (Scout)

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 1) Demonstrate tying the square knot
- 2) Demonstrate the Scout Salute – must be a smart salute with arm at 90 degrees to side of body – forearm and hand straight.

PART I SUMMARY

Number of GOs	Number of NO-GOs

Total should add up to 2 if no additional questions asked by the SM.
Report GOs and NO-GOs in Paragraph 2.

PART II (Tenderfoot)

	Go	No-Go
1) Demonstrate how to whip natural rope.	<input type="checkbox"/>	<input type="checkbox"/>
2) Demonstrate tying the following knots and state their uses:		
a) Two half hitches		
i) Demonstrate knot	<input type="checkbox"/>	<input type="checkbox"/>
ii) Knows use of knot	<input type="checkbox"/>	<input type="checkbox"/>
b) Taut-line hitch.		
i) Demonstrate knot	<input type="checkbox"/>	<input type="checkbox"/>
ii) Knows use of knot	<input type="checkbox"/>	<input type="checkbox"/>
3) What do you do if you become lost?		
a) Knows the acronym STOP	<input type="checkbox"/>	<input type="checkbox"/>
b) Explain meaning of S = STAY CALM	<input type="checkbox"/>	<input type="checkbox"/>
c) Explains meaning of T = THINK	<input type="checkbox"/>	<input type="checkbox"/>
d) Explains meaning of O = OBSERVE	<input type="checkbox"/>	<input type="checkbox"/>
e) Explains meaning of P = PLAN	<input type="checkbox"/>	<input type="checkbox"/>
4) Repeat from memory and explain in your own words the Scout Oath. Explain the meaning of the Scout Law, Motto, and Slogan		
a) Scout Oath		
i) Repeat from memory – 3 parts	<input type="checkbox"/>	<input type="checkbox"/>
(1) On my honor, I will do my best to do my duty to God and country, and to obey the Scout Law;		
(2) To help other people at all times;		
(3) To keep myself physically strong, mentally awake, and morally straight.		
ii) Explanation of meaning		
(1) Part 1		
(a) On my honor	<input type="checkbox"/>	<input type="checkbox"/>
(b) I will do my best	<input type="checkbox"/>	<input type="checkbox"/>
(c) To do my duty to God	<input type="checkbox"/>	<input type="checkbox"/>
(d) And my country	<input type="checkbox"/>	<input type="checkbox"/>
(e) And obey the Scout Law	<input type="checkbox"/>	<input type="checkbox"/>
(2) Part 2 - To help other people at all times	<input type="checkbox"/>	<input type="checkbox"/>
(3) Part 3		
(a) To keep myself physically strong	<input type="checkbox"/>	<input type="checkbox"/>
(b) Mentally awake and	<input type="checkbox"/>	<input type="checkbox"/>
(c) Morally straight	<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

Demonstrate how you would walk a course of 300° magnetic. (Note: The Scout must use some type of distant aiming point method to walk the course in order to pass this requirement.)

9) Demonstrate/Discuss the proper care, sharpening, and use of the:

a) Knife

i) Demonstrate/Discuss safe knife use

(1) Keep the blade closed except when using the knife.

(2) Cut away from yourself.

(3) Close the blade before you pass the knife to someone else.

(4) Keep your knife sharp and clean

(5) Never carry a knife with the blade open.

(6) Never throw a knife.

ii) Demonstrate cleaning

(1) Open all blades.

(2) Twirl small bit of cloth onto the end of a toothpick

(3) Moisten the cloth with light oil

(4) Wipe inside of knife

(5) If you have used your knife to cut food or spread peanut butter, get rid of bacteria by washing the blade in hot soapy water.

iii) Demonstrate sharpening

(1) Sharpen knife with a whetstone.

(2) Hold the blade against the stone at a 30 degree angle.

(3) Push the blade across the stone as if you were slicing a layer off the top.

(4) Wipe the knife with a clean cloth and examine the edge. A dull edge reflects light and looks shiny. A sharp edge is so thin that it has no shine at all.

b) Discuss proper use of the camp saw (bow saw)

i) Sheath a saw when not in use.

ii) Carry a saw with the blade turned away from your body.

iii) Replace blades when they are dull.

iv) Use care when passing the saw to another person.

v) Wear gloves and protective eyewear.

vi) Do not cut any trees, alive or dead, without permission.

vii) Do not allow the saw blade to cut into the ground.

viii) Do not leave a saw lying around camp.

	Go	No-Go
Demonstrate how you would walk a course of 300° magnetic. (Note: The Scout must use some type of distant aiming point method to walk the course in order to pass this requirement.)	<input type="checkbox"/>	<input type="checkbox"/>
9) Demonstrate/Discuss the proper care, sharpening, and use of the:		
a) Knife		
i) Demonstrate/Discuss safe knife use		
(1) Keep the blade closed except when using the knife.	<input type="checkbox"/>	<input type="checkbox"/>
(2) Cut away from yourself.	<input type="checkbox"/>	<input type="checkbox"/>
(3) Close the blade before you pass the knife to someone else.	<input type="checkbox"/>	<input type="checkbox"/>
(4) Keep your knife sharp and clean	<input type="checkbox"/>	<input type="checkbox"/>
(5) Never carry a knife with the blade open.	<input type="checkbox"/>	<input type="checkbox"/>
(6) Never throw a knife.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Demonstrate cleaning		
(1) Open all blades.	<input type="checkbox"/>	<input type="checkbox"/>
(2) Twirl small bit of cloth onto the end of a toothpick	<input type="checkbox"/>	<input type="checkbox"/>
(3) Moisten the cloth with light oil	<input type="checkbox"/>	<input type="checkbox"/>
(4) Wipe inside of knife	<input type="checkbox"/>	<input type="checkbox"/>
(5) If you have used your knife to cut food or spread peanut butter, get rid of bacteria by washing the blade in hot soapy water.	<input type="checkbox"/>	<input type="checkbox"/>
iii) Demonstrate sharpening		
(1) Sharpen knife with a whetstone.	<input type="checkbox"/>	<input type="checkbox"/>
(2) Hold the blade against the stone at a 30 degree angle.	<input type="checkbox"/>	<input type="checkbox"/>
(3) Push the blade across the stone as if you were slicing a layer off the top.	<input type="checkbox"/>	<input type="checkbox"/>
(4) Wipe the knife with a clean cloth and examine the edge. A dull edge reflects light and looks shiny. A sharp edge is so thin that it has no shine at all.	<input type="checkbox"/>	<input type="checkbox"/>
b) Discuss proper use of the camp saw (bow saw)		
i) Sheath a saw when not in use.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Carry a saw with the blade turned away from your body.	<input type="checkbox"/>	<input type="checkbox"/>
iii) Replace blades when they are dull.	<input type="checkbox"/>	<input type="checkbox"/>
iv) Use care when passing the saw to another person.	<input type="checkbox"/>	<input type="checkbox"/>
v) Wear gloves and protective eyewear.	<input type="checkbox"/>	<input type="checkbox"/>
vi) Do not cut any trees, alive or dead, without permission.	<input type="checkbox"/>	<input type="checkbox"/>
vii) Do not allow the saw blade to cut into the ground.	<input type="checkbox"/>	<input type="checkbox"/>
viii) Do not leave a saw lying around camp.	<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

	Go	No-Go
iv) Demonstrate safe handling		
(1) Hand an ax to another person by holding the handle with the ax head down	<input type="checkbox"/>	<input type="checkbox"/>
(2) Pass it with the bit head turned away from both of you.	<input type="checkbox"/>	<input type="checkbox"/>
(3) When the other person has a grip on the handle, he should say “thank you” – that is the signal to release the handle.	<input type="checkbox"/>	<input type="checkbox"/>
v) Discuss safe storage - Sheath the ax and store it under the dining fly or in a tent to keep it dry, found, and safely out of the way	<input type="checkbox"/>	<input type="checkbox"/>
10) Discuss when it is appropriate to use a cooking fire and a lightweight stove. Ans: It is always more important to use a lightweight stove. Building cooking fires destroys the land. If you must use a cooking fire, follow the principles of Leave No Trace Camping	<input type="checkbox"/>	<input type="checkbox"/>
11) Demonstrate how to light:		
a) A fire. (Note: Starting the fire not necessary. The Scout should set up a teepee or log cabin and know that kindling is required. Also, the Scout should discuss all safety measures (fire ring, water)	<input type="checkbox"/>	<input type="checkbox"/>
b) Lightweight Stove (Note: Use stove in the trailer.) Ensure that the match is lit before turning on the gas.	<input type="checkbox"/>	<input type="checkbox"/>
c) Propane lantern (Note: Use lantern in the trailer.) Ensure that the match is lit before turning on the gas.	<input type="checkbox"/>	<input type="checkbox"/>
12) Demonstrate making a cravat bandage.	<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

13) Discuss what to do for “hurry” cases of:

a) Stopped breathing

i) Open the airway

(1) If victim unconscious

(a) Place them on their back

(b) Clear the tongue from the airway by pressing on the forehead with one hand and lifting the chin with the other to tilt the head back.

(c) If you suspect that the neck is injured, keep the head still and thrust the jaw forward

(2) Look into the mouth for gum, food, or other obstruction.

(3) Protect the airway. If the victim begins to vomit, turn them on their side so that the vomit comes out of the mouth rather than getting into the lungs.

ii) If the airway appears to be open and the victim is still not inhaling and exhaling, begin rescue breathing.

(1) Place a mouth barrier device over the victim’s mouth.

(2) Maintain head-tilt jaw-thrust position, pinch the nostrils, seal your mouth over the victim’s mouth, and blow into their lungs. (For a child, place your mouth over both the mouth and the nose.)

(3) Remove your mouth and take another breath. Look for the victim’s chest to fall as he/she exhales.

(4) Repeat every 5 seconds for anyone over 9 years of age. 3 seconds for anyone under 9.

(5) If the victim’s chest does not rise and fall, no air is reaching the lungs. Follow these steps:

(a) Reposition the head and jaw so that the tongue does not block the airway.

(b) Check again for obstruction in the mouth.

(c) Perform a maneuver to remove anything lodged in the throat.

iii) When do you stop rescue breathing? Ans: When a medic tells you to stop or it becomes physically impossible for you to keep going.

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

- b) Serious Bleeding
 - i) Direct pressure on the wound will stop most bleeding. If available, put on latex gloves from your first aid kit. With a clean cloth or sterile dressing as a pad, use the palm of your hand to apply firm pressure over the wound. Do not waste time if clean material is not available – use the cleanest thing that you have.
 - ii) While pressing the wound, raise the level of the injury above the level of the victim’s heart.
 - iii) Direct pressure is almost always the treatment of choice. Bleeding can sometimes be further slowed by pressing hard on an arterial pressure point in the victim’s armpit or groin.
 - iv) Do not remove direct pressure pads that become soaked with blood. Place fresh pads over the old ones.
 - v) When the bleeding has stopped, hold the pad in place with a cravat bandage, an athletic wrap, strips torn from clothing, or something else. Bind the pad firmly but no so tightly that circulation is cut off. Periodically check for a pulse in the injured limb. If there is no pulse, the bandage is too tight.
 - vi) If you have touched any blood or other bodily fluids, wash your hands with soap and water or cleanse with an antiseptic as soon as possible. Change out any clothing that might have come in contact with blood.
- c) Internal poisoning
 - i) Immediately take any poison containers to a telephone. Call the poison control center at 1-800-222-1212 or dial 911. Follow instructions that you are given.
 - ii) Treat the victim for shock and monitor breathing. Do not give anything by mouth unless you are told to do so by medical professionals.
 - iii) Save any vomit. It will help the physician identify the poison and give the correct treatment.

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

	Go	No-Go
i) Hypothermia		
i) What is it? Body has become extremely cool.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Symptoms – may have some or all of the following:		
(1) Feeling cold and numb	<input type="checkbox"/>	<input type="checkbox"/>
(2) Fatigue and anxiety	<input type="checkbox"/>	<input type="checkbox"/>
(3) Uncontrollable shivering	<input type="checkbox"/>	<input type="checkbox"/>
(4) Confusion, irritability; makes bad decisions	<input type="checkbox"/>	<input type="checkbox"/>
(5) Stumbling and/or falling down	<input type="checkbox"/>	<input type="checkbox"/>
(6) Loss of consciousness	<input type="checkbox"/>	<input type="checkbox"/>
iii) First Aid		
(1) Take the victim into a shelter, building, or tent. Get them into warm, dry clothes.	<input type="checkbox"/>	<input type="checkbox"/>
(2) Zip them into a dry sleeping bag.	<input type="checkbox"/>	<input type="checkbox"/>
(3) Offer an alert victim warm or hot liquids.	<input type="checkbox"/>	<input type="checkbox"/>
(4) If hypothermia is advanced, helping the victim breathe warm, moist air will aid in rewarming.	<input type="checkbox"/>	<input type="checkbox"/>
(5) Be ready to provide other first aid.	<input type="checkbox"/>	<input type="checkbox"/>
(6) Seek medical care for the victim.	<input type="checkbox"/>	<input type="checkbox"/>
j) Hyperventilation		
i) What is it? A person who is anxious or frightened might react by breathing too quickly and deeply. Causes an abnormal loss of CO ₂ from the bloodstream.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Symptoms – may have some or all the following:		
(1) Feel of suffocating	<input type="checkbox"/>	<input type="checkbox"/>
(2) Dizziness, disorientation, and increasingly fearful	<input type="checkbox"/>	<input type="checkbox"/>
iii) First Aid		
(1) Talk quietly to the victim and encourage them to calm down and breathe slowly.	<input type="checkbox"/>	<input type="checkbox"/>
(2) Have the victim breathe into a paper bag might help restore CO ₂ to the body.	<input type="checkbox"/>	<input type="checkbox"/>
(3) Hyperventilation may a warning sign of heart attack. Someone who has experienced hyperventilation should be checked by a doctor.	<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

- 15) Tell precautions for a safe swim.
- a) Qualified Supervision - conscientious and experienced adult leader must supervise all activity in or around water.
 - b) Physical Fitness – supervisor must know the physical fitness of all participants and must adjust the supervision
 - c) Safe Area – Never swim in an area that has not been carefully inspected and prepared for safe swimming. Depth, bottom, perimeter hazards, water quality, clarity, access control and temperature are important considerations.
 - d) Lifeguards on Duty – Trained and specially equipped lifeguards must be present and on duty.
 - e) Lookout – supervisor must be positioned where they can see and hear everything in the swimming area.
 - f) Ability Groups – participants swimming ability is evaluated – each participant limited to the swimming area and activity that suits his/her ability
 - g) Buddy System – each Scout must stay close to his buddy who knows where he is at all times
 - h) Discipline – Scouts know and respect the rules and follow directions of lifeguards
- 16) Explain why swimming rescue methods should not be attempted when reaching or throwing rescue is possible. Ans: Use the least dangerous rescue methods to you – reach, throw, row, then go.
- 17) Explain how a rescue swimmer should avoid contact with a victim. Ans: Take something with you that can be used for flotation or extended to the victim in order to avoid direct contact.
- 18) Explain the three R’s of personal safety and protection.
- Recognize situations that place him at risk of being molested, how child molesters operate, and that anyone could be a molester.
 - Resist unwanted and inappropriate attention. Resistance will stop most attempts at molestation.
 - Report attempted or actual molestation to a parent or other trusted adult. This prevents further abuse of himself and helps to protect other children. Let the Scout know he will not be blamed for what occurred.

Go	No-Go
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

PART III (2nd Class)

PART III SUMMARY

Number of GOs	Number of NO-GOs

Total should add up to 179 if no additional questions asked by the SM. Report GOs and NO-GOs in Paragraph 3.