

SECOND CLASS RANK REQUIREMENTS



| ✓ | | LEADER INITIAL & DATE |
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| CAMPING AND OUTDOOR ETHICS | | |
| 1a. | Since joining Scouts BSA, participate in five separate troop/patrol activities, at least three of which must be held outdoors. Of the outdoor activities, at least two must include overnight camping. These activities do not include troop or patrol meetings. On 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. <i>(See pages 260 and 276–277.)</i> | |
| 1b. | Recite the principles of Leave No Trace from memory. Explain how you follow them on all outings. | |
| 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. <i>(See pages 265–266.)</i> | |
| COOKING AND TOOLS | | |
| 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. <i>(See pages 303–304 and 387.)</i> | |
| 2b. | Use a pocketknife, and a saw or axe if needed, to prepare tinder, kindling, and fuel wood for a cooking fire. <i>(See page 389.)</i> | |
| 2c. | Using a minimum-impact method 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. <i>(See pages 388–391.)</i> | |
| 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. <i>(See pages 303–304 and 392–393.)</i> | |
| 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. <i>(See pages 290–294, 300–301, 309, and 311–325.)</i> | |
| 2f. | Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot. <i>(See page 370.)</i> | |
| 2g. | Demonstrate tying the bowline knot. Describe a situation in which you would use this knot. <i>(See pages 369–370.)</i> | |
| NAVIGATION | | |
| 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. <i>(See pages 332–343.)</i> | |
| 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 <i>(See pages 340–345.)</i> | |
| 3c. | Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them. ² <i>(See page 252.)</i> | |

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.

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| 3d. | Demonstrate how to find directions during the day and at night without using a compass or an electronic device. <i>(See pages 354–357.)</i> | |
| NATURE | | |
| 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. <i>(See pages 199–212.)</i> | |
| AQUATICS | | |
| 5a. | Tell what precautions must be taken for a safe swim. <i>(See pages 158–161.)</i> | |
| 5b. | Demonstrate your ability to pass the Scouting America 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. ³ <i>(See pages 168–170.)</i> | |
| 5c. | Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. <i>(See pages 177–181.)</i> | |
| 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. <i>(See pages 177 and 181.)</i> | |
| FIRST AID AND EMERGENCY PREPAREDNESS | | |
| 6a. | Demonstrate first aid for the following: <ul style="list-style-type: none"> • Object in the eye <i>(See page 133.)</i> • Bite of a warm-blooded animal <i>(See page 128.)</i> • Puncture wounds from a splinter, nail, and fishhook <i>(See pages 134–135.)</i> • Serious burns (partial thickness, or second-degree) <i>(See pages 136–137.)</i> • Heat exhaustion <i>(See page 139.)</i> • Shock <i>(See pages 114 and 123–124.)</i> • Heatstroke, dehydration, hypothermia, and hyperventilation <i>(See pages 135–141.)</i> | |
| 6b. | Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning. <i>(See pages 115–122 and 124.)</i> | |
| 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. <i>(See pages 150–151.)</i> | |
| 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. <i>(See pages 151–155.)</i> | |
| 6e. | Tell how you should respond if you come upon the scene of a vehicular accident. <i>(See page 152.)</i> | |

³Under certain exceptional conditions, where the climate keeps the outdoor water temperature below safe levels year-round, or where there are no suitably safe and accessible places (outdoors or indoors) within a reasonable traveling distance to swim at any time during the year, the council Scout executive and advancement committee may, on an individual Scout basis, authorize an alternative for requirements 5b and 5c. The local council may establish appropriate procedures for submitting and processing these types of requests. All the other requirements, none of which necessitate entry in the water or entry in a watercraft on the water, must be completed as written.

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| FITNESS | | |
| 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. <i>(See pages 76–77 and 79–81.)</i> | |
| 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. <i>(See pages 76–77.)</i> | |
| 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. <i>(See pages 94–98.)</i> | |
| CITIZENSHIP | | |
| 8a. | Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity. <i>(See pages 60–61.)</i> | |
| 8b. | Explain what respect is due the flag of the United States. <i>(See pages 56–62.)</i> | |
| 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. <i>(See pages 14–15.)</i> | |
| 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. <i>(See pages 14–15.)</i> | |
| 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. <i>(See pages 11–12 and 68.)</i> | |
| PERSONAL SAFETY AWARENESS | | |
| 9a. | Explain the three R's of personal safety and protection. <i>(See page 400.)</i> | |
| 9b. | Describe bullying; tell what the appropriate response is to someone who is bullying you or another person. <i>(See pages 406–408.)</i> | |
| SCOUT SPIRIT | | |
| 10. | 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 (not to include those used for Tenderfoot requirement 9) in your everyday life. <i>(See pages 11–16 and 23.)</i> | |
| 11. | While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference. <i>(See page 418.)</i> | |
| 12. | Successfully complete your board of review for the Second Class rank. <i>(See page 414.)</i> | |

Notes: The requirements for Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

Alternative requirements for the Second Class rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the Scouts BSA Requirements book.