

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 your 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.

Tenderfoot

Scoutmaster's Conference Workbook – Tenderfoot

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			129
Added Questions (If Deemed Necessary)				
Total is 131 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 both 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 the office. (1st Year Scouts will not have a uniform inspection until some point during the first year.)

Go	No-Go
<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 this page and give a copy to the Scout. Place Scoutmaster Conference Workbook in the Scout's individual three ring binder in the troop room filing cabinet.

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) Tell why it is important for each patrol member to share in meal preparation and cleanup.	<input type="checkbox"/>	<input type="checkbox"/>
2) Why is it important for the patrol to eat together?	<input type="checkbox"/>	<input type="checkbox"/>
3) Demonstrate how to whip and fuse the ends of a rope.		
a) Nylon Rope (fuse)	<input type="checkbox"/>	<input type="checkbox"/>
b) Natural Rope (whip)	<input type="checkbox"/>	<input type="checkbox"/>
4) 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"/>
5) Discuss the rules of safe hiking on the highway (day and night) and cross country (day). Explain what to do if you are lost.		
a) Rules of safe hiking		
i) Highway		
(1)Day		
(a) Hike in single file facing traffic if no sidewalk	<input type="checkbox"/>	<input type="checkbox"/>
(b) Use light colored clothing	<input type="checkbox"/>	<input type="checkbox"/>
(c) Never hitchhike	<input type="checkbox"/>	<input type="checkbox"/>
(2)Night – All of above plus a flashlight, reflective vest, or reflective strips around right arm or leg	<input type="checkbox"/>	<input type="checkbox"/>
ii) Cross Country		
(1) Stay on trails – don't walk on vegetation	<input type="checkbox"/>	<input type="checkbox"/>
(2) Watch where you place your feet to avoid slipping or twisting ankles	<input type="checkbox"/>	<input type="checkbox"/>
(3) Use bridges to cross streams	<input type="checkbox"/>	<input type="checkbox"/>
(4) Water crossing		
(a) Wade through water if there is no other way to go	<input type="checkbox"/>	<input type="checkbox"/>
(b) Cross only if it is shallow and current not too swift	<input type="checkbox"/>	<input type="checkbox"/>
(c) Unfasten hip belt of backpack in case you need to let it go.	<input type="checkbox"/>	<input type="checkbox"/>
(5) Detour around areas that appear to be dangerous.	<input type="checkbox"/>	<input type="checkbox"/>

PART II (Tenderfoot)

	Go	No-Go
b) What do you do if you become lost?		
i) Knows the acronym STOP	<input type="checkbox"/>	<input type="checkbox"/>
ii) Explain meaning of S = STAY CALM	<input type="checkbox"/>	<input type="checkbox"/>
iii) Explains meaning of T = THINK	<input type="checkbox"/>	<input type="checkbox"/>
iv) Explains meaning of O = OBSERVE	<input type="checkbox"/>	<input type="checkbox"/>
v) Explains meaning of P = PLAN	<input type="checkbox"/>	<input type="checkbox"/>
6) Demonstrate raising, lowering and folding the American Flag. Use the troop flagpole.		
a) Raise		
i) Requires 2 people	<input type="checkbox"/>	<input type="checkbox"/>
ii) One person holds folded flag and prevents it from touching ground	<input type="checkbox"/>	<input type="checkbox"/>
iii) Other person attaches flag to halyard	<input type="checkbox"/>	<input type="checkbox"/>
iv) Flag is raised briskly	<input type="checkbox"/>	<input type="checkbox"/>
v) When flag has left arms of person holding flag, he steps back and salutes	<input type="checkbox"/>	<input type="checkbox"/>
vi) Other person ties the halyard to the flagpole	<input type="checkbox"/>	<input type="checkbox"/>
b) Lower		
i) Requires 2 people	<input type="checkbox"/>	<input type="checkbox"/>
ii) One person unfastens the halyard	<input type="checkbox"/>	<input type="checkbox"/>
iii) Slowly lower the flag.	<input type="checkbox"/>	<input type="checkbox"/>
iv) 2 nd person salutes	<input type="checkbox"/>	<input type="checkbox"/>
v) When flag within reach, the saluter gathers the flag with his arms.	<input type="checkbox"/>	<input type="checkbox"/>
vi) 1 st person removes the flag from the halyard and ties the halyard to the pole	<input type="checkbox"/>	<input type="checkbox"/>
c) Fold		
i) Requires 2 people	<input type="checkbox"/>	<input type="checkbox"/>
ii) Fold in half lengthwise	<input type="checkbox"/>	<input type="checkbox"/>
iii) Fold again in half lengthwise	<input type="checkbox"/>	<input type="checkbox"/>
iv) Make triangular folds from the non-blue end	<input type="checkbox"/>	<input type="checkbox"/>
v) Fold triangular until nothing shows but blue	<input type="checkbox"/>	<input type="checkbox"/>
vi) Knows how to carry the flag	<input type="checkbox"/>	<input type="checkbox"/>

PART II (Tenderfoot)

7) Repeat from memory and explain in your own words the Scout Oath, Law, Motto, and Slogan

a) Scout Oath

i) Repeat from memory – 3 parts

- (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
- (b) I will do my best
- (c) To do my duty to God
- (d) And my country
- (e) And obey the Scout Law

(2) Part 2 - To help other people at all times

(3) Part 3

- (a) To keep myself physically strong
- (b) Mentally awake and
- (c) Morally straight

b) Scout Law

i) Repeat from memory

- (1) Trustworthy
- (2) Loyal
- (3) Helpful
- (4) Friendly
- (5) Courteous
- (6) Kind
- (7) Obedient
- (8) Cheerful
- (9) Thrifty
- (10) Brave
- (11) Clean
- (12) Reverent

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 II (Tenderfoot)

	Go	No-Go
ii) Explanation of meaning		
(1) Trustworthy	<input type="checkbox"/>	<input type="checkbox"/>
(2) Loyal	<input type="checkbox"/>	<input type="checkbox"/>
(3) Helpful	<input type="checkbox"/>	<input type="checkbox"/>
(4) Friendly	<input type="checkbox"/>	<input type="checkbox"/>
(5) Courteous	<input type="checkbox"/>	<input type="checkbox"/>
(6) Kind	<input type="checkbox"/>	<input type="checkbox"/>
(7) Obedient	<input type="checkbox"/>	<input type="checkbox"/>
(8) Cheerful	<input type="checkbox"/>	<input type="checkbox"/>
(9) Thrifty	<input type="checkbox"/>	<input type="checkbox"/>
(10) Brave	<input type="checkbox"/>	<input type="checkbox"/>
(11) Clean	<input type="checkbox"/>	<input type="checkbox"/>
(12) Reverent	<input type="checkbox"/>	<input type="checkbox"/>
c) Scout Motto		
i) Repeat from memory – Be Prepared	<input type="checkbox"/>	<input type="checkbox"/>
ii) Explanation of meaning	<input type="checkbox"/>	<input type="checkbox"/>
d) Scout Slogan		
i) Repeat from memory – Do a Good Turn Daily	<input type="checkbox"/>	<input type="checkbox"/>
ii) Explanation of meaning	<input type="checkbox"/>	<input type="checkbox"/>
8) Know your patrol name, give the patrol yell, and describe your patrol flag.		
a) Patrol Name	<input type="checkbox"/>	<input type="checkbox"/>
b) Patrol Yell	<input type="checkbox"/>	<input type="checkbox"/>
c) Patrol Flag	<input type="checkbox"/>	<input type="checkbox"/>
9) Explain why we use the buddy system in Scouting. Knows when the buddy system is used.	<input type="checkbox"/>	<input type="checkbox"/>

PART II (Tenderfoot)

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"/>
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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"/>
<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"/>

10) Identify local poisonous plants and tell how to treat for exposure.

a) Identification (using pictures)

i) Poison Ivy

ii) Poison Sumac

iii) Poison Oak



A **climbing vine** with three serrated-edge, pointed leaves grows in the East, Midwest and South. In the northern and western states, it grows as a non-climbing shrub.



Has three leaves. It grows in the sandy soil of the Southeast as a **small shrub**. In the western United States, it is a very large plant which grows as a standing shrub or climbing vine



A shrub or bush with two rows of 7 - 13 leaflets; most common in the peat bogs of the Northern United States and in swampy Southern regions of the country

b) What causes human reaction to these plants? Poison ivy, poison oak, and poison sumac have a poisonous sap in their roots, stems, leaves and fruit. The sap is released when the plant is bruised. The sap irritates your skin.

c) Symptoms

i) Severe itching of the skin.

ii) Later, a red inflammation and blistering.

d) First Aid

i) Immediately wash with soap and water

ii) Change clothes

iii) Calamine may help relieve itching

11) Demonstrate how to care for someone that is choking. (Do everything except part [d].)

a) Stand behind victim

b) Clasp hands together

c) Knuckle of one thumb above naval and below rib cage

d) Thrust hands inward and upward

e) Repeat the process until obstruction clears or medical help arrives.

PART II (Tenderfoot)

12) Discuss the first aid for the following:

a) Simple cuts and scratches

i) Small Wound

- (1) Wash with soap and water
- (2) Apply antiseptic
- (3) Keep wound clean with bandage
- (4) Clean and re-bandage daily

ii) Larger Cuts

- (1) Use direct pressure to stop bleeding
- (2) Cover with a sterile gauze or clean cloth folded into pad
- (3) Hold the pad in place with tape, cravat bandage, or other binder

b) Blisters on the hand or foot

i) Cut moleskin in the shape of doughnut and place

ii) Shape several more doughnuts and stack them on top of the first.

iii) If you are hiking, must continue, and think that the blister will break;

- (1) Wash area of blister with soap and water
- (2) Sterilize a pin in the flame of a match
- (3) Prick the blister near the lower edge – press out liquid
- (4) Keep the wound clean with a sterile bandage.

c) Minor burns or scalds (1st Degree). Hold under cool water or apply a cold compress.

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"/>

PART II (Tenderfoot)

	Go	No-Go
d) Bites or stings of insects and ticks		
i) Bee or Wasp		
(1) Scrape away stinger with edge of a knife blade	<input type="checkbox"/>	<input type="checkbox"/>
(2) Apply an ice pack	<input type="checkbox"/>	<input type="checkbox"/>
ii) Ticks		
(1) Grasp with tweezers close to skin until it comes out – do not squeeze, twist or jerk the tick	<input type="checkbox"/>	<input type="checkbox"/>
(2) Wash with soap and water after tick removed	<input type="checkbox"/>	<input type="checkbox"/>
(3) Apply antiseptic	<input type="checkbox"/>	<input type="checkbox"/>
iii) Chigger		
(1) Try not to scratch	<input type="checkbox"/>	<input type="checkbox"/>
(2) Apply calamine lotion or fingernail polish	<input type="checkbox"/>	<input type="checkbox"/>
iv) Spiders		
(1) Possibly, treat for shock.	<input type="checkbox"/>	<input type="checkbox"/>
(2) See a physician as soon as possible if black widow or brown recluse	<input type="checkbox"/>	<input type="checkbox"/>
(3) Monitor victim for additional symptoms.	<input type="checkbox"/>	<input type="checkbox"/>
e) Poisonous snakebite		
i) Get victim to a physician as soon as possible	<input type="checkbox"/>	<input type="checkbox"/>
ii) Remove rings and other jewelry that might cause problems if the area swells	<input type="checkbox"/>	<input type="checkbox"/>
iii) If the you must wait for medical help, have victim lie down with the bitten part of the body lower than the rest of the body	<input type="checkbox"/>	<input type="checkbox"/>
iv) Encourage victim to stay calm.	<input type="checkbox"/>	<input type="checkbox"/>
v) Possibly treat for shock	<input type="checkbox"/>	<input type="checkbox"/>
vi) Do not make any cuts on the bite	<input type="checkbox"/>	<input type="checkbox"/>
vii) Do not apply ice.	<input type="checkbox"/>	<input type="checkbox"/>
f) Nosebleed		
i) Sit up and lean forward to prevent blood from going into throat	<input type="checkbox"/>	<input type="checkbox"/>
ii) Hold nostrils together	<input type="checkbox"/>	<input type="checkbox"/>
g) Frostbite and sunburn		
i) Frostbite		
(1) Get into a tent or building	<input type="checkbox"/>	<input type="checkbox"/>
(2) Slowly warm up frostbitten skin	<input type="checkbox"/>	<input type="checkbox"/>
(3) Avoid rubbing skin	<input type="checkbox"/>	<input type="checkbox"/>
(4) May hold frozen part in warm, not hot, water.	<input type="checkbox"/>	<input type="checkbox"/>
ii) Sunburn – Treat as 1 st degree burn as described in 9.c	<input type="checkbox"/>	<input type="checkbox"/>

PART II (Tenderfoot)

- 13) What does EDGE stand for in terms of training. What do each of the terms mean?
- a) Explain: First explain what you will be doing. Tell them the steps involved. Visual aids might be helpful for this step. Use questions to gauge their understanding.
 - b) Demonstrate: Show them how to do the skill. Demonstrate the steps using the actual materials. Describe what you are doing.
 - c) Guide: Let them practice the skill. Guide and coach them as they try to do it themselves. This step will take the most time.
 - d) Enable: Enable them by letting them do the skill themselves without any intervention

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"/>

PART II SUMMARY

Number of GOs	Number of NO-GOs

Total should add up to 129 if no additional questions asked by the SM.
Report GOs and NO-GOs in Paragraph 2.