

**THE TROOP BOARD OF REVIEW**  
**FOR TENDERFOOT THROUGH FIRST CLASS SCOUT**  
**UNDER THE 1990 TROOP OPERATIONS PLAN**

## HOW DOES A SCOUT ADVANCE ?

A young man advances from Tenderfoot to Eagle by doing things with his Patrol and Troop and on his own. He advances by taking part in a series of experiences in Scout Spirit and Scoutcraft. These experiences are supplied by a well-planned Troop program which is supported by adequate adult resources. Such a program gives the Scout opportunities to hike, to camp, to serve others, to develop leadership skills and self-reliance -- all in an atmosphere of fun and friendship.

The advancement trail has four steps:

1. THE SCOUT LEARNS -- in Patrol and Troop meetings, on hikes and campouts, and on his own.
2. THE SCOUT IS TESTED -- primarily by boy leaders as completion of experiences and performance demonstrate that learning has probably occurred. Testing in Scouting is an opportunity.
3. THE SCOUT IS REVIEWED -- to confirm that he is enjoying a well-rounded Scouting experience and has met the requirements.
4. THE SCOUT RECEIVES RECOGNITION -- to give the Scout satisfaction and to encourage him and others to participate in the experiences and learning offered by Scouting.

If we delay in offering any of these four steps or take the fun out of them by making them seem routine or unimportant, we may easily kill the Scout's interest in the program and in steady progress along the advancement trail.

## THE TROOP BOARD OF REVIEW, AN OPERATING GUIDE

### I. THE PURPOSE OF THE BOARD OF REVIEW

The purposes of the Board of Review are threefold:

- A. To insure that the Scout is participating the unit's program to the fullest extent practicable;
- B. To give the Scout an opportunity to himself recognize and evaluate his experiences in Scouting; and
- C. To make sure the learning/testing process is going on in the Patrol and Troop.

To achieve these purposes, it is important to get the Scout talking about his experiences in qualifying for the rank for which he is being reviewed. While the Scout is not re-tested and should never be asked "trick" or highly technical questions to trip him up, the Board should satisfy itself that the Scout is learning and being fairly tested by the Patrol and Troop leaders. In this spirit, a few "quality control" questions are in order. The Scout should be given the benefit of the doubt. A minimum of thirty minutes should be allotted to each review.

## II. THE PARTICIPANTS

- \* The Scout being reviewed (Please note that the review is conducted for one Scout at a time. No other Scouts should be present in the room being used by the Board.)
- \* At least three members of the Troop Committee, at least two of whom should not be Commissioned Scouters (SM or ASM's) and one of whom is the Chairman.

## III. THE SETTING

A small, well-lighted room, with a table for the Chairman of the Board of Review and chairs for all participants. (Communication is always more free when all communicants are at the same level.)

## IV. BEFORE THE FIRST REVIEW

The Chairman should be sure that all members of the Board have been introduced. He should then read the information contained in Section I above and give each Board member a copy of this publication, pointing out that sample review questions are set out for each rank.

For each Scout to be reviewed, it may be helpful to decide in advance who will ask what questions so that the Scout is asked questions sampling each area of the requirements for the rank being reviewed.

## V. "BREAK THE ICE"

The Chairman greets the Scout and introduces himself and the other members of the Board by name. A few moments of casual conversation will help put the Scout at ease. Be sure the Scout is treated like a young man. Watch for signs of unusual nervousness

The Chairman then explains to the Scout the purpose of the Board of Review. This explanation might be as follows:

We are not here to re-examine or re-test you. You have been working on the requirements for Tenderfoot/Second Class/First Class in your Patrol and in the Troop, and we have confidence in your leaders. In discussing your progress in the Troop, we want to be sure that the ideals of Scouting --the Scout Oath and Scout Law, mean something to you. We need to be sure that Scouts are learning what they should learn in order to be awarded their next rank. We want to discuss your experiences with you and ask you a few questions about what you have learned and done to make certain that the Troop is running properly. Do you understand what we will be doing?

It might be well to advise the Scout that he may be asked questions which require him to state an opinion or take a position:

We may ask you to state an opinion or take a position about what is correct action or conduct. We may ask you to explain why you state that opinion or take that position. This is not to embarrass you or put you on the spot. There may be no single "right" answer or "magic" answer. We just ask you to tell us what's on your mind. OK?

Ask easy questions first to put the Scout at ease, such as: the name of his Patrol; the name of his Patrol Leader; his age; how long he has been in Scouting; what he likes about Scouting; where he goes to school; what grade he is in; what are his favorite classes and activities in school, etc.

## VI. ASK QUESTIONS ABOUT THE REQUIREMENTS FOR THE RANK

### A. TENDERFOOT

#### IN GENERAL

Try to get the Scout talking about his first reactions to Scouting. Help him in his understanding of the Scout Oath and Scout Law. Encourage him to follow the example of the best Scouts in the Troop. Encourage him to get help from older Scouts or adults in learning Scout skills or handling questions or problems he may have. Be alert to indications of rough treatment of younger Scouts by older Scouts.

Select other questions as time allotted permits. Guidelines are indicated.

CAMPING (about three questions)

- \_\_\_ When did you go on your first overnight campout?
- \_\_\_ How many campouts and hikes have you attended since you joined your Patrol?
- \_\_\_ How were you dressed for your first overnight campout?
- \_\_\_ Did you sleep in a tent on a ground bed?
- \_\_\_ After having gone on one/several campouts, were you properly dressed/ equipped for your first campout?
- \_\_\_ On your first campout, how far did you have to carry your equipment to get to where you camped?
- \_\_\_ What did you learn from your first/second campout?

ROPE WORK (about two questions)

- \_\_\_ How do you "fuse" the end of a rope?
- \_\_\_ What does it mean to "whip" the end of a rope?
- \_\_\_ What is a tautline hitch used for?
- \_\_\_ What are two half hitches used for?

HIKING (Safety area. Cover both topics.)

- \_\_\_ What are some of the things you learned about safe hiking along a road/across country during the day/at night?
- \_\_\_ What should you do if you're lost?

FLAG ETIQUETTE (about one question)

- \_\_\_ If I was going to hang the United States flag from this wall behind me, should the blue field with the stars be on the top or the bottom/ should the blue field with the stars be on the left or the right as I would be looking at the flag?
- \_\_\_ Tell us what you've learned about how the United States flag should be raised and lowered.
- \_\_\_ Can you show me how to fold the United States flag? (Please teach me how to do it.)

SCOUT OATH, LAW AND SLOGAN

- Please recite the Scout Oath. )
- Please recite the Scout Law. ) Should ask.
- What is the Scout Slogan? )

(Ask about three of these.)

- \_\_\_ What does the Scout Oath/Law mean to you?
- \_\_\_ What does the Scout Slogan mean to you?

- \_\_\_ Do you try to do a good turn every day?
- \_\_\_ What are some simple things that a Scout can do to "Do a Good Turn Daily"?
- \_\_\_ In your opinion, what is the most important Scout Law?
- \_\_\_ In your opinion, what is the most important part of the Scout Oath?
- \_\_\_ The \_\_\_ point of the Scout Law is "A Scout is \_\_\_." What does that mean to you?
- \_\_\_ Can you give us some examples of how you have acted following the Scout Law in the last week?

PATROL SPIRIT (about two)

- \_\_\_ What is your Patrol name?
- \_\_\_ What does your Patrol flag look like?
- \_\_\_ Does your Patrol flag go everywhere your Patrol goes as a group?
- \_\_\_ Give your Patrol yell, call or cheer.

BUDDY SYSTEM (Safety area. Cover both topics.)

- \_\_\_ What is the "buddy system"?
- \_\_\_ Why do we use the "buddy system" in Scouting?

PERSONAL FITNESS (cover two of the five tests)

You were required to record your best performance in five personal fitness tests, then show improvement in each of these tests after practicing for thirty days.

- \_\_\_ What was your best in pushups/standing long jump/500 yard run or walk/pullups/situps BEFORE you began your thirty days of practice?
- \_\_\_ What was your best in pushups/standing long jump/500 yard run or walk/pullups/situps AFTER you began your thirty days of practice?

FIRST AID (about three)

- \_\_\_ What does poison ivy look like?
- \_\_\_ What should you do if you touch poison ivy?
- \_\_\_ Show me how to do the "Heimlich maneuver."
- \_\_\_ What is the "Heimlich maneuver" used for?
- \_\_\_ What is the proper first aid for a simple cut/a blister on you foot/a minor ("first degree") burn/a mosquito bite/a bee sting/a poisonous snake bite/a nosebleed ?

## B. SECOND CLASS

### IN GENERAL

Try to get the Scout to do most of the talking. Use questions as a means to that end. "Tell me about ..." or "What do you think about ...," encourages the Scout to expand on a subject. What does he want to get out of Scouting? Is he getting it? Is his ability to camp and hike improving? How can the Troop and Patrol be improved? What has he done to make his Patrol stronger? Does he wear the Scout uniform properly? If he is not in full uniform now, why not? Be alert to indications of rough treatment of younger Scouts by older Scouts.

### OUTDOOR SKILLS AND EXPERIENCES (about five)

- \_\_\_ How does a compass work?
- \_\_\_ Have you had a chance to use a map and compass on a hike or campout? Tell us about it?
- \_\_\_ Tell us about the five mile hike (or ten mile bike ride) you took for your Second Class requirement?
- \_\_\_ What preparations did you make for your five mile hike?
- \_\_\_ How many people went on your five mile hike?
- \_\_\_ Tell us about the two campouts you went on for your Second Class requirement?
- \_\_\_ Besides campouts, what kind of other Troop or Patrol activities have you participated in?
- \_\_\_ What are some of the things you have learned about the proper use of a knife/ax/saw?
- \_\_\_ Why do you think its important to keep a knife/ax/saw sharp?
- \_\_\_ What do you think is the most important thing to do if you want to be able to light a fire?
- \_\_\_ What is "tinder?"
- \_\_\_ What did you do to meet the requirement that you assist in preparing a meal and in cleaning up after the meal?
- \_\_\_ What do you look for when you are trying to decide where to pitch your tent on a campout?

### FLAG ETIQUETTE

- \_\_\_ You were required to participate in a flag ceremony to earn Second Class. tell us about it.

### SERVICE PROJECT

- \_\_\_ Tell us about your Second Class service project.

NATURE (about one)

- \_\_\_ What ten wild animals did you identify or find evidence/signs of in your neighborhood?
- \_\_\_ You saw a \_\_\_? What did it look like? What was it doing?
- \_\_\_ You found evidence or sign of a \_\_\_ in your neighborhood. What evidence or sign of a \_\_\_ did you discover?

FIRST AID & SAFETY (about three)

- \_\_\_ What do you do for a case of stopped breathing/ serious bleeding/ internal poisoning?
- \_\_\_ What do you do for an object in the eye/ bite of an animal which may have rabies/ puncture wound from a nail or thorn/ serious ("second degree") burns/ heat exhaustion/ shock?
- \_\_\_ What does a "second degree" burn look like?
- \_\_\_ How can you tell a person is in shock?
- \_\_\_ Tell us what precautions to take for a safe swim.
- \_\_\_ Where did you take your fifty yard swim and what strokes did you use?
- \_\_\_ You were required to participate in a school, community or Scout program on substance abuse and other harmful practices. tell us about that program and what you learned from it.

SCOUT SPIRIT (about four)

- \_\_\_ What does "On my Honor" mean?
- \_\_\_ What does it mean to "do your best"?
- \_\_\_ What does your Patrol Leader expect of you if he asks you to "Be Prepared"?
- \_\_\_ What Good Turn have you done most recently?
- \_\_\_ How many Scout meetings have you attended in the last month and how many have you missed?

## C. FIRST CLASS

### IN GENERAL

The Scout should do almost all of the talking. He's been through this before. Again, use open-ended questions: "Tell me about ...?" "What do you think about ...?" "How should this be handled ....?" Is this Scout committed to aiming for Eagle rank? Has he started earning Merit Badges? Encourage him to be a leader who helps other Scouts get more out of the program. Help him understand that he WILL be an example to other Scouts so it is necessary for the good of his Patrol and the Troop that he be a GOOD example.

### OUTDOOR SKILLS AND EXPERIENCES (about four)

- \_\_\_ How could I find north during the day/ at night without a compass?
- \_\_\_ Tell us about the orienteering course you completed for First Class rank? (What objects did you measure?)
- \_\_\_ Tell us about the campouts you have been on since joining?
- \_\_\_ In addition to campouts, what other activities have you, participated in since you joined?
- \_\_\_ What was the menu for the meal you prepared for First Class?
- \_\_\_ What was the hardest part about planing the menu for your First Class meal?
- \_\_\_ What is the timber hitch used for?
- \_\_\_ What is a diagonal lashing used for?
- \_\_\_ What kind of useful camp gadget did you lash together?

### CITIZENSHIP (about one)

- \_\_\_ Whom did you visit to discuss your rights and obligations as a citizen?
- \_\_\_ What does it mean to you to have "obligations as a citizen"?
- \_\_\_ What did you learn from visiting someone to discuss your rights and obligations as a citizen?

### NATURE (about one)

- \_\_\_ What ten native plants animals did you identify or find evidences of in your neighborhood?
- \_\_\_ You identified a \_\_\_? What did it look like?
- \_\_\_ How common is it in your neighborhood?
- \_\_\_ What is a "native plant"?

FIRST AID & SAFETY (about four)

- \_\_\_ Here is a piece of rope. Please tie a bowline knot.
- \_\_\_ What is a bowline knot used for?
- \_\_\_ Please show us how to bandage a cut of the forehead/  
a cut on the upper arm/ a sprained ankle/ a broken  
collar-bone.
- \_\_\_ Describe how to transport yourself and another  
person from a smoke-filed room.
- \_\_\_ If you had to move a person with a broken leg  
twenty-five yards, how would you do it?
- \_\_\_ What are the five most common signs of a heart  
attack?
- \_\_\_ What are the steps in CPR?
- \_\_\_ Where and when did you pass your First Class swim  
test and what strokes did you use?

SCOUT SPIRIT (about three)

- \_\_\_ What does "On my Honor" mean?
- \_\_\_ What does it mean to "do your best"?
- \_\_\_ What is your duty to God?
- \_\_\_ How can you carry out your duty to your country?
- \_\_\_ What does it mean to "help other people at all  
times"?
- \_\_\_ What does it mean to "Be Prepared"?
- \_\_\_ What Good Turn have you done most recently?
- \_\_\_ How many Scout meetings have you attended in the  
last month and how many have you missed?
- \_\_\_ How have you helped your Patrol and troop be  
stronger?
- \_\_\_ What is the \_\_\_ point of the Scout LAW and what does  
it mean to you?

**IT'S NOT A RE-TESTING. IT'S A QUALITY-CONTROL CHECK**

**VII. AFTER THE SCOUT IS REVIEWED**

At the end of the review, the Scout is dismissed while the Board members discuss whether he is qualified for the rank in question. They call the Scout back to announce their decision. If the decision is that the Scout is not qualified at this time, it is essential that the Board indicate as specifically as possible what the Scout needs to do to become qualified. When the Scout has passed, each member of the Board should congratulate him, express confidence in his further advancement and shake his hand (Scout hand clasp uses the left hand).

T.A. Linton 1990