



# First Aid

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc. that is what you must do.

**Merit Badge Counselors may not require the use of this or any similar workbooks.**

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016. • This workbook was updated in March 2016.

Scout's Name: \_\_\_\_\_

Unit:

Counselor's Name:

Counselor's Phone No.:

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Satisfy your counselor that you have current knowledge of all first-aid requirements for Tenderfoot, Second Class and First Class ranks.

**NOTE: Excerpts from the Tenderfoot, Second Class, and First Class Rank Workbooks, showing the first aid requirements for those ranks can be found at the back of this notebook.**

## 2. Do the following:

a. Explain how you would obtain emergency medical assistance from your home, on a wilderness camping trip and during an activity on open water.

## Home:

## Wilderness camping trip:

### Open water:

b. Define the term *triage*.

Explain the steps necessary to assess and handle a medical emergency until help arrives..

c. Explain the standard precautions as applied to bloodborne pathogens.

d. Prepare a first-aid kit for your home. Display and discuss its contents with your counselor.

### 3. Do the following:

a. Explain what action you should take for someone who shows signals of shock, for someone who shows signals of a heart attack, and for someone who shows signals of stroke.

Shock:

b. Identify the conditions that must exist before performing CPR on a person.

Then demonstrate proper technique in performing CPR using a training device approved by your counselor.

c. Explain the use of an automated external defibrillator (AED).

Explain the use of an automated external defibrillator (AED).

d. Show the steps that need to be taken for someone suffering from a severe cut on the leg and on the wrist.

Tell the dangers in the use of a tourniquet and the conditions under which its use is justified.

e. Explain when a bee sting could be life threatening and what action should be taken for prevention and for first aid.

When:

## Prevention:

## First aid.

f. Explain the symptoms of heatstroke and what action should be taken for first aid and for prevention.

## Symptoms:

1. **What is the primary purpose of the study?** (e.g., to evaluate the effectiveness of a new treatment, to explore the relationship between two variables, to describe a population, etc.)

## First aid:

4. Do the following:

- Describe the signals of a broken bone.

Show first-aid procedures for handling fractures (broken bones), including open (compound) fractures of the forearm, wrist, upper leg, and lower leg using improvised materials.

b. Describe the symptoms and possible complications and demonstrate proper procedures for treating suspected injuries to the head, neck, and back.

Explain what measures should be taken to reduce the possibility of further complicating these injuries.

5. Describe the symptoms, proper first-aid procedures, and possible prevention measures for the following conditions:

a. Hypothermia


b. Convulsions/seizures


c. Frostbite


d. Dehydration


e. Bruises, strains, sprains


f. Burns


g. Abdominal pain


h. Broken, chipped, or loosened tooth


i. Knocked out tooth

6. Do TWO of the following:

a. If a sick or an injured person must be moved, tell how you determine the best method.

Demonstrate this method.

- b. With helpers under your supervision, improvise a stretcher and move a presumably unconscious person.
- c. With your counselor's approval, arrange a visit with your patrol or troop to an emergency medical facility or through an American Red Cross Chapter for a demonstration of how an AED is used.

7. Teach another Scout a first-aid skill selected by your counselor.

**Requirement resources can be found here:**

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[http://www.meritbadge.org/wiki/index.php/First Aid#Requirement resources](http://www.meritbadge.org/wiki/index.php/First_Aid#Requirement_resources)

## TENDERFOOT

## FIRST AID and NATURE

4. a. 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

b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location.

identify any that grow in your local area or campsite location.

11. **What is the primary purpose of the *Journal of Clinical Endocrinology and Metabolism*?**

□ Tell how to treat for exposure to them.

c. 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.

- 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

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- Frostbite and sunburn

- Choking

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- Poisonous or hazardous plants

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d Assemble a personal first-aid kit to carry with you on future campouts and hikes.

A small, empty square box with a black border, likely a placeholder for an image or diagram.

Tell how each item in the kit would be used.


**SECOND CLASS****FIRST AID AND EMERGENCY PREPAREDNESS**

6. a. Demonstrate first aid for the following:

- Object in the eye
- Bite of a warm-blooded animal
- Puncture wounds from a splinter, nail, and fishhook
  - Splinter
  - Nail
  - Fishhook
- Serious burns (partial thickness, or second-degree)
- Heat exhaustion
- Shock
- Heatstroke, dehydration, hypothermia, and hyperventilation
  - Heatstroke
  - Dehydration
  - Hypothermia
  - Hyperventilation

b. Show what to do for "hurry" cases of stopped breathing, stroke, severe bleeding, and ingested poisoning.

- Stopped breathing
- Stroke
- Severe bleeding
- Ingested poisoning

c. 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.

**Injury****How to prevent**

Object in the eye


Bite of a warm-blooded animal


Puncture wounds from a splinter


Puncture wounds from a nail


Puncture wounds from a fishhook


Serious burns


Heat exhaustion


Shock	
Heatstroke	
Dehydration	
Hypothermia	
Hyperventilation	
Stopped breathing	
Stroke	
Severe bleeding	
Ingested poisoning	

d. 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.


e. Tell how you should respond if you come upon the scene of a vehicular accident.


**FIRST CLASS****FIRST AID AND EMERGENCY PREPAREDNESS**

7. a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.

Sprained ankle

Injuries on the head

Injuries on the upper arm

Injuries on the collarbone

b. 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

c. Tell the five most common signals of a heart attack.

1.	
2.	
3.	
4.	
5.	

Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).


## **Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)**

### **[1.0.0.0] — Introduction**

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

### **[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program**

**No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.** There are limited exceptions relating only to youth members with special needs. For details see section 10, "Advancement for Members With Special Needs".

### **[Page 2] — The "Guide to Safe Scouting" Applies**

Policies and procedures outlined in the *Guide to Safe Scouting*, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

### **[7.0.3.1] — The Buddy System and Certifying Completion**

A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (<http://www.scouting.org/Marketing/Resources/SocialMedia>). For example, always copy one or more authorized adults on email messages between counselors and Scouts.

When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See "Fulfilling More Than One Requirement With a Single Activity," 4.2.3.6.

### **[7.0.3.2] — Group Instruction**

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways, fairs, clinics, or similar events. Interactive group discussions can support learning. The method can also be attractive to "guest experts" assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual's projects and his fulfillment of *all* requirements. We must know that every Scout—actually and *personally*—completed them. If, for example, a requirement uses words like "show," "demonstrate," or "discuss," then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree to sign off only requirements that Scouts have actually and personally completed.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See "Reporting Merit Badge Counseling Concerns," 11.1.0.0.
- There must be attention to each individual's projects and his fulfillment of all requirements. We must know that every Scout—actually and *personally*—completed them.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

### **[7.0.3.3] — Partial Completions**

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a "partial." In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the Scout's 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

### **[7.0.4.8] — Unofficial Worksheets and Learning Aids**

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing "worksheets" may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.