



# First Aid

## Merit Badge Workbook



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

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2010 • This workbook was updated in November 2013.

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.

Tenderfoot:

11. *Identify local poisonous plants; tell how to treat for exposure to them.*

- Identify local poisonous plants*


- Tell how to treat for exposure to them.*


12a.  *Demonstrate how to care for someone who is choking.*

12b. *Show first aid for the following:*

- Simple cuts and scrapes*
- Blisters on the hand or foot*
- Minor (heat/thermal) burns or scalds (superficial, or first-degree)*
- Bites and stings of insects and ticks*
- Venomous snakebite*
- Nosebleed*
- Frostbite*
- Sunburn*

Second Class.

7a. Show what to do for "hurry" cases of stopped breathing, and internal poisoning.

- stopped breathing,
- serious bleeding,
- internal poisoning.

7b.  Prepare a personal first aid kit to take with you on a hike.

7c. Demonstrate first aid for the following:

- Object in the eye
- Bite of a suspected rabid animal
- Puncture wounds from a splinter, nail, and fishhook
- Serious burns (second degree)
- Heat exhaustion
- Shock
- Heatstroke,
- Dehydration
- Hypothermia
- Hyperventilation

First Class

8b. Demonstrate bandages for a sprained ankle, 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.

8c. Show how to transport by yourself, and with one other person, a person:

- From a smoke-filled room
- With a sprained ankle, for at least 25 yards.

8d.  Tell the five most common signs of a heart attack.

1.	
2.	
3.	
4.	
5.	

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


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. Explain the term triage.


- 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:


Heart attack:


Stroke.


- 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).


- 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:


First aid:


Prevention:


4. Do the following:

a. 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


j. Muscle cramps


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:**  
[http://www.meritbadge.org/wiki/index.php/First\\_Aid#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/First_Aid#Requirement_resources)



## Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

### [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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

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 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.

- 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 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.

### [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.