



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 September 2012.

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
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: 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,
 - serious bleeding,
 - and 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.
 - a 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: _____

Action: _____

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

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — 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 disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — 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. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. 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 certification. 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.
- **[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. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. 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, he or she does not retain the counselor’s 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 Scoutmaster 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 18th birthday.