



Tenderfoot Rank

This is the Scout's first experience with a Board of Review. The process may require some explanation on the part of the Board of Review Chairperson. The first few questions in the Board of Review should be simple. The Board of Review should try to gain a sense of how the Scout is fitting in to the Troop, and the Scout's level of enjoyment of the Troop and Patrol activities. Encourage advancement to 2nd Class. Point out that the Scout may have already completed many of the requirements for 2nd Class.

Sample Questions:

1. When did you join our Troop?
2. How many Troop meetings have you attended in the last two months?
3. What did you do at your last patrol meeting?
4. Tell us about your last Troop campout.
5. How would the first aid skills you must know for Tenderfoot help on a campout?
6. Where did you learn how to fold the American flag? Tell us about your first experience with this skill.
7. How would you avoid poison oak (poison ivy, sumac)?
8. Where did you go on your hike? How did you choose the location?
9. If you were on a hike and got lost, what would you do?
10. Why do we whip or fuse the ends of a rope?
11. What is the "Buddy System" that we use in Scouting? When do we use it?
12. Why do you think there are physical fitness requirements (push-ups, pull-ups, etc.), and a retest after 30 days, for the Tenderfoot rank?
13. What does it mean to a Tenderfoot Scout to "Be Prepared"?
14. Do you feel that you have done your best to complete the requirements for Tenderfoot? Why?
15. What "good turn" have you done today?
16. Please give us an example of how you obey the Scout Law at home (school, church)?
17. What do you like best about our Troop?
18. What does it mean for a Scout to be "Kind"?
19. Do you have any special plans for this summer? The Holidays?
20. When do you plan to have the requirements completed for 2nd Class?



2nd Class Rank

This is the Scout's second Board of Review. The process should be familiar, unless it has been some time since the Board of Review for Tenderfoot. Questions should focus on the use of the Scout skills learned for this rank, without retesting these skills. The Board of Review should try to perceive how the Scout's patrol is functioning, and how this Scout is functioning within his patrol. Encourage work on the remaining requirements for 1st Class; many of the easier ones may have already been completed.

Sample Questions:

1. How many patrol meetings have you attended in the last 3 months?
2. What did your patrol do at its last meeting?
3. Tell us about a service project in which you participated.
4. Where did you go on your last Troop campout? Did you have a good time? Why?
5. Why is it important to be able to identify animals found in your community?
6. Tell us about the flag ceremony in which you participated.
7. What is in your personal first aid kit?
8. What have you learned about handling woods tools (axes, saws, etc.)?
9. How are a map of the area and a compass useful on a campout?
10. Have you ever done more than one "good turn" in a day? Ask for details.
11. Have you earned any merit badges?

If "Yes": Which ones? Why did you choose them? Who was your counselor?

If "No": Encourage getting started, and suggest one or two of the easier ones.

12. Did you attend summer camp with our Troop last summer?

If "Yes": What was your best (worst) experience at summer camp?

If "No": Why not?

13. Do you plan to attend summer camp with our Troop next summer?

If "Yes": What are you looking forward to doing at summer camp?

If "No": Why not?

14. What suggestions do you have for improving our Troop?
15. How do you help out at home, church, school?
16. What class in school is most challenging for you? Why?
17. One of the requirements for Tenderfoot is to participate in a program regarding drug, alcohol and tobacco abuse. Tell us about the program in which you participated.
18. How is it possible to live the Scout Oath and Law in your daily life?
19. What does it mean to say, "A Scout is Trustworthy"?
20. When do you expect to complete the requirements for 1st Class?



1st Class Rank

By this point the Scout should be comfortable with the Board of Review process. The Scout should be praised for his accomplishment in achieving 1st Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of 1st Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol. The 1st Class rank will produce additional opportunities for the Scout (Order of the Arrow, leadership, etc.). Merit badges will begin to play a role in future advancement to the Star and Life ranks. Encourage merit badge work if it has not already begun.

Sample Questions:

1. On average, how many Troop meetings do you attend each month?
2. What part of Troop meetings are most rewarding to you?
3. What is the Scout Slogan? What does it mean for a 1st Class Scout?
4. Tell us about your last campout with the Troop. Where did you go? How did you help with meal preparation? Did you have a good time? (If "No", why not?)
5. If you were in charge of planning and preparing a dinner for your next campout, what would you select?
6. As a 1st Class Scout, what do you think the Star, Life, and Eagle Scouts will expect from you on an outing?
7. Does your family do any camping? What have you learned in Scouts, that you have been able to share with your family to improve their camping experiences?
8. Why do you think that swimming is emphasized in Scouting?
9. Why is it important for you to know how to transport a person who has a broken leg?
10. Why is it important for you to be able to recognize local plant life?
11. What did you learn about using a compass while completing the orienteering requirement?
12. What does it mean to say, "A Scout is Courteous"?
13. Why are merit badges a part of Scouting?
14. How frequently do you attend religious services? Does your whole family attend?
15. What is your most favorite part of Scouting? Least favorite?
16. How does a Scout fulfill his "Duty to Country"?
17. How do you define "Scout Spirit"?
18. What is the Order of the Arrow? What is the primary function of OA?
19. Who was Lord Baden-Powell?
20. When do you think you might be ready for Star Scout?



Star Rank

With the Star rank, emphasis is placed upon service to others, merit badges, and leadership. Scout skills remain an important element for the Star Scout; however, the emphasis should be on teaching other Scouts these skills. Explore how the Star scout can assist with leading his patrol and troop. Attempt to understand how the Scouting philosophy is becoming part of the Scout's life. Often the Star rank is a place where Scouts "stall out". Encourage the Scout to remain active, and participate fully in his patrol and troop. If the Scout appears to be looking for additional opportunities, suggest leadership positions such as Den Chief or Troop Guide.

Sample Questions:

1. How many Troop outings have you attended in the last three months?
2. Tell us about the last service project in which you participated.
3. What does it mean for a Star Scout to "Be Prepared" on a daily basis?
4. How have the Scout skills that you have learned helped you in a non-Scouting activity?
5. How many merit badges have you earned? What was the most difficult (fun, challenging, expensive, etc.)?
6. Which is more important: Becoming a Star Scout, or learning the skills prescribed for a Star Scout?
7. Why do you think a Scoutmaster's Conference is required for advancement in rank?
8. What is the most important part of a Troop Court of Honor? Why?
9. What leadership positions have you held outside of your patrol? What challenges did they present? What are your personal leadership goals and objectives?
10. How would you get a Scout to do an unpleasant task?
11. What extracurricular activities do you participate in at school?
12. What responsibilities do you have at home?
13. What is our "Duty to God"?
14. What does it mean to say "A Scout is Loyal"?
15. How are the Scout Oath and Law part of your daily life?
16. What is the Outdoor Code? Why is it important?
17. If the Scout is a member of the Order of the Arrow:

When did you complete your "Ordeal", "Brotherhood"?
What does membership in the OA signify?
18. Have you received any special awards or accomplishments in school, athletics, or church?
19. Baden-Powell's first Scout outing was located on an island off the coast of Great Britain; what was the name of that island? [Answer: Brownsea Island]
20. When do you plan on achieving the Life rank?



Life Rank

The Life rank is the final rank before Eagle. The Life Scout should be fully participating in the Troop, with emphasis being placed on leadership in the unit, as well as teaching skills and leadership to the younger Scouts. Merit Badge work should be a regular part of the Scout's career. Scouting values and concepts should be an integral part of the Scout's daily life. At this point, the Scout is starting to "give back to Scouting" through leadership, training of other Scouts, recruiting, keeping Scouts active in the program, etc. Explore suggestions for improving the program.

Sample Questions:

1. What is the most ambitious pioneering project with which you have assisted? Where?
2. What has been your worst camping experience in Scouting?
3. How many patrol meetings has your patrol held in the last three months? How many of them have you attended?
4. Have any of the merit badges you have earned lead to hobbies or possible careers?
5. What are your hobbies?
6. Of the merit badges you have earned, which one do you think will be of greatest value to you as an adult? Why?
7. Why do you think that the three "Citizenship" merit badges are required for the Eagle Rank?
8. What is your current (most recent) leadership position within the Troop? How long have you held that position? What particular challenges does it present? What is Leadership?
9. Do you have any brothers or sisters who are in Scouts (any level)? What can you do to encourage them to continue with Scouts, and to move forward along the Scouting Trail?
10. How do you choose between a school activity, a Scout activity, and a family activity?
11. Why do you think that Star and Life Scouts are required to contribute so much time to service projects? What service projects are most rewarding to you? Why?
12. Why do you think that a Board of Review is required for rank advancement?
13. How has Scouting prepared you for the future?
14. What does it mean to say, "A Scout is Reverent"?
15. What does "Scout Spirit" mean to a Life Scout?
16. Why do you think that Scouting for Food is referred to as a "National Good Turn".
17. The Scout Oath refers to "Duty to Self"; what duty do we have to ourselves?
18. If the Scout is a member of OA:

What role does OA play in Scouting?

What honor do you hold in OA?

What is the difference between Scout "ranks" and OA "honors"?

19. In what year was Boy Scouts of America founded? [Answer: February 8, 1910 - BSA Birthday]
20. Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?

INTRODUCTION

A Boy Scout advances from Tenderfoot to Eagle by doing things with his patrol and the Troop, with his leaders, and on his own. It's easy for him to advance, if four opportunities are provided for him in which:

1. **The Boy Scout learns.** A Scout learns by doing. As he learns, he grows in ability to do his part as a member of the patrol and the troop. As he develops knowledge and skill, he is asked to teach others; and in this way he begins to develop leadership.
2. **The Boy Scout is tested.** His Patrol Leader, Scoutmaster, Assistant Scoutmaster, a Troop Committee member, or a Merit Badge Counselor may test a Scout on requirements. The Scoutmaster or the Advancement Chair maintains a list of those qualified to give tests and to pass candidates. In Troops, this includes a Scoutmaster Conference to determine whether or not the Scout is ready for a Board of Review.
3. **The Boy Scout is reviewed.** After a Scout has completed all requirements for a rank, including a Scoutmaster Conference, he has a Board of Review. For Tenderfoot, Second Class, First Class, Star, Life, and Eagle Palms, the review is conducted by members of the Troop Committee, under the direction of, or delegation from, the Advancement Chair. The Eagle Board of Review is directed by a District Advancement Representative with no connection to the Troop, but staffed by Troop Committee members.
4. **The Boy Scout is recognized.** When the Board of Review certifies a Scout's advancement, he deserves to receive recognition as soon as possible. Except for Eagle, the rank is usually awarded at the next Troop meeting, unless a formal Court of Honor is planned within the next month where this and other accumulated awards will be given to the Troop as a whole. The Eagle rank is awarded about two months after the Board of Review, subsequent to approval by the National Eagle Scout Service in Texas. An individual Court of Honor to formally award the Eagle rank is usually organized and scheduled with the Troop by the boy and his parents. This booklet contains guidelines for organizing and conducting Boards of Review in Troops, and includes suggested questions for the board members to ask in the review for each rank. These are not rigorous requirements; not every question needs to be asked. Other questions may be appropriate depending on the boy and his individual situation. This document will also be amended and revised as dictated by its use.

Parents I hope that this guide is useful for you in Scouting.

BOARD OF REVIEW ORGANIZATION

I. Personnel

- A. For Boy **Scout**, no Board of Review is held, because it is a joining level, not a rank. The boy can be reviewed and signed off as a Boy Scout by Scoutmasters or the Advancement Chair. If the boy earned his Arrow of Light as a Webelo, he usually earns Boy Scout almost automatically.
- B. For Tenderfoot, Second Class, First Class, Star, and Life, plus Eagle Palms:
 - 1. The Board is composed of at least three adults who are members of the Troop Committee. The Advancement Chair, or designee, will conduct these Boards.
 - 2. The parents of a boy being reviewed may not attend nor participate in their son's Board.
 - 3. Scoutmasters may not participate in a Board of Review, but may attend as observers, but they should sit behind the boy, out of his view.
- C. For Eagle Rank:
 - 1. The Board will be conducted by a representative of the District Advancement Committee who is not associated with the Troop. It can include at least two, but no more than six other members from the Troop Committee members or parents, and include the Advancement Chair, or designee. Some Districts hold monthly Eagle Boards staffed by District Advancement Committee Members at a central location.
 - 2. The parents of a boy being reviewed may not attend nor participate in their son's Board. Often, the parents wait outside the Boardroom.
 - 3. Scoutmasters may not participate in a Board of Review, but may attend as observers. However, Scoutmasters may participate in Boards for another Troop.

II. Requirements

- A. The Candidate
 - 1. The boy is expected to show up on time, in full Class A uniform, and with his Scout Handbook.
 - 2. If the uniform is not complete in accordance with the description included in the Appendix, the boy should be informed of the discrepancies, and told that his Board will be rescheduled when they are corrected. If Troop policy is less than full uniform, inspect the boy to the troop standard, and act accordingly.
 - 3. He should present a clean and neat appearance to the Board along with behavior that becomes a Boy Scout as set forth in the Scout Law and Oath.
- B. The Board
 - 1. The members should arrive shortly before the boy, in case there are last-minute items to be discussed before the formal Board begins.
 - 2. The Advancement Chair should provide a copy of the Troop's official records on the boy's progress, (troopmaster history report/ BOR Sheet) achievements, and activities for the Board's

GENERAL PROCEDURES

The Board of Review has four purposes:

- a. To make sure that work has been learned and completed.
- b. To check the kind of experience the boy is having in his patrol as well as the Troop.
- c. To encourage the Scout to advance to the next rank beyond the current one.
- d. To assess whether the boy is ready to advance.

Because many boys are not at ease when talking to adults, especially those they may not know, it is important to keep the atmosphere relaxed during the Board, even if some formality of questioning will be followed during the review. Begin with some casual comments or questions to attempt to put the boy at ease.

Then the Board should proceed with questions appropriate to each rank. The enclosed sheets can be used for each rank as guidelines. Every question need not be covered, and the boy's comments may stimulate other questions or comments from the Board. Remember the sheets are aids only, not firm requirements. The boy has already completed the firm requirements by getting to the Board of Review.

The Board should try to avoid yes or no questions, and use statements like:

"Tell me about. . ."

"What do you like best about. . ."

"Suppose this happened. . . what would you do about it?"

The Board of Review is not an examination--- it is a review of what he has learned. The Board wants to get the boy to open up and talk, so it can understand what he is thinking, how he feels about Scouts, and judge how he would conduct himself in the next rank. It is also an excellent way to measure how well the adult leadership is doing in helping the boys achieve their goals.

In addition it can help to gauge the youth leadership provide by Patrol Leaders and Senior Patrol Leaders. Notes are generally not kept on successful Boards of Review below Eagle, unless a particular incident arises which should be documented, such as a problem in the Troop.

As the review progresses the Board usually begins to get a sense of the boy's knowledge and philosophy. Most reviews take the approximate time for that rank. However, the Board should last until each member has no further questions, and the boy has no additional comments.