

First Class First Year: Nature II



Nature II

Learning Objectives

As a result of this experience, each participant should be able to:

Complete advancement requirement TF11, F6

Appreciate the beauty of the plants around them.

Use resources to identify plants.

Materials Required

Leafs

Crayons

Papers

Discovery

Allow scouts to look at the leaves and identify as they can. Let scouts make a leaf rubbing.

Teaching-Learning

I. Identifying Leaves.

II. Making leaf casts and leaf prints

Homework: Leaf Printing

Have scouts make identify local plants in their neighborhood and make rubbings to bring in to next meeting.

Nature II

FIRST CLASS Rank Requirements		Leader initial and date	RANK REQUIREMENTS	
<input checked="" type="checkbox"/>	1. Demonstrate how to find directions during the day and at night without using a compass. (Pages 368–371)			<input checked="" type="checkbox"/> 6. Identify or show evidence of at least 10 kinds of native plants found in your community. (Pages 212, 215)
<input type="checkbox"/>	2. Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.). (Pages 346–351, 372–374)			<input type="checkbox"/> 7a. Discuss when you should and should not use lashings. Then demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together. (Pages 386–387, 392–398)
<input type="checkbox"/>	3. Since joining, have participated in 10 separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight. Demonstrate the principles of Leave No Trace on these outings. (Pages 247–256)			<input type="checkbox"/> 7b. Use lashing to make a useful camp gadget. (Pages 392–401)
<input type="checkbox"/>	4a. Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the food pyramid and meets nutritional needs. (Pages 102–105, 316–317, 320)			<input type="checkbox"/> 8a. Demonstrate tying the bowline knot and describe several ways it can be used. (Pages 388–389)
<input type="checkbox"/>	4b. Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients. (Pages 321–323)			<input type="checkbox"/> 8b. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. (Pages 155, 157–161)
<input type="checkbox"/>	4c. Tell which pans, utensils, and other gear will be needed to cook and serve these meals. (Page 324)			<input type="checkbox"/> 8c. Show how to transport by yourself, and with one other person, a person <ul style="list-style-type: none"> • From a smoke-filled room • With a sprained ankle, for at least 25 yards (Pages 154, 172–175)
<input type="checkbox"/>	4d. Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish. (Pages 328–329)			<input type="checkbox"/> 8d. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). (Pages 164–166)
<input type="checkbox"/>	4e. On one campout, serve as your patrol's cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in requirement 4a. Lead your patrol in saying grace at the meals and supervise cleanup. (Pages 325–327, 342)			<input type="checkbox"/> 9a. Tell what precautions must be taken for a safe trip afloat. (Page 194–195)
<input type="checkbox"/>	5. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen. (Pages 70–72, 81–82)			<input type="checkbox"/> 9b. Successfully complete the BSA swimmer test.* (Page 190–191)
				<input type="checkbox"/> 9c. With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.) (Page 199)
				<input type="checkbox"/> 10. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. (Page 17)
				<input type="checkbox"/> 11. Describe the three things you should avoid doing related to use of the Internet. Describe a cyberbully and how you should respond to one. (Page 51, 61)
				<input type="checkbox"/> 12. Demonstrate Scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life. Discuss four specific examples (different from those used for Tenderfoot requirement 13 and Second Class requirement 11) of how you have lived the points of the Scout Law in your daily life. (Page 30)
			<input type="checkbox"/> 13. Participate in a Scoutmaster conference. (Page 34)	
			<input type="checkbox"/> 14. Complete your board of review. (Page 53)	
<p>Downloadable requirements checklists for all ranks and videos to guide you through the First Class rank requirements may be found on the <i>Handbook</i> Web site, www.bsahandbook.org.</p>			<p>NOTE: Alternate requirements for the First Class rank are available for Scouts with physical or mental disabilities if they meet the criteria listed in the <i>Boy Scout Requirements</i> book. *See the <i>Aquatics</i> chapter for details about the BSA swimmer test.</p>	

First Class 6– Local Plants

1. On a piece of plain white paper, position leaves vein side up in a pattern that you find pleasing.
2. Lay another sheet of plain white paper over the top of the leaves.
3. Select the crayons that you would like to use to create your rubbing and peel off the paper wrappers.
4. Turn a crayon on its side and gently rub over the top sheet of paper.
5. The leaf images will magically appear on the paper! Experiment with different crayon colors and leaf arrangements.



First Class 6 / Tenderfoot 11 – Local Plants



Poison Ivy

Poison Oak



Poison Sumac



Poison ivy, oak, and sumac are among the most common skin rashes seen in a physician's office. Allergic reactions from these plants will affect millions of Americans every year. These rashes are most commonly caused by contact with the plant's colorless or yellowish oil, called urushiol (u-roo-she-ol). The plant oil is released when the plant stem or leaves are cut or crushed. The plant oil is invisible and sticky and may be carried on garden tools, on pet's fur, or in the smoke of a burning plant.

First Class 6 / Tenderfoot 11 – Local Plants Poison Ivy

Poison Ivy (leaves of three, leave 'em be)

A climbing vine with three serrated-edge, pointed leaves grows in the East, Midwest and South. In the northern and western states, poison ivy grows as a non-climbing shrub.



A climbing vine with three serrated-edge, pointed leaves grows in the East, Midwest and South. In the northern and western states, poison ivy grows as a non-climbing shrub.

How to identify poison ivy and oak

Poison oak and ivy are identified by their three-leaved stems. Poison oak is usually a bushy plant with stiff upright branches about 3 feet tall but it can grow much taller. The leaves come in sets of 3 and are shiny in the spring. They turn pretty fall colors in the summer and sometimes look like there is white dust on them which are really hairs. They also produce little berries that birds enjoy. Poison ivy is, as you might expect, a 3-leaved ivy that climbs walls and trees. After you are infected a couple of times you no longer need to worry about how to identify the plant. You will know, instinctively, which plants are poison and which are

First Class 6 / Tenderfoot 11 – Local Plants – Poison Ivy



Very large and very old poison ivy vine growing up a pine tree. Notice the very hairy growth. Young ivy vines do not have as much "hair".

First Class 6 / Tenderfoot 11 – Local Plants Poison Oak

Poison Oak (leaves of three, leave 'em be)

Poison oak also has three leaves. It grows in the sandy soil of the Southeast as a small shrub. In the western United States poison oak is a very large plant which grows as a standing shrub or climbing vine.



Poison Oak is highly variable. It varies from shrub to vine. The leaves vary from red to green. It has erect stems, leaves in threes, small greenish flowers, and smooth seeds that are about 1/4 inch across. It is often lush in coastal canyons, but sparse in the mountain woodland. It is deciduous, and often loses its leaves in late summer, leaving it hard to recognize. The erect branches give a clue.

Poison-oak is usually a shrub, though it sometimes becomes a vine several inches in diameter that grows high into the oak trees attached by air-roots. The leaves DO come in threes. They are shiny, without prickles, and the middle leaf has a distinct stalk.

First Class 6 / Tenderfoot 11 – Local Plants Poison Oak



First Class 6 / Tenderfoot 11 – Local Plants Poison Sumac

A shrub or bush with two rows of 7 - 13 leaflets; most common in the peat bogs of the Northern United States and in swampy Southern regions of the country.



Key features to identify it include large alternate leaves usually with 9-13 entire (not toothed) leaflets and a red rachis (the stem connecting the leaflets). The leaflets are smooth and may be shiny above.

First Class 6 / Tenderfoot 11 – Local Plants Poison Sumac



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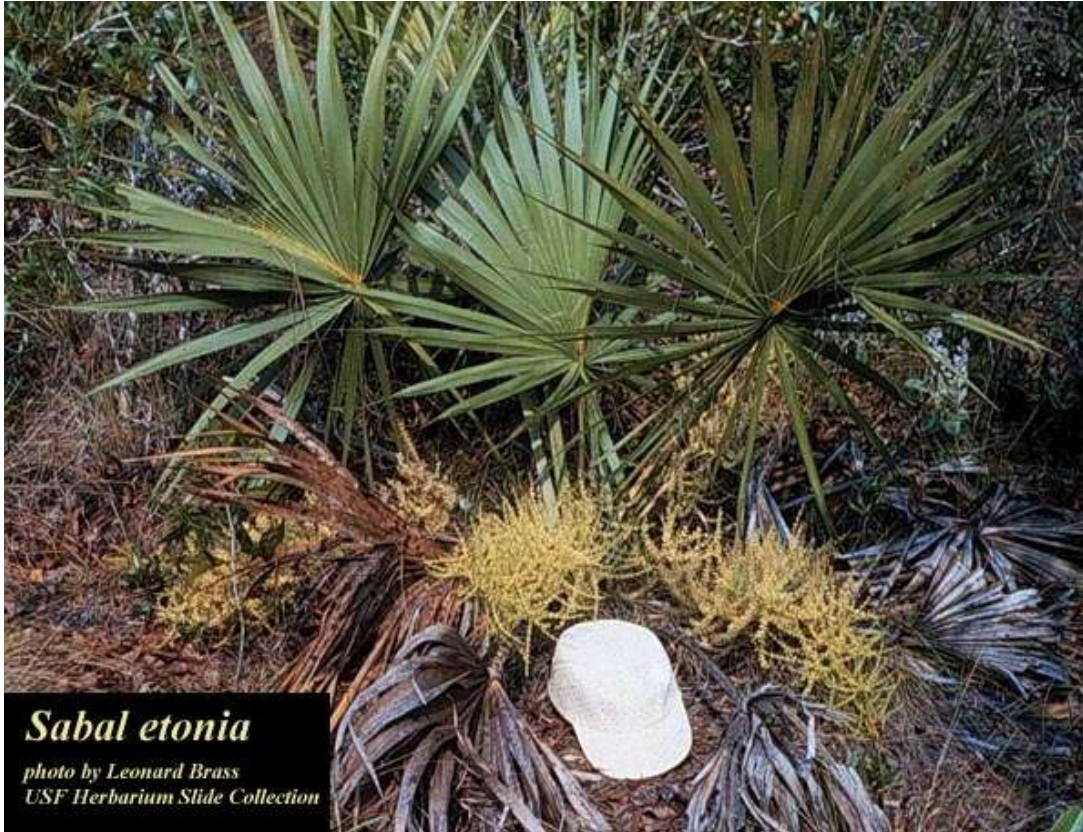


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First Class 6 – Local Plants



SCRUB PALMETTO

First Class 6 – Local Plants



Sabal minor

Photo by Shirley Denton

Dwarf PALMETTO

First Class 6 – Local Plants



Saw PALMETTO

First Class 6 – Local Plants



Cabbage Palm

First Class 6 – Local Plants



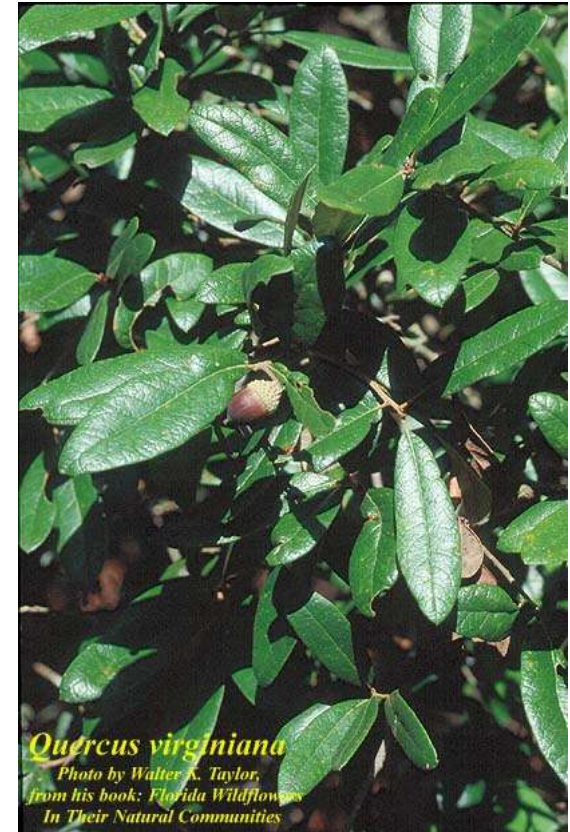
Sand Live Oak

First Class 6 – Local Plants



Dwarf Live Oak

First Class 6 – Local Plants



Live Oak