

## **Adventure Brasstown**

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## Adventure Yonah

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Tenderfoot 8. Describe the EDGE method and use it to teach another person how to tie a square knot.

E - Explain how it is done.

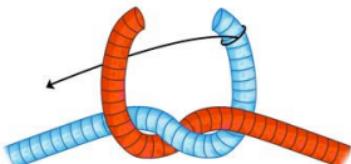
D - Demonstrate the steps.

G - Guide learners as they practice.

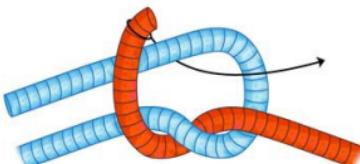
E - Enable them to succeed on their own.

### **Square (Reef) Knot Instructions**

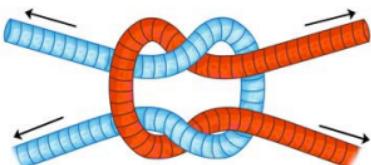
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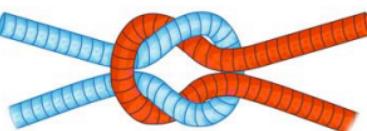
- 1 Cross the blue and red ends



- 2 Pass the red end through the blue loop



- 3 Pull the ends to tighten



- 4 The knot is complete

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*Second Class 8b. Explain what respect is due the U.S. flag.*

**Showing Respect**

- Flags are flown from sunrise to sunset unless lit
- When flown with other national flags, all flags should be flown at same height
- When flown with other types of flags, flown higher or out front or farthest its own right
- US flag is first raised and last lowered
- When displayed, place to the right of the speaker when facing the audience
- In a flag ceremony, US flag is on the right, and leader stands behind the flags
- When crossing, the US flag crosses in front
- Folded flags are carried across the chest
- Conduct all flag ceremonies with dignity and respect

**Retiring worn out flags**

- National flags to be retired should be burned completely to ash in a respectful and dignified flag retirement ceremony

*Tenderfoot 7a. Demonstrate how to display, raise, lower, and fold the U.S. flag.*

**Displaying the flag**

- On a staff: place on the right of the speaker as the speaker faces the audience.
- Against a wall: blue field at the top and the flag's own right.
- Across a street: blue field to the north or east.
- Never flown upside-down except as a distress signal.

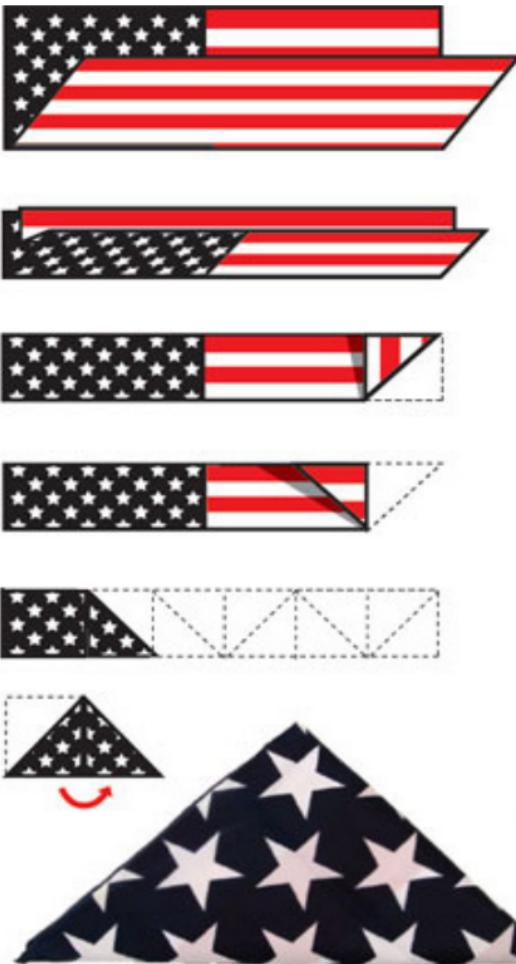
**Raising the flag**

- Do not let the flag touch the ground
- Briskly raise flag, keeping the line tight
- Salute as the other person ties the halyard

**Lowering the flag**

- Loosen the halyard and slowly lower the flag while other person salutes
- Other person gathers flag without it touching the ground
- Fold the flag. Carry folded flag with point facing up across the chest

Folding the flag



Second Class 8a. *Participate in a flag ceremony.*

## **Basic Flag Ceremony**

1. “Scouts, attention.” *Used to announce that the flag ceremony is to begin.*
2. “Color guard, advance.” *This signals color guard to advance with flag, or advance to pick up flag.*
3. “Color guard, post the colors.” *This directs color guard to attach flag grommets to flag pole rope. Once grommets are both attached proceed to #5*  
**OR**
4. “Color guard, retire the colors.” *Color guard lowers the flag, detaches from rope, and fold.*
5. “Scouts, salute.” *Free members of color guard should salute flag. One scout should raise flag.*
6. “Two.” *Stop saluting when flag reaches top of flagpole or when flag is removed from flagpole.*
7. “Color guard, re-form.” *Color guard lines up and prepares to return to starting position.*
8. “Color guard, dismissed.” *The color guard leaves in formation, with or without the flag.*
9. “At ease.” *No “ah’s”.*

*Tenderfoot 4a. Show first aid for the following:*

### **Simple cuts and scrapes**

#### Assessment

- Evaluate size of wound
- Determine what caused wound
- Look for sign of infection

#### Treatment

- Control the bleeding
- Clean with soap and potable water
- Place dressing over bandage over wound
- Monitor for signs of infection

### **Burns or scalds**

#### Classification

- First Degree – red, painful skin
- Second Degree – Blister and/or wet weeping areas
- Third Degree – Charred skin, often with little or no pain

#### Treatment

- Stop the burning
- Cool with clean water
- Apply clean, dry, non-adherent dressing
- Do no open blisters
- Watch for signs of infection

## **Blisters**

Caused by friction. Best treatment is prevention.

### Prevention

- Wear proper fitting, broken in footwear
- Wear proper fitting, clean socks
- Avoid prolonged wetness
- ID and treat hot spots early

### Treatment: Hot Spots

- Determine what is causing
- Cover area with moleskin
- Change socks frequently

### Treatment: Blisters

- Leave blister intact
- Determine source
- Apply antibiotic ointment
- Cut moleskin to form a donut cushion around blister
- Do not open or pop blisters
- Watch for signs of infection

## **Bites or stings of insects and ticks**

- Assessment**
  - Identify insect (if scene is secure)
  - Look for swelling at bite or sting site
  - Watch for signs of systemic reaction (trouble breathing or rash, hives, itching)
- Treatment: Sting**
  - Remove stinger by scraping, not squeezing
  - Treat for pain (topical sting wipe)
  - Keep patient calm
  - Monitor for signs of systemic reaction
  - Mark swelling to monitor progression
  - Consider antihistamine treatment (Benadryl)
- Treatment: Ticks**
  - Use tweezers to grab tick as close to skin as possible and remove it
  - Wash wound with soap & water, apply antiseptic
  - Watch for infection

## **Snakebites**

### **❑ Assessment**

- Identify the snake (if scene is secure)

### **❑ Treatment: Non-Venomous**

- Wash bite area with soap and water
- Treat with antibiotic
- Cover with sterile bandage

### **❑ Treatment: Venomous**

- Keep the victim calm & restrict movement as much as possible
- Keep the bite at approximate level of heart
- Do not apply ice, cut skin, attempt to suck venom or apply constricting band
- Get victim to medical help ASAP

## Nosebleed

*Non-trauma nosebleeds usually stop in a few minutes*

- Have person sit & lean forward so blood doesn't run down throat
- Have person pinch high on the nose
- Apply pressure on upper lip, just below nose
- After 10 minutes check to see if bleeding has stopped
- If not, repeat steps
- If bleeding hasn't stopped in 15 minutes seek medical attention

## Choking

*If person can speak or cough loudly, the airway may be only partly blocked. Do not attempt to open airway.*

### **Steps to perform abdominal thrust:**

1. Ensure the patient is in fact choking.
2. Wrap your arms around patient.
3. Make a fist with one hand.
4. Put the thumb side of your fist slightly above the navel and well below the breastbone.
5. Grasp the fist with your other hand and give quick upward thrusts into patient's abdomen.
6. Give thrusts until the object is forced out and patient can breathe, cough or talk or until the patient is no longer responding.

## **Frostbite**

*Occurs when skin and tissue becomes cold enough to freeze.*

### Treatment

- Make sure frostbitten area is dry
- Slowly rewarm frostbitten area using skin-to-skin contact
- Warm the patient
- Hydrate the patient

## **Sunburn**

*Prevention is key!*

### Prevention

- Wear long sleeved shirts, pants and hat
- Apply sunscreen regularly

### Treatment

- Apply cold, damp cloths
- Protect skin from further exposure to sun

*Tenderfoot 4c. Tell how to prevent or reduce injuries.*

**Be Prepared**

- Think ahead about what might happen
- Have the right gear for the situation

**Seek knowledge and skill**

- Know how to properly use stoves, woods tools and other potentially dangerous gear
- Use gear the right way and for its intended purpose

**Know and accept your limitations**

- Don't be tempted to try something you know is risky

**Follow the rules**

- The BSA has rules for many activities. Follow them.

*Second Class 6d. Explain what to do for an accident requiring an emergency response. Explain what constitutes an emergency and what information you will need to provide to the responder.*

- What to do in an emergency:**
  - Take a deep breath. You can't help if you panic.
  - Assess situation, make a plan.
  - Send for help or direct someone to call 911.
  - Focus on the task at hand.
- What information to provide to first responder:**
  - Nature of emergency
  - Location
  - Description of victim and nature of injury
  - Time injury or illness occurred
  - Treatment so far
  - Number of people with you and skill level
  - Requests for special assistance
  - Your phone number

Second Class 6e. Tell how you should respond if you come upon a vehicular accident.

- What to do in an emergency:
  - Take a deep breath. You can't help if you panic.
  - Assess situation, make a plan.
  - Send for help or direct someone to call 911.
  - Focus on the task at hand.
- Make the scene as safe as possible
  - Turn off vehicle
  - Set parking brake
  - Set out flares and/or cones if available

***Do not put yourself or others at risk to secure scene!***

*First Class 3a. Discuss when you should and should not use lashings.*

When you should

- When the structure is temporary
- When you have the materials
- When you don't have other materials (nails/screws)

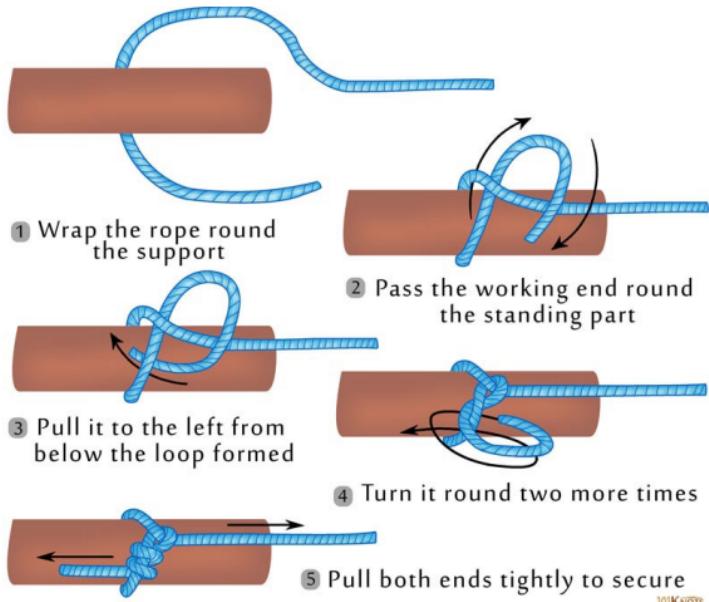
When you should not

- When the structure needs to be permanent
- When you lack the proper materials
- When in a backcountry setting

*First Class 3b. Demonstrate tying the timber hitch and clove hitch.*

## **Timber Hitch**

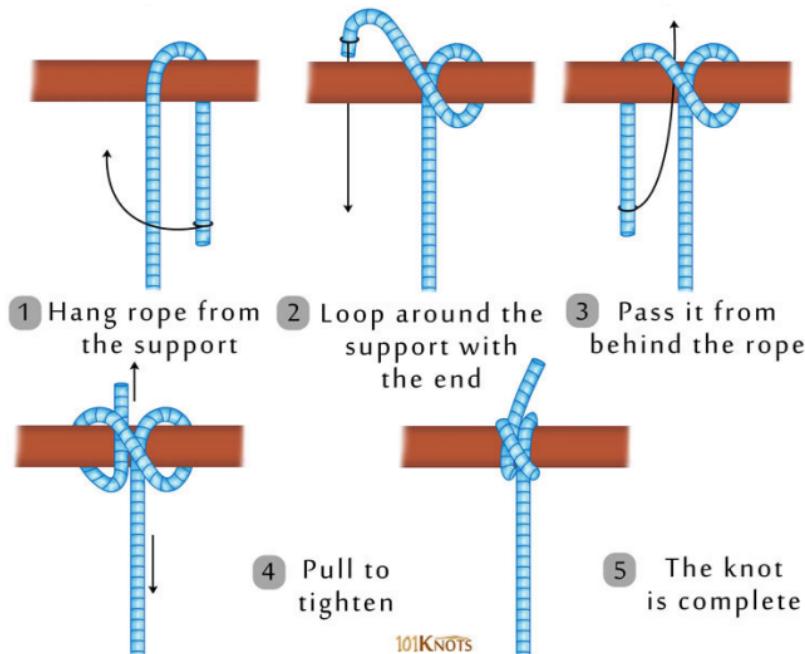
- Used for tying rope around pole or bundle of logs
- The more strain put on the hitch the tighter it gets
- Easy to untie



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## Clove Hitch

- Simple all-purpose hitch
- Often used to begin lashing
- Easy to tie and untie



*First Class 3c. Demonstrate tying the square, shear and diagonal lashings by joining two or more poles or staves together.*

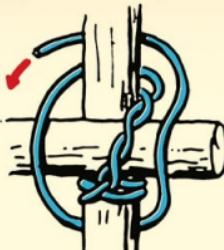
## Square Lashing

- Used for binding together two poles that are in contact with each other and cross each other at any angle from 45 to 90 degrees.

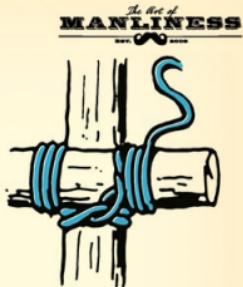
### SQUARE LASHING



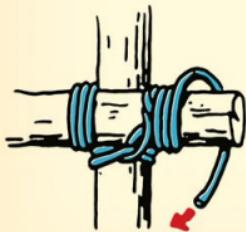
1. Start with a clove hitch on the bottom side of the standing pole.



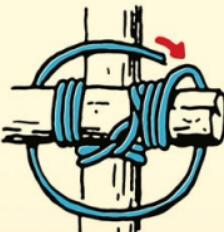
2. Begin your first wrapping.



3. Continue until you have three wrappings completed.



4. Prepare to begin first frapping.



5. Complete your first frap, cinching down on your existing wraps, not the poles.

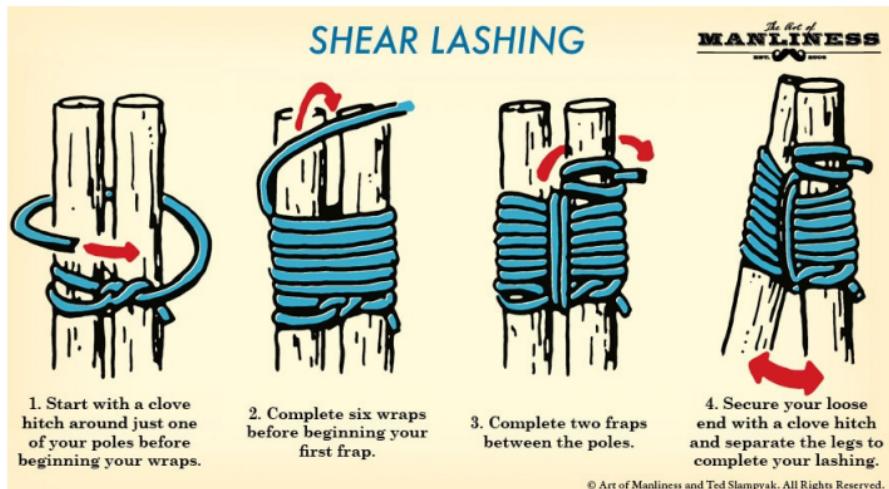


6. Complete three fraps and then finish with another clove hitch.

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## Shear Lashing

- To make two short poles into a long pole.
- To bind two poles together at their tops so that they can support weight, as in the legs of an A-frame.

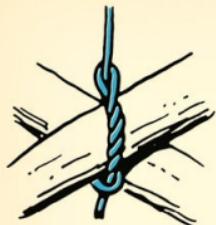


## Diagonal Lashing

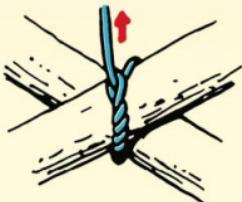
- Binds poles that cross each other at a 45 to 90 degree angle
- Prevents racking and adds stability
- Creates cross-bracing on a structure

### DIAGONAL LASHING

The Art of  
**MANLINESS**



1. Start with a timber hitch on the top log.



2. Tighten the timber hitch and prepare for your first wrapping.



3. Make your first wrap.



4. Complete three wraps and then prepare for your first frapping.



5. Complete three fraps, going in between the poles to cinch the rope onto itself.



6. Finish your frapping and end your lashing with a clove hitch.

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*First Class 3d. Use lashings to make a useful camp gadget or structure.*

## **Potential camp gadgets**

1. Weather rock
2. Camp table
3. Tripod straddle seat
4. Dish washing rack
5. Clothes drying rack
6. Fire bucket holder
7. Double fire bucket holder
8. Tool rack
9. Knot practice station
10. Flagpole
11. Garbage bag holder
12. Bulletin board stand
13. Hand washing station
14. Clothesline
15. Camp bench
16. Hammock frame
17. Gateway

*Scout 4b. Show how to whip and fuse the ends of different kinds of rope.*

Whip natural fiber ropes, fuse plastic ropes

### **Whipping a rope (natural fiber)**

- Form loop in 2 foot piece of string and lay along rope
- Starting at end of the rope, tightly wrap string around rope working down the rope
- When whipping is as long as rope is thick, tuck end of cord through loop
- Pull hard on free end to secure, trim excess

### **Fusing a rope (plastic)**

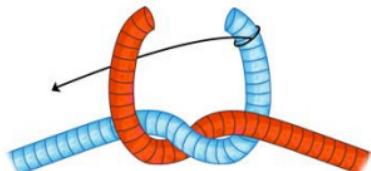
- Hold rope a few inches above match or candle to melt strands together
- Do not touch rope end until it has cooled
- Do not attempt to fuse a natural fiber rope

Scout 4a. Show how to tie a square knot, two half-hitches, and a taut line hitch. Explain how each is used. Tenderfoot 3a, b and c. Demonstrate practical uses for these knots.

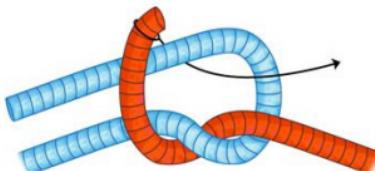
### **Square knot:** A simple binding knot

- Used to bind something, such as a bedroll, sail, or your shoes
- In first aid, to tie bandages as it lies flat
- Tying a rope as a belt

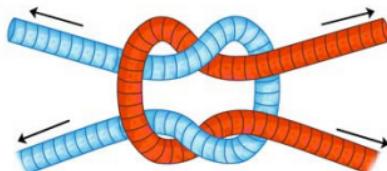
Right over left. Left over right.



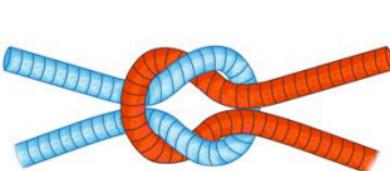
① Cross the blue and red ends



② Pass the red end through the blue loop



③ Pull the ends to tighten

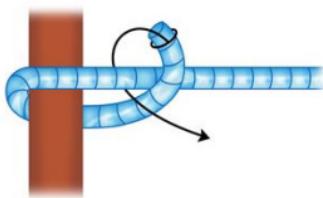


④ The knot is complete

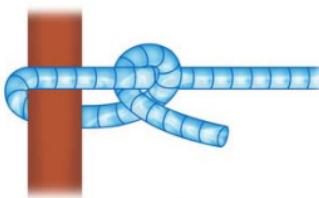
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**Two Half Hitches:** Used in mooring and for securing a rope to a fixed object.

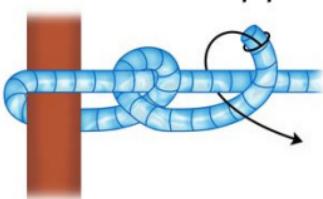
- Tying guy lines on tent or dining fly
- Tying boats to pilings
- Securing the ends of a rope that ties things to the top rack on a car.
- Stringing tennis rackets
- Fly tying in fishing



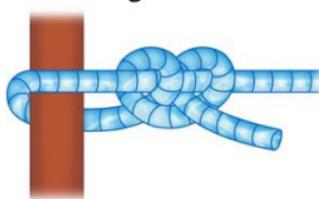
① Wrap the rope around a support



② Pass the end through the loop



③ Wrap it around the standing part

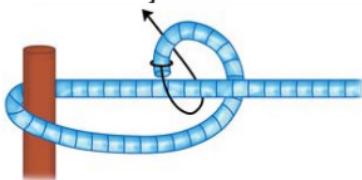


④ Tighten to complete

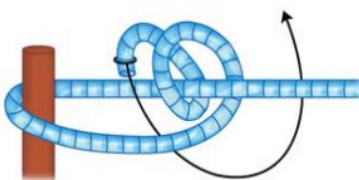
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## Taut Line Hitch: Makes an adjustable loop that stays in place.

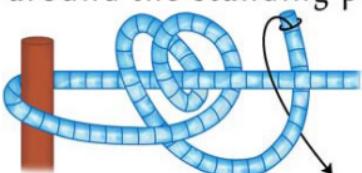
- Making loop at peg end of tent or fly guy lines, or by arborists, attaching guy lines on newly planted trees.
- Hanging hammocks
- Tying down aircraft or securing loads on cars
- For adjustable moorings in tidal areas



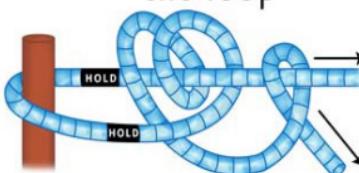
1 Loop around the support and wrap the end around the standing part



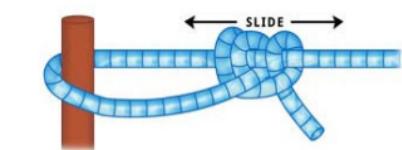
2 Wrap it once more and bring it out of the loop



3 Wrap it again



4 Hold and pull to tighten



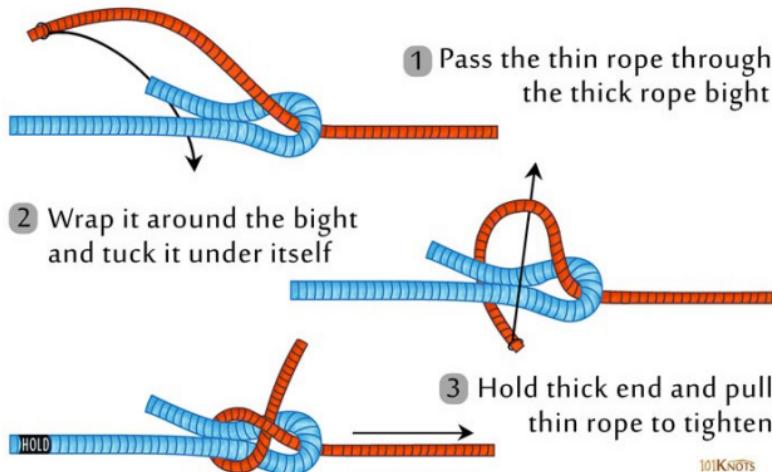
5 Slide to adjust the tension

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Second Class 2f. Show how to tie the sheet bend knot. Describe a situation in which you would use this knot.

### **Sheet Bend: for tying two lines together**

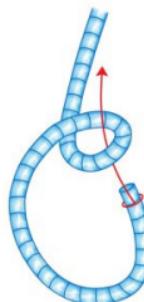
- For general use in camping and sailing



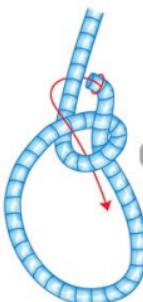
Second Class 2g. Show how to tie the bowline knot. Describe a situation in which you would use this knot.

### **Bowline: forms a loop that will not slip**

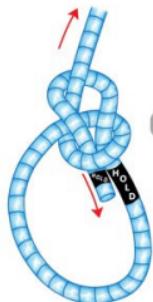
- Tying around your waist or around someone requiring rescue
- Securing guy lines through grommets on tents or dining flies



1 Pass the tag end through the rope loop



2 Pass it behind the standing part and through the loop again



3 Hold the loop and tag end and pull to tighten



4 The knot is made

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*Tenderfoot 3a. Demonstrate a practical use of the square knot.*

- Binding something, such as a bedroll or your shoes
- Tying bandages
- Tying a rope as a belt

*Tenderfoot 3b. Demonstrate a practical use of the two half-hitches.*

- Tying guy lines on tent or dining fly
- Securing the end of a rope used to tie something to something else like a car

*Tenderfoot 3c. Demonstrate a practical use of the taut-line hitch.*

- Making the loop at the tent peg end of tent or fly guy lines
- Hanging hammocks

*Scout 5. Demonstrate your knowledge of pocketknife safety.*

*Tenderfoot 3d. Demonstrate proper care, sharpening, and use of a knife, saw, and ax. Describe when each should be used.*

## **Knife**

- Knife Safety**
  - Keep blades closed except when in use
  - Have only one blade open at a time
  - Always cut away from yourself
  - Close blades before passing
  - Keep knife sharp
  - Never carry a knife with the blade open
  - Never throw a knife
  - Never use the point of a blade as a prying tool
  - Never strike a knife with another tool
  - Obey all regulations about carrying knives in public places

- Knife Use**
  - For small, intricate cutting
  - Carving wood shavings for fires
  - Multi-tools have many applications
- Knife Care**
  - Keep knife clean and dry
  - Wash in hot soapy water, dry, and apply light oil to lubricate joints
- Knife Sharpening**
  - Use a whetstone
  - Hold blade against stone at 25 degree angle. Keep angle consistent.
  - Push blade along stone as if slicing
  - Repeat on other side of blade

## **Saw**

- Saw Use**
  - Used for most outdoor wood cutting
  - Clearing trails or campsites
  - Cutting firewood
  
- Saw Safety and Care**
  - Sheath a saw when not in use
  - Carry with the blade turned away from your body
  - Replace dull blades. Do not sharpen.
  - Wear gloves and protective eyewear
  - To pass, set it down and let the other person pick it up
  - Don't leave a saw lying around the campsite
  - Don't allow sawblade to cut into the ground
  - Don't cut trees or branches without permission

## **Ax**

- Ax Use**
  - Uncommonly used in camping
  - Used to split wood

Ax Safety and Care

- Safe tool-check ax for loose head, sharpness
- Safe gear-use boots, eyewear and gloves
- Safe area-set up ax yard or 10 foot safety zone
- Safe technique-set feet, stay balanced, relaxed, split firewood on chopping block
- Safe carrying-carry at your side, hand on top of blade, blade facing away
- Safe handling-pass ax with ax head down, blade turned away from both of you, use voice signal “thank you” to signal your hold.
- Safe storage- sheath ax when not in use, store in secure dry place

Ax Sharpening

- Use file to sharpen, wear gloves
- Brace ax head on ground between pegs or logs
- Have partner hold ax steady
- Place file on edge of blade and push into bit
- Use enough pressure to feel file cutting ax metal, only sharpen pushing away from blade
- After completing one side, turn over and do other side

*Second Class 2a. Explain when to use a fire for cooking or other purposes and when it would not be appropriate to do so.*

### **When is it appropriate to use a fire for cooking?**

- When grilling is desired
- When using a dutch oven
- When you don't have a stove
- When your stove is not operational

### **When is it not appropriate to use a fire for cooking?**

- When fires are not allowed by regulations
- When time is short and stoves are available
- When practicing Leave No Trace principles

*Second Class 2b and c. Use a knife, saw and/or ax to prepare tinder, kindling, and fuel wood for a cooking fire. Build a fire. Light the fire unless prohibited by local restrictions.*

- Begin fire building by using established fire rings when possible
- Place fire bucket near fire ring before starting
- Gather tinder, kindling, and fuel wood
  - Tinder-caughts easy, burns fast: dry pine needles, grasses, shredded bark, cattail, shavings cut with knife, gather enough to fill your hat once
  - Kindling-dead twigs no bigger than a pencil, two hats worth per fire
  - Fuel-finger size to as thick as a wrist, dead and down only
- Lay the fire
  - Big loose handful of tinder in middle of fire ring
  - Arrange plenty of kindling over the tinder
  - Place small and medium size sticks of fuel wood around kindling
  - Leave opening to light and allow air flow

*Second Class 2d. Explain when to use a lightweight stove versus a propane stove. Describe safety procedures for both. Set up and light one or the other.*

## **Lightweight Stove**

Use when backpacking or traveling from place to place.

### **❑ Safety**

- Carry the stove and fuel separate from all of your other camping gear so it doesn't ruin anything
- Screw things on tightly and listen and smell for leaks
- When cooking cook away from trees and dry brush. Cook in an open area
- Label fuel cans so they are not confused with water bottles
- Wait for the stove to cool down before packing it up

## **Propane Stove**

Use when you are not backpacking or when you are cooking a large meal.

### **Safety**

- Screw things on tightly and listen and smell for leaks
- When cooking, cook away from trees and dry brush. Cook in an open area
- Make sure the burners are in good shape and are not broken
- Store the propane tanks upright

*Tenderfoot 5a. Explain the importance of the buddy system and use it.*

In Scouting, the buddy system helps ensure everyone's safety. You and your buddy can watch out for each other. It is a critical part of Scouting's Youth Protection Program.

In backcountry, stay in groups of at least four. If one gets hurt, one stays, two go for help.

In swimming, stay within an arm's length of your buddy.

In boating, each boat should have a buddy boat.

While at Woodruff, always travel in camp with a buddy.

*Tenderfoot 5b. Describe what to do if you get lost on a hike or campout.*

## **S.T.O.P.**

- S – Stay calm. Sit down, breathe slowly and relax
- T – Think. Remember how you got there. Look at a map and your surroundings for clues to your location
- O – Observe. Look for footprints, landmarks, listen for other scouts
- P – Plan. If you know how to get back, do so carefully. If you don't STAY PUT.

*First Class 5a. Identify or show evidence of at least 10 kinds of native plants in your local area or campsite location.*

- Scouts may use Mountaineer game card or create their own list of 10 plants to complete requirement
- You may sign off on game card during adventures or adult leaders may sign off during free time
- Refer to *The Complete Guide to Native Plants for Georgia* for identification assistance

Second Class 3a. Demonstrate how a compass works and how to orient a map. Use a map to identify and define five map symbols.

**Declination** – angle difference between true and magnetic north.

For Woodruff – 5 degrees West meaning add 5 degrees

- To orient a map
  - Align straight edge of compass with grid line on map
  - Rotate map until compass needle is pointing toward N on compass dial (red in the shed)

Second Class 3a. (cont.)  
Define five map symbols.

Building	
School; house of worship	
Well (other than water), windmill or wind generator	
Tanks	
Campground	
Cemetery	
Standard guage railroad, single track	
Perennial stream	
Intermittent stream	
Perennial lake/pond	
Spring or seep	
Primary highway	
Secondary highway	
Light duty road	
Unimproved road	
Trail	

*Second Class 3c. Describe some hazards or injuries you might face on a hike and tell what you can do to help prevent them.*

## **Hazards and Injuries**

- Weather: lightning, wind, rain, hail
  - Check the forecast before you go
- Terrain: rocks, water
  - Pay attention to where you step
  - Use hiking poles
  - Release hip belt and sternum strap when crossing streams
  - Don't enter swift or deep water
- Blisters
  - Wear proper fitting, broken in footwear
  - Wear proper fitting, clean socks
  - Avoid prolonged wetness
  - ID and treat hot spots early
- Dehydration
  - Drink water frequently

## **Ten Hiking Essentials**

1. Raingear- serves as rain and wind protection
2. Water bottle – carry at least 1 quart
3. Trail food
4. Map & compass-be familiar with route before you leave
5. Flashlight-small but fully charged or carry extra batteries
6. First aid kit-personal supply to treat blisters, small cuts
7. Sun protection- SPF 30 or higher, reapply every 2 hours
8. Extra clothing – bring extra layers appropriate for the season
9. Pocketknife
10. Matches and/or fire starter

*Tenderfoot 5c. Explain the rules of safe hiking, both on the highway and cross country, during the day and night.*

### **Road Hiking**

- Hike single file on left, facing traffic
- At night, wear light colored or reflective clothing & carry a flashlight
- Never hitchhike

### **Trail Hiking**

- Hike single file, spread out but always keep group together
- Livestock (horses & pack animals) have the right of way
- Uphill hikers have the right of way

### **Cross-country Hiking**

- Before leaving trail, confirm that leaving trail is a good idea
- Avoid fragile vegetation areas, stay on durable surfaces
- Use a map & compass or GPS
- Stay together!

*Second Class 1b. Explain Leave No Trace principles and tell how you practiced them on a campout or outing.*

- Plan ahead and prepare**
  - Prepare for weather
  - Know regulations
  - Repackage meals to reduce waste
  - Acquire maps
- Travel on durable surfaces**
  - Hike on trails & in single file
  - Camp in established campsites
- Dispose of waste properly**
  - Pack it in, pack it out
  - Dispose of waste away from water sources, human waste in catholes, meal waste in sumps
- Leave what you find**
  - Preserve the past, leave rocks and artifacts for others to observe

*(continued)*

*Second Class 1b. (cont.)*

- Minimize campfire impacts**
  - Use only established fire rings
  - Keep backcountry fires small
  - Use only dead and down wood and burn completely
- Respect wildlife**
  - Observe wildlife from a distance, do not approach, never feed animals, store food securely
- Be considerate of other visitors**
  - Respect others in the backcountry
  - Yield to others on the trail, take breaks off the trail
  - Avoid loud voices and noises when camping near others

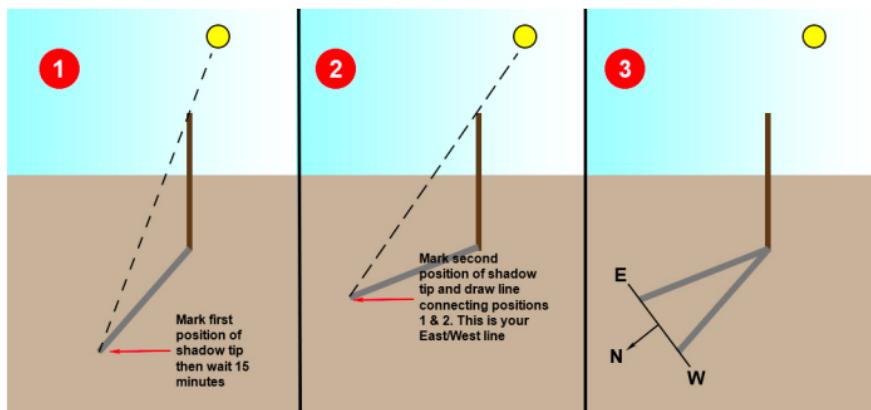
Second Class 3d. Demonstrate how to find directions during the day and at night without using a compass or electronic device.

## Day

The sun rises in the east, and sets in the west.

### Shadow Stick Method

- Push a short, straight stick into the ground.
- Mark the end of the shadow with a rock.
- Wait 15 minutes. Mark the end of the new shadow with a rock.
- Draw a line between the two rocks. This is an east/west line. The line will point west in the direction of your first mark.



*Second Class 3d. (continued)*

## **Night**

### Constellation Method

- Stars rise in the east, set in the west
- North: North Star, Big Dipper, Cassiopeia
- South: Scorpio in summer, Orion in winter

### Moon Method

- Find the hidden sun by bisecting lit part of moon
- Full moon rises in east
- The smaller the crescent the more the moon will appear in the west in the evening

Second Class 6a. Demonstrate first aid for the following:

### **Object in the eye**

- If the object is visibly apparent, gently remove it by dabbing a moist gauze
- If the object is not visibly apparent, gently flush it with very clean potable water

### **Animal Bites**

#### Assessment

- Determine what animal caused the injury
- Look for signs of infection

#### Treatment

- Let bleed for 1 to 2 minutes
- Control the bleeding
- Clean with soap and potable water
- Place dressing or bandage over wound
- Monitor for signs of infection

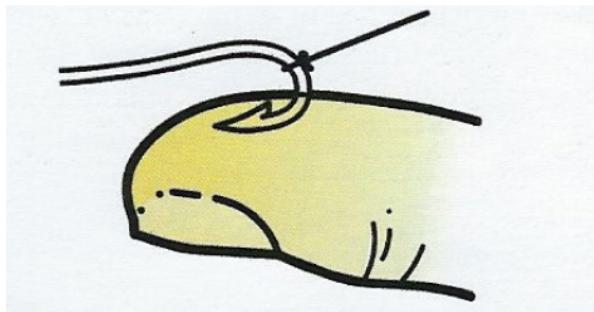
## Puncture wounds

### Treatment

- Gently irritate wound to promote some bleeding
- Scrub wound with soap and clean water
- Bandage – a Band Aid is often all that is needed
- Monitor for signs of infection: redness, swelling, tenderness and warmth

### Fish Hook

- Attach fishing line to bend in the hook, wrap end around index or middle finger
- Push the shank toward surface of the skin to free barb
- At the same time gently pull the fishing line to free the hook
- Wash injured area with soap and clean water



## Splinters

- Use sterilized tweezers to pull out objects you can see
- Run under clean water to flush wound
- Cover with sterile bandage

## **Serious Burns**

- Protect person from further harm
- Do not remove clothing as it may be stuck to skin
- Cool burn with cold, moist cloths
- Cover burned area with dry, sterile dressings
- Don't immerse in water. Doing so could cause hypothermia.
- Treat for shock
- Seek immediate medical attention

## **Heat Exhaustion**

### **❑ Symptoms**

- Fatigue (which can be profound)
- Thirst
- Dizziness
- Increased heart and respiratory rate
- Pale, clammy skin
- Muscle cramps
- Nausea
- 

### **❑ Treatment**

- Prevention is easy!
- Don't over exercise especially in hot & humid weather
- Rest before you get overheated
- Eat and drink enough (both quantity and frequency)
- Supplement water with beverages such as Gatorade to replenish electrolytes
- Mild cases are common
- Can progress quickly to heat stroke

## **Heat Stroke**

- Heat stroke is a life threatening emergency!
- If not treated immediately, it will quickly progress to coma and death

### **❑ Symptoms**

- Skin is red, hot and dry
- Patient cannot sweat because they are dehydrated
- Disoriented, confused and combative
- May have seizures
- Increased heart and respiratory rate

### **❑ Treatment**

- Recognize early and treat early
- Remove from heat and place in shade
- Cool immediately with water, fan to accelerate evaporation
- Vigorously massage limbs to encourage circulation
- Hydrate once conscious
- Evacuate immediately to definitive care

## **Shock**

- Shock is never a chief complaint but any serious condition can lead to shock
  - Caused by conditions such as trauma, allergic reactions and burns
- Symptoms of shock**
- Weak pulse
  - Rapid and shallow respiration
  - Level of conscious may be disoriented or unconscious
  - Pale, cool and clammy skin
- Treatment for shock**
- Check airway/breathing
  - Find and treat underlying cause
  - Keep patient lying down in position of comfort
  - Protect patient from environment, maintain body temperature
  - Monitor vital signs

## **Dehydration**

Dehydration is when the body does not have enough water and fluids. It is caused by losing too much fluid through sweating, vomiting or diarrhea.

### **❑ Symptoms**

- Headache
- Weakness or lethargy
- Dizziness
- Nausea
- Dry skin, mouth, lips
- Fever
- Concentrated/dark urine

### **❑ Treatment**

- Rehydrate with slow sips of water or  $\frac{1}{2}$  strength sports drink
- Proactive prevention by drinking lots of fluid when active

## Hypothermia

Hypothermia is a drop in the body's core temperature. Rain, temperature fluctuations and altitude can all contribute to hypothermia during any month of the year. Usually happens when wind and wetness take away heat faster than it can be produced.

### ❑ Causes

- Radiation, respiration, convection, evaporation, conduction

### ❑ Symptoms

- Uncontrollable shivering
- Confusion
- Loss of coordination
- Changes in level of consciousness

### ❑ Treatment

- Warm the patient and prevent further loss of heat
- Remove wet clothing
- Give warm food and drink
- Remember: treatment may take some time

## Hyperventilation

Someone who is frightened or anxious might react by breathing too quickly, upsetting the balance of oxygen in their bloodstream.

- Causes
  - Breathing too quickly
- Symptoms
  - Visible rapid breathing
  - Dizzy, disoriented and fearful
- Treatment
  - Talk quietly to the victim, encourage them to calm down
  - Get them to reduce the amount of air they are breathing
  - Can be a signal of more serious issues

Second Class 6b. Show what to do for the following "hurry" cases:

### **Scene Assessment (30 seconds)**

- Scene safety-Is it safe for me/patient/others?
- Level of consciousness- are they conscious and responsive? Are they sleeping?
- What happened? MOI (mechanism of injury). If unconscious and cannot determine MOI assume spine injury. Look for clues of poisoning, including inhaled poisons or drug overdose.
- Personal protective equipment
- General impression-how many patients, how serious, environmental concerns (weather, time)

### **Primary Assessment (ABCDE) (2 min.)**

- Airway
  - Look- open and visually inspect airway
  - Listen – can you hear air moving in and out
  - Feel-ear to mouth, feel for air
  - If no to any of the above, is airway clear? If not roll on side, clear airway of material (blood, object, fluid)
  - Proceed to rescue breathing

(Continued)

- Breathing**
  - Look- do you see chest rise and fall
  - Listen – is their breathing clear?
  - Feel-can you feel chest rise and fall
  - If no to any of the above, Proceed to rescue breathing
- Circulation**
  - Look- are they bleeding, what is skin color
  - Listen – ear to chest, can you feel heartbeat
  - Feel-can you feel pulse on carotid artery
  - If patient has uncontrolled bleeding:
    1. Find source of bleeding
    2. Apply direct pressure
- Deformity**
  - Look- at patient's body. Is it free of obvious deformity?
  - Listen – is the patient pain free?
  - Feel-do a chunk check on major body parts
  - If found, immobilize and stabilize

*(continued)*

- Environment
  - Look- at where patient is lying, are they safe, comfortable, protected?
  - Listen – are they telling you they are comfortable?
  - Feel-do they feel normal, hot/cold, wet/dry?
  - Take actions to protect yourself, patient and group from environmental challenges and hazards.
  - See to everyone's basic needs (food, shelter, warmth, emotional support)

## Ingested Poisoning

- Swallowed poisons
  - Call 911
  - Treat patient for shock and monitor breathing, give CPR if necessary
  - If patient vomits, save sample to help ID poison
- Inhaled poisons
  - Call 911
  - Double check scene
  - Approach safely, don't poison yourself
  - Move patient to clean air
  - Monitor breathing, give CPR if necessary

*Second Class 6c. Tell what to do to prevent or reduce the occurrence of injuries on a campout or hike.*

Wear close toed shoes.

Know what weather to expect and wear/take the appropriate gear/clothes.

Be aware of your surroundings.

Stay hydrated. Drink lots of water.

Don't bother the wildlife. Keep your distance.

Carry a first aid kit.

*Tenderfoot 4b. Describe common poisonous plants. Identify any that are local. Tell how to treat for exposure to them.*

**How to identify poison ivy**

- Leaves of three, let it be
- Hairy vine, no friend of mine
- Berries white, run in fright
- Longer middle stem, stay away from them
- If butterflies land there, don't put your hand there

**How to treat for exposure**

- Wash area immediately with degreasing soap and plenty of water
- Scrubbing is essential to remove oils
- If reaction occurs use calamine lotion or hydrocortisone cream to relieve itching, try not to scratch

*First Class 7f. Explain how to obtain potable water in an emergency.*

### **Three ways to make water safe:**

#### Boiling

- Best method – 100% effective
- Water must reach a rolling boil for a full minute
- Most time consuming

#### Filtering

- Generally effective and easy to use
- Does not remove viruses (rare in US)
- Usually fastest method

#### Treating

- Chemical treatment tablets available in small bottles and in packets
- Must “bleed the threads” of water bottles
- Must wait 30 minutes for effectiveness

*First Class 5b. Identify two ways to obtain weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.*

- Sources for weather forecasts:
  - Television
  - Radio
  - Websites
  - Mobile apps
- Websites and mobile apps for weather forecasts:
  - Weather.com
  - Wunderground.com
  - nws.noaa.gov
- Weather forecasts are important to:
  - get a better idea on what gear to take
  - forecast what to expect during the trip
  - understand bigger picture of nature

*First Class 5c. Explain at least three indicators of impending hazardous weather, the dangerous events that might result from them and the appropriate actions to take.*

**Red sky:** Red sky at night, sailor's delight; red sky in morning, sailor take warning.

**Dewy dawn:** Heavy morning or late-evening dew (or frost in cold months) may indicate 12 hours of continued good weather.

**Animals:** Cattle and deer gather in lower elevations and away from exposed hills when the weather is about to change for the worse.

**Summer halos:** A hazy ring around the sun or moon in summer is a reliable sign that the weather pattern is in for a change, usually bringing rain.

**Gray morning:** A gray dawn with foggy valleys indicates a clear day ahead.

*First Class 5d. Describe extreme weather conditions you might encounter in your area. Discuss how you would predict the risks, avoid risks with alternative planning, and prepare and respond to those weather conditions.*

## **Wind**

### Planning

- Review weather forecasts to determine risk
- Avoid setting tents under trees, especially unhealthy trees or dead branches
- Avoid making camp in the dark

### Responding

- Take cover under hard shelter if available
- Tents provide little protection from falling limbs/trees

## **Lightning**

### Planning

- Review weather forecasts to determine risk
- Watch cloud patterns for clues to incoming weather
- Time visits to high risk areas with local weather patterns

- Responding to Lightning**
  - Take cover under hard shelter if available
  - Stay away from highest objects
  - Stay out of open areas
  - Get out/off and stay out of water for 30 minutes
  - Spread group out to minimize multiple victim risk

## **Heat**

- Planning**
  - Review weather forecasts to determine risk
  - Bring or have access to plenty of potable water
- Responding**
  - Increase water consumption
  - Monitor participants for heat related injuries
  - When heat index reaches 95 degrees reduce activity, when index reaches 100 suspend activities

## **Cold**

- Planning**
  - Review weather forecasts to determine risk
  - Pack appropriate clothing for forecast plus more
- Responding**
  - “Layer Up” and wear a hat and gloves
  - Stay out of wind where possible
  - Keep hydrated and fueled up
  - Monitor participants for hypothermia

*First Class 4b. Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.*

## **GPS – Global Positioning System**

- Requires device with satellite reception
- Using satellites, triangulates exact location on earth
- Navigational grids projected on earth aid describing locations

*Latitude/Longitude-degree based, divides map into 360 degree sections, begins at prime meridian, count east to west*

*UTM – metric based, divides map into 1 km x 1 km sections, begins at 180 degrees, count west to east*

## **Woodruff Waypoints:**

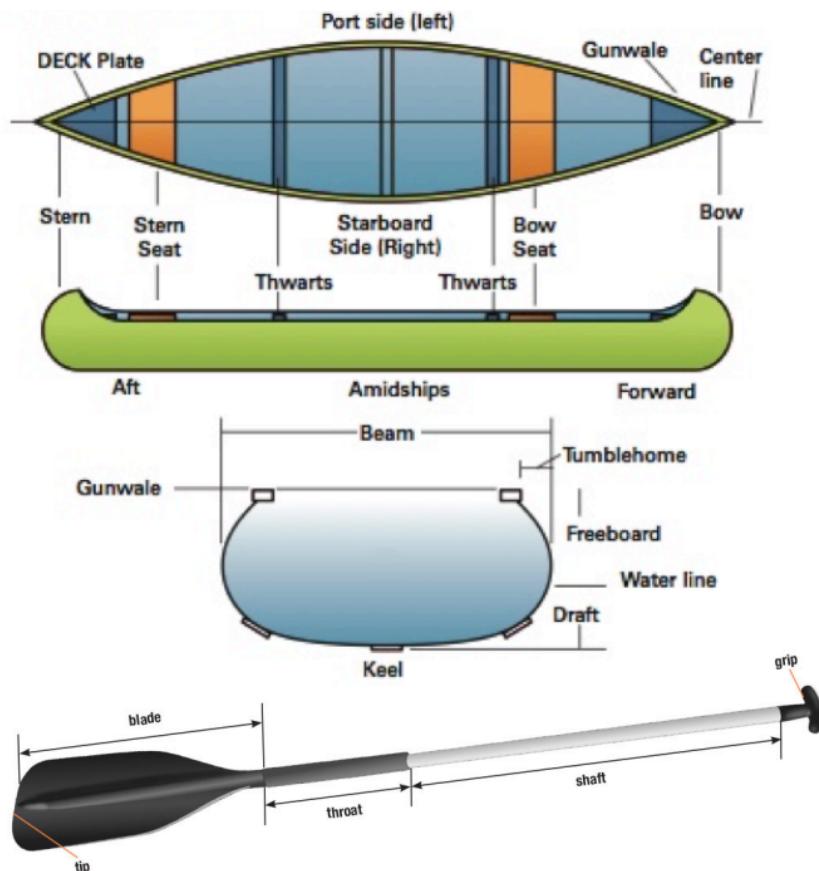
Mountaineer Pavilion: 34.936183, -84.140552

Flag Court: 34.933898, -84.140021

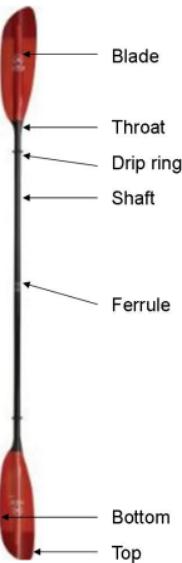
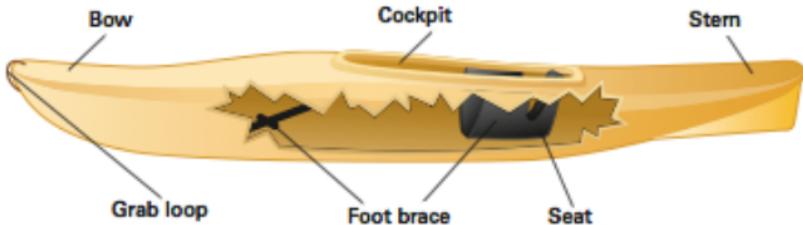
Waterfront: 34.932692, -84.139177

Razor Porch: 34.934434, -84.141009

First Class 6c. Identify the basic parts of a canoe, kayak, or other boat and the parts of a paddle or oar.



## PARTS OF A KAYAK



*First Class 6d. Describe proper body positioning in a watercraft depending on the type and size of vessel and explain its importance.*

### **Proper body positioning**

- Keep gravity as low as possible
- Don't lean too far over sides

#### In canoes

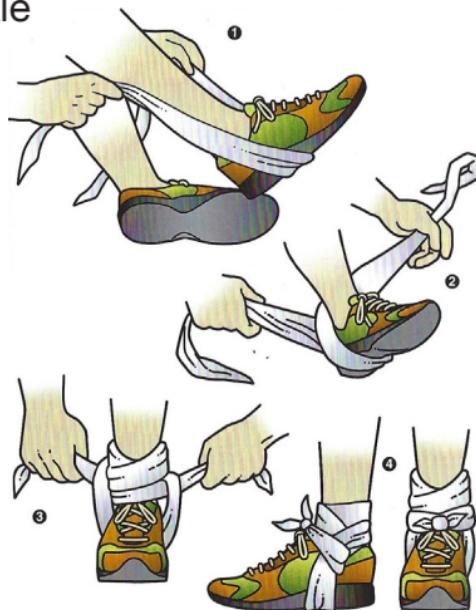
- Stay seated
- Face forward
- If paddling by yourself sit in back of canoe

#### In rowboats

- Sit midship facing aft (backwards)
- Coxswain (coxswain) should sit aft facing forward to guide

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

### Sprained Ankle



- Leave boot on for support
- Using cravat, under foot
- Cross behind heal
- Loop under first wrap
- Tie off with square knot

## Injuries to the Head

- Center cravat on forehead
- Wrap one full rotation
- Finish with square knot



## **Upper Arm Fracture**

- Splint outside of upper arm
- Place arm in sling hand raised 3 inches above elbow
- Use cravat to hold upper arm against side of chest



## **Collarbone Fracture**

- Place arm in sling hand raised 3 inches above elbow
- Use wide cravat to hold upper arm against side of chest



*First Class 7b. By yourself and with a partner, show how to:*

## **Transport a person from a smoke-filled room**

- Don't become another victim, wait for help if your safety threatened
- Move unconscious victim using either shoulder drag or blanket drag



**Shoulder drag.**



**Blanket drag.**

## Transport for at least 25 yards a person with a sprained ankle



### Single Person:

- Put one of victim's arms around your neck
- Place your other arm around victim's waist



### Dual Person:

- Put one of victim's arms around each rescuer's neck
- Each rescuer places free arm around victim's waist

*First Class 7c. Tell the five most common signals of a heart attack. Explain the steps in cardiopulmonary resuscitation (CPR).*

## **Common signals of a heart attack**

1. Persistent uncomfortable pressure in center of chest
2. Unusual sweating
3. Nausea
4. Shortness of breath
5. Weakness

## **CPR**

1. Position your hand
2. Interlock fingers
3. Give 30 chest compressions at least 2" deep
4. Open the airway
5. Give 2 rescue breaths
6. Watch chest fall
7. Repeat chest compressions and rescue breaths