

Scout Skills Jeopardy

- Give each patrol leader a flashlight or small flag to use as a ‘buzzer’.
- On a chalkboard or other large flat surface, tape the questions in their categories with lowest value questions at top and highest at bottom – this is how a Jeopardy board is laid out.
- Have a host that asks the questions, calls on players, and decides if an answer is correct.
- Have a helper that keeps a points tally for each patrol on a separate chalkboard.
- The value of a question is deducted for an incorrect answer or added for a correct answer.
- Additional blank cards are included at the end to create your own questions.
- Categories are: Knots, Life or Death, First Aid, Ouch!, Sharp & Hot, Outdoor Skills, Maps, Outdoor Activities, Scouting Basics

First Class (300)

Demonstrate how to tie a clove hitch.

Knots

First Class (300)

Q: When should lashings be used? Give 4 examples of when lashings are used.

A: When you want to join two or more sticks together. Lashings are used to build bridges, tripods, towers, flagpoles, etc.

Knots

First Class (300)

Demonstrate how to tie the bowline with one hand. (One hand holds the rope while the other ties the knot.)

Knots

First Class (300)

Demonstrate how to tie the sheet bend.

Knots

First Class (300)**Knots**

Q: What is a floor lashing used for?

A: The floor lashing is used to build the top of a table, the deck of a raft or the walkway of a bridge.

First Class (300)**Knots**

Demonstrate how to tie the bowline.

Tenderfoot (100)**Knots**

Q: Explain when you would whip or fuse the end of a rope.

A: When the end is fraying.

First Class (300)**Knots**

Demonstrate how to tie a timber hitch.

Tenderfoot (100)**Knots**

Demonstrate how to tie two half hitches.

Tenderfoot (100)**Knots**

Demonstrate how to tie the taut-line hitch.

Tenderfoot (100)**Life or Death**

Q: Explain when to use the Heimlich maneuver.

A: When someone is choking and cannot speak, cough or breathe.

Second Class (200)**Life or Death**

Q: Explain the symptoms of heatstroke.

A: Very hot skin, red skin damp or dry with sweat, rapid pulse and noisy breathing, confusion and irritability, unconsciousness.

First Class (300)**Life or Death**

Q: In very basic terms, explain first aid for stopped breathing.

A: Open the airway (lie the victim on their back, clear tongue and any other obstruction). If the airway seems to be open and the victim is still not inhaling and exhaling, begin rescue breathing (give breath every 5 seconds while watching chest rise). If the victim's chest doesn't rise recheck the airway and perform the Heimlich maneuver. Resume rescue breathing; continue until medical help arrives and tells you to stop.

Second Class (200)**Life or Death**

Q: Explain first aid for heatstroke.

A: Move the victim to a cool, shady spot. Cool him any way possible: remove clothing, cover with wet towels or clothes, place him in a stream or bathtub. Keep the victim laying down with head and shoulders slightly raised. Monitor the victim closely: his temperature could go up again, he might vomit or require rescue breathing. Get emergency help right away.

Second Class (200)**Life or Death**

Q: Explain 4 of the symptoms of shock.

A: No symptoms may be displayed. Weakness, confusion, fear, and/or dizziness. Skin that is moist, clammy, cool and pale. A quick, weak pulse. Shallow, rapid and irregular breathing. Nausea and vomiting. Extreme thirst.

Tenderfoot (100)**First Aid Skills**

Q: Explain two ways to administer first aid to a frostbite victim.

A: Get the victim in a warm dry place, warm the area with the palm of your hand (do not rub), put the area against your skin (armpit or belly), put the area in warm (not hot) water, get to a doctor.

First Class (300)**Life or Death**

Q: Explain first aid for a poisonous snakebite.

A: Get the victim to a doctor ASAP so that they can neutralize the venom. Remove jewelry that might cause problems if the area swells. Have the victim lie down and position the bitten part lower than the rest of the body. Treat for shock. Use a venom extractor, if available within 3 minutes of the bite. Do not make any cuts on the bite. Do not apply ice.

Second Class (200)**Life or Death**

Q: Explain symptoms and first aid for dehydration.

A: Symptoms are fatigue, headache and muscle aches, and confusion. Heat exhaustion, heatstroke and hypothermia can all be caused in part by dehydration. First aid is simply rehydrating the body—water is best.

Second Class (200)**Life or Death**

Q: Explain first aid for shock.

A: Eliminate the cause by restoring breathing and heartbeat, controlling bleeding, relieving severe pain and treating wounds. Make sure the airway stays open for breathing. Have the injured person lie down. Raise their feet to move blood from legs to vital organs. Keep them warm. Get emergency medical care.

Tenderfoot (100)**First Aid Skills**

Q: Explain 2 locations where frostbite may occur and give 2 symptoms of frostbite.

A: Frostbite can occur in extremities: ears, nose, fingers or feet. Symptoms include pain, numbness, and grayish skin color.

Second Class (200) First Aid Skills

Q: Explain how to remove a fishhook when you can't get to a doctor.

A: Push the hook farther in until the barb comes through the skin. Snip off the barb with pliers, wire cutters, or nail clippers. Ease the shank of the hook back out through the point of entry. Wash and bandage the wound.

Second Class (200) First Aid Skills

Q: Explain first aid for heat exhaustion.

A: Have the victim lie in a cool, shady place with feet raised. Remove excess clothing. Cool the victim by applying cool wet clothes to his body and by fanning him. If he is fully alert, let him sip from a glass of water into which you've stirred a pinch of salt. Recovery should be rapid; if not, call a doctor.

Second Class (200) First Aid Skills

Q: Explain first aid for hyperventilation.

A: Talk quietly to the victim and encourage him or her to calm down and breathe slowly. Having the victim breathe into a paper bag might help restore carbon dioxide to the body. Have the victim checked by a physician.

First Class (300) First Aid Skills

Q: Explain the difference between simple and compound fractures.

A: Simple fractures do not cut through the skin. Compound fractures do pierce the skin.

Second Class (200) First Aid Skills

Q: Explain first aid for a second-degree burn.

A: Place the injury in cool water until the pain goes away. Let the burn dry then protect it with a sterile gauze pad. Do not pop the blisters and do not apply any creams, ointments or sprays.

Second Class (200) First Aid Skills

Q: Explain first aid for a puncture wound (pins, splinters, nails, etc).

A: Encourage the wound to bleed to help anything that may have been forced inside. Use sterilized tweezers to pull out the object. Wash the area with soap and water. Apply a sterile bandage. Get the victim to a doctor.

Second Class (200) First Aid Skills

Q: Explain 4 of the symptoms of heat exhaustion.

A: Pale, clammy skin due to heavy sweating. Nausea, fatigue, dizziness, fainting, headache, and muscle cramps.

First Class (300) First Aid Skills

Q: Explain the 5 common warning signs of heart attack.

A: Uncomfortable pressure in the center of the chest. Unusual sweating. Nausea. Shortness of breath. A feeling of weakness.

First Class (300)**First Aid Skills**

Q: Explain first aid for animal bites.

A: Scrub the bite with soap and water to remove saliva. Cover the wound with a sterile bandage and get the victim to a doctor. Do not try to catch the animal.

First Class (300)**Ouch!**

Q: Explain first aid for a non-poisonous snakebite.

A: Scrub the area with soap and water then apply an antiseptic.

Tenderfoot (100)**Ouch!**

Q: Explain first aid for a first-degree burn.

A: Treat immediately by holding the burn under cold water or applying cool, wet compresses until there is little or no pain. Alternatively use a burn gel pad.

Tenderfoot (100)**Ouch!**

Q: Explain first aid for small cuts and scratches.

A: Wash the area with soap and water, apply an antiseptic, and keep the wound clean with a bandage.

Tenderfoot (100)**Ouch!**

Q: Explain how to prevent blisters on your feet.

A: Avoid getting blisters by wearing shoes or boots that fit properly, by changing your socks when they are sweaty or wet, and by paying attention to how your feet feel.

Tenderfoot (100)**Ouch!**

Q: Explain first aid for blisters on your feet.

Aside from draining the fluid, what can you do?
A: Stop hiking as soon as you feel a hot spot, shape a piece of moleskin into a donut and place it over the blister or use a gel pad for treating burns or a piece of duct tape to cover the area.

Second Class (200)**Sharp & Hot**

Q: Explain 5 safe ax use rules.

A: Do's: sheathe the ax when not in use, carry with the blade away from your body, sharpen the blade when dull, be careful when passing a saw to another person, wear boots, gloves and protective eyewear.

Don'ts: cut any trees—living or dead—without permission, allow the ax's blade to cut into the ground, leave an ax lying around camp.

Second Class (200)**Sharp & Hot**

Q: Explain what tinder, kindling and fuel wood are.

A: Tinder is small, catches fire easily, and burns fast. Kindling is small twigs no thicker than a pencil and is used to get the fire going. Fuel is larger wood used to keep a fire going and to create coals for cooking on.

Second Class (200) Sharp & Hot

Q: Explain 3 things a safe fire pit should include.

A: An area where nothing but the wood you feed the fire will burn, such as metal fire rings, grills or stone fireplaces. Create a fire pit on gravel, sand or bare earth. Stay away from branches, roots or boulders that could be scarred by the fire. Rake away pine needles, leaves twigs and anything else that might burn. Keep a filled fire bucket nearby.

Second Class (200) Sharp & Hot

Q: Explain 2 types of fire lays.

A: Teepee, log cabin, star, lean-to.

Second Class (200) Sharp & Hot

Q: Explain 5 safe saw use rules.

A: Do's: sheathe the saw when not in use, carry with the blade away from your body, replace blades when dull, be careful when passing a saw to another person, wear boots, gloves and protective eyewear.

Don'ts: cut any trees—living or dead—without permission, allow the saw's blade to cut into the ground, leave a saw lying around camp.

Miscellaneous (400) Outdoor Skills

Q: What are the 3 methods of purifying water?

A: Boiling, purification tablets, and filters.

Second Class (200) Sharp & Hot

Q: Give 3 wet-weather fire building tips.

A: Gather wood before the rain begins, keep dry tinder in a plastic bag, split wet logs, keep matches dry in a plastic bag, look above-ground (in trees) for wood, use a lighter or candle to start a fire.

Tenderfoot (100) Sharp & Hot

Q: In Scouting you are not allowed to carry or use a pocket knife or build a fire until you have earned...

A: The Totin' Chip and Firem'n Chit.

Miscellaneous (400) Outdoor Skills

Q: Name 5 of the 10 "Scout Outdoor Essentials."

A: Pocketknife, first aid kit, extra clothing, rain gear, water bottle, flashlight, trail food, matches and fire starters, sun protection, map and compass.

Miscellaneous (400) Outdoor Skills

Q: A bear bag is used to keep animals away from your food. How far out of reach does it need to be?

A: 12 feet off the ground, 8 feet away from trees.

Miscellaneous (400) Outdoor Skills

Q: What's needed to make a "gray water" bag?

A: Sand and/or hay in a burlap sack.

Tenderfoot (100) Outdoor Skills

Q: Name 3 of the local poisonous plants.

A: Poison Ivy, Poison Sumac, Poison Oak, Jimson Weed, Mountain Laurel, Water Hemlock, various azaleas, White Snakeroot, Celandine and Stinging Nettle—all found in New England.

Miscellaneous (400) Outdoor Skills

Q: Where should a cat hole be dug and how deep should it be?

A: A cat hole should be located at least 200 feet from your camp and any water source, and should be dug 6-8" deep.

Miscellaneous (400) Outdoor Skills

Q: Explain 3 of the 7 principles of Leave No Trace.

A: Plan ahead and prepare. Camp and travel on durable surfaces. Pack it in, pack it out. Leave what you find. Minimize campfire use. Respect wildlife. Respect others.

First Class (300) Outdoor Skills

Q: Plants provide many basic necessities. Identify 5 of them.

A: Plants purify air and pump oxygen into the atmosphere. Groundcover prevents erosion and enriches soil. Plants provide shelter and food for wildlife. Plants provide shelter, food and materials for people. Trees, forests, and wilderness areas provide an area to relax, hike, camp, and explore.

Second Class (200) Maps

Q: A map should be oriented to what direction?

A: Magnetic north. True north should only be used if magnetic north is not given.

Second Class (200) Maps

Q: A map contains more information than just the map itself. Aside from the map legend, explain 2 other symbols found in a map's margins.

A: A north or true-north arrow (for orienting the map), a distance scale (for measuring distances), a map scale (comparing the size of the map to the area the map represents), a date (when the map was drawn or last updated).

Second Class (200) Maps

Q: On a topographic map, contour lines represent altitude changes. On a topographic map, what are index lines?

A: Every fifth contour line is darker than the other four. This index line shows you a number—that line's elevation above sea level.

First Class (300)**Maps**

Q: Explain 3 ways to find directions without a compass.

A: Using the North Star, constellations, the “watch method” (point the hour hand at the sun, half-way between the hour and minute hands is south); the “shadow stick method” (put a stick in the ground pointing towards the sun. A shadow will eventually be cast which points east).

First Class (300)**Maps**

Q: Explain 1 way of measuring heights.

A: Stick method (page 122) or felling method (page 123) both of which rely upon the idea of creating a scale with a subjects known height.

Second Class (200) Outdoor Activities

Q: Explain 4 of the 8 requirements of the Safe Swim Defense.

A: Qualified supervision, physical fitness, safe area, lifeguard on duty, lookout, ability groups, buddy system, and discipline.

Second Class (200) Outdoor Activities

Q: Swimming rescues are more dangerous than the other types. Explain the 2 other water rescue methods.

A: Reaching with an arm, leg, stick or other object. Throwing lines or objects.

First Class (300) Outdoor Activities

Q: Explain how 2 different swimming strokes are executed.

First Class (300) Outdoor Activities

Q: Identify 4 of the 8 points in the Safety Afloat plan.

A: Qualified supervision, physical fitness, swimming ability, personal flotation equipment, buddy system, skill proficiency, planning, equipment, and discipline.

Miscellaneous (400) Outdoor Activities

Demonstrate a straddle stretch (page 385 of the Scout Handbook).

Miscellaneous (400) Outdoor Activities

Q: When is cotton clothing good for outdoor activities? When is cotton bad for outdoor activities?

A: Cotton is good for warm, dry weather. Cotton is bad when wet since it will not keep your warm.

Tenderfoot (100) Outdoor Activities

Q: Explain at least 3 of the rules of safe hiking on the highway.

A: Hike with a buddy, wear light/bright-colored clothing, walk on the left-hand side (facing traffic), use a flashlight, (if possible) stay on the sidewalk, never hitchhike.

Tenderfoot (100) Outdoor Activities

Q: Explain at least 3 of the rules of safe hiking when going cross-country.

A: Hike with a buddy, wear light/bright-colored clothing, stay on the trail, use bridges to cross streams (avoid wading if possible), detour around areas that might be dangerous.

Tenderfoot (100) Scouting Basics

Q: Repeat the Scout Motto and Slogan.

A: Be Prepared and Do a Good Turn Daily.

Tenderfoot (100) Scouting Basics

Q: Give your patrol name, patrol yell, and describe your patrol flag.

Tenderfoot (100) Scouting Basics

Q: Explain why we use the Buddy System in Scouting.

A: Safety. It's a way to look after each other.

Miscellaneous (400) Scouting Basics

Q: William D Boyce founded Boy Scouts of America on what date?

A: February 8, 1910.

Tenderfoot (100) Scouting Basics

Q: Explain what shape a folded American Flag should be in and what colors should be showing.

A: The shape should be triangular, with only white and blue showing.

Miscellaneous (400) Scouting Basics

Q: The first official flag of the United States was created by the Continental Congress in what year?

A: 1777.

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