



## Troop Committee Guide to Boards of Review



**Scout**



**Tenderfoot**



**Second Class**



**First Class**



**Star**



**Life**



**Eagle**

**Guidelines and  
Sample Questions for  
Rank Advancement**

## **The Board of Review**

(Compiled from <http://www.scouting.org/filestore/pdf/18-625.pdf>)

The board of review is how the troop committee (or the Eagle Scout board of review) tracks the progress of a Scout to determine his understanding of the ideals of Scouting and how he applies them in daily life in the troop. If the board of review is for rank advancement, the board will satisfy itself that the Scout has done what he was supposed to do for that rank and will review with the Scout the requirements for the next rank. The board of review is also a way of reviewing the troop's progress.

This review is not and should not be an examination or retest of skills learned. Rather, it is an attempt to determine the Scout's attitude and his acceptance of Scouting's ideals, both in the troop and outside of it. The board should get a sense of the importance that the Scout attributes to Scouting in his home life, at school, and in the troop. It also shows how the Scout perceives the troop and its adult leaders.

### **Who Conducts the Board of Review?**

In almost every case, the board of review is conducted by at least three members of the troop committee. The Scoutmaster and assistant Scoutmasters are not members of the board of review. The Scoutmaster can introduce the Scout to the board members and may sit with him to hear the board's decision, but should not be present during the actual board of review. Obviously, the Scout's parent should not serve on his board of review panel.

All boards must constitute at least three and not more than six members who are all 21 years of age or older.

### **The Eagle Scout Board of Review**

The Eagle Scout board of review is chosen by the local council based on its experience and tradition. Councils may constitute Eagle boards of review from among the Scout's troop committee members, but only if at least one member is a district or council Eagle advancement representative. The board can be constituted of district or council Eagle representatives only. Or it can be constituted with members of the community who are not registered Scouters, but then only if they have an understanding of the importance and purpose of the Eagle board.

Because of the importance of this board, the decision to accept an Eagle candidate must be unanimous. If not unanimous, the board may be reconvened at a later date for a second determination.

### **When and Where to Hold a Board of Review**

A board of review should be held where the board members and the Scout are the only ones aware of what is going on. There should be no possibility for embarrassing the Scout in front of others. And a Scout should be comfortable speaking his mind to the board.

Some possibilities may include a room in the chartered organization's facility or a conference room at the office of a board member. A campout or summer camp can be an ideal place for a board of review, assuming your committee members can assemble, since the relaxed atmosphere of the out-of-doors can go a long way toward making a Scout comfortable.

An ideal troop might hold monthly boards of review, possibly at the same time as a troop meeting. A troop with few Scouts might conclude that monthly boards are unnecessary as too few Scouts present themselves for advancement, but that would miss one of the functions of the board. A board should be set up to review accomplishment and lack of accomplishment. The board can counsel with Scouts who are not advancing to determine reasons for lack of progress and to stimulate these Scouts to greater participation in the program. This function is of equal importance to the function of reviewing boys who present themselves for advancement.

### **Types of Boards of Review**

A board of review focuses on a Scout's accomplishment and progress. The issues addressed can be about the Scout or the troop. The board of review is a chance for the troop committee or other adults in the community to get a sense of how the troop is doing and to permit them to offer support where needed. It gives three to six other sets of ears to hear how a Scout is doing, how he feels about the troop and his role in it, how he is advancing, and whether he is striving to live up to Scouting's ideals. It is a good idea, therefore, to hold boards of review regularly and often.

Some reasons to have a board of review may include a Scout's lack of advancement, perceived trouble in the troop, or a certain event at the last campout or troop meeting. Ideally, a Scout should sit for a board of review every six months, whether he is advancing or not.

The most common type of board of review is for advancement. By making a board of review a requirement of advancement, a Scout will have at least one opportunity at each rank level to review his progress in Scouting.

Each rank involves a progressively greater mastery of Scout skills, advancing leadership growth, and a growth in the way a Scout understands his world and his role in it. Therefore the different advancement boards of review reflect the increasing maturity of the Scout.

Another issue to be considered at the board of review is the elusive concept of Scout spirit, which is part of the advancement process.

### **How to Hold a Board of Review**

As has been said, the board of review is not an interrogation, not a retesting of a Scout's competence. It is not an examination; rather, it attempts to see that the examinations that went into getting the Scout signed off were up to standard. It is a checkup to see that what should have been done actually was done. It is a friendly growth experience. All this should be accomplished in 15 minutes, though an Eagle Scout board of review may take up to half an hour.

This can be accomplished by simple questions like "What did you cook for your First Class meal?" Questions like Where and When or How will soon tell the board whether achievements were properly accomplished without actually retesting. It is sufficient to know what a Scout's "camp gadget" was in order to understand whether he had been properly tested on his lashings.

But be aware that a Scout who is poorly prepared for the board, one who clearly has not achieved what his book says that he has, is a product, as much of his own merits as of the merits of those who have brought him the board, to those who have signed off his accomplishments without actually having them properly achieved. Thus, a Scout may not be as responsible for his lack of preparation as might be thought. This does not grant carte blanche to the ill-prepared Scout, but it does give the board a way to understand what must be done and to assist the Scout in doing it.

A board can expect a Scout to be neat in appearance and properly uniformed.

The actual meeting should be a give and take, an informal conversation between the Scout and a group of adults who are interested in his welfare and are supportive of his efforts. In all cases, open-ended questions are good to prompt comments by the Scout. You should encourage the Scout to come to conclusions on his own, not simply tell him what you think.

When the Scout has not advanced, the board of review may be focused on a problem, either with the Scout or with the troop. In these cases, you will be counseling the Scout, helping him form his own conclusions on the problem at hand. In a good board of review, you may listen more than you speak.

Listen carefully to what the Scout is saying, then listen to what he is not saying. Skilled counselors often respond to comments by simply smiling or giving encouraging sounds like “uh-huh” or “OK.” Trick questions are not worthwhile. You are attempting to put the Scout at his ease, not interrogate him. Sometimes you can ask the Scout to repeat what he is saying a different way to get a different take on the situation. You can summarize what the Scout is saying so that you can confirm your understanding, but try not to use this device to put the boy in a corner.

If there is a solution to the problem, try to have the Scout come up with it. Perhaps he cannot formulate a solution, but could choose from among several you can think of. In all events, try to have the Scout make the conclusions. If a solution cannot be reached, there is nothing wrong with agreeing to meet in the future to see if circumstances have changed or whether the Scout has found an answer to his problem.

Some Scouts may freeze up at the board of review and become silent or monosyllabic in answers. Or they may forget simple items. Eagle Scout candidates have been known forget the Scout Oath, for example. The board should encourage and support these boys in a friendly, kind, and courteous manner and help them to become more comfortable.

In the board of review, you will certainly be assessing the Scout’s achievements and his growth in the ideals of Scouting. Those ideals include patriotism and citizenship and the values embodied in the Scout Oath and Law. Have no fear of speaking to those values. Ask a Scout how he is getting along in school. Ask him how he is serving his religious institution, if he has one, or, if not, ask him how he satisfies his duty to God.

You could ask a Scout about leadership opportunities he has taken at school or in his religious institution. It is important to see how the ideals of Scouting have affected him in his daily life.

You can and should ask a Scout how he felt about certain accomplishments; how he felt he handled himself on a service project. Ask a Scout about his leadership position, whether he believes he was successful or whether he had problems. You can discuss those problems, hopefully with an eye toward solving them.

You should always end a board of review by praising the Scout for the positive aspects of his character, his skill level, and/or his accomplishments.

Once you have interviewed the Scout, the board will ask him to leave the room so that the members may deliberate. As this is often the most stressful part of the process for the Scout, this deliberation should not be long. However, it should be long enough to have a discussion that leads to a unanimous decision. When the meeting is finished, the Scout should be invited back in to hear the board’s decision, which, of course, should be delivered in a friendly and supportive manner, regardless of what the decision is.

If the Scout is not advancing, the board should certainly give the Scout the opportunity of learning what he needs to do to advance. He should be given a definite time for a subsequent board of review. Finally he should be given information about appeal procedures. In a good troop, having a Scout deferred for advancement by the board of review is unusual. If there is a problem with a Scout, normally he will not be presented to the board of review.

The Scout holds his new rank as of the date of the board of review. For ranks where a period of tenure is required, that period begins with the date of passing of the board of review for the previous rank.

The following discusses the general nature of specific advancement boards of review. Checklists of questions have been developed for each of the specific ranks, but the Scout’s Boy Scout Handbook or your troop’s advancement chart can provide the skeleton for questions of that nature. The following are simply guidelines for the specific boards of reviews.

### **The Tenderfoot through First Class Boards of Review**

The Tenderfoot through First Class boards of review are ways of getting to know the Scout better, reviewing his progress in achievements, and discussing how he felt about the various steps he has taken on the Scouting trail, including his individual achievements. This should not be a time of retesting, but rather a time to reflect on the skills learned and how the Scout has absorbed the ideals of Scouting.

Questions here will naturally deal with a certain campout, or the difficult time the Scout had with knots. But it may deal as well with how he is getting along with certain other Scouts or how he exhibits Scouting ideals outside the troop.

Other aspects of the board of review should never take a back seat. This is the time to ask the Scout how he feels about the troop program, whether he feels he is learning anything, whether he is having fun. It is also a time to assess his Scout spirit and how he is absorbing Scouting's Ideals. Remember that if you ask a same question ("What does 'loyal' mean to you?") at successive boards of review for ever higher ranks, you should expect ever more sophisticated answers.

#### Possible Questions

- Who is your patrol leader?
- What do you think of the problems he is facing?
- How are you doing in your first aid skills?
- What are your goals for the next few months; how do they meet advancement requirements?
- What do you think would make the troop better?
- How do you fulfill your duty to country? To God?

### **The Star and Life Boards of Review**

The Star and Life boards of review will be a bit longer than previous ones. The Scout will have acquired many more skills and will evidence more maturity. Leadership will be one of the significant topics to be discussed. Each of these ranks involves service projects, and you should ask the Scout how he felt about the projects.

As before, you will also be evaluating his Scout spirit. Certainly, by this time, you will have reached certain conclusions about the Scout, but remember that at these ages, the Scout will be able to change fundamentally much quicker than you would imagine and the board of review may be an occasion for you to reevaluate the candidate.

#### Possible Questions

- What merit badges did you enjoy, and why?
- What merit badges did you get the most out of, and why?
- How did you fulfill your Swimming (or other merit badge) requirements?
- How did you feel about your leadership position?
- How did you feel about how you exercised that position?
- Did you feel that you accomplished anything in that position?
- What were your frustrations?
- Who do you think is doing a good job in the troop?
- Have you thought about achieving Eagle?
- Have you thought about a service project for Eagle?
- How do you fulfill your duty to God? To country?

**The Eagle Scout Board of Review**

At this point, if you have watched the Scout from the date he joined the troop, you may know this Scout very well. He should be congratulated on all he has accomplished.

This is an occasion to review the Scout's Eagle service project, but not an occasion to criticize it; rather you should review it with the Scout so that you are comfortable with his completion of it.

You will be speaking to a very accomplished young man, one who has an experience with the troop that is inherently different than yours. It is wise to understand what the Scout feels are the strengths and shortcomings of the troop.

You can also ask the Scout whether he believes he is an Eagle. Does he believe he has accomplished all he needs to in order to become an Eagle?

Of course, Scout spirit is a part of this discussion. The Eagle candidate's spirit should be such that he is an example to other Scouts.

***Possible Questions***

- How did you feel your Eagle project went?
- Did you run into any rough spots?
- Did you plan enough to get you over the rough spots?
- How did you work with the agency for which you did the project?
- Where they clear in their goals?
- Would you do the project differently now?
- How do you think the troop is doing?
- How do you intend to help the troop now?
- Do you have any goals for the troop?
- What are your goals for yourself?
- How to do fulfill your duty to country? To God?

**The Eagle Palm Board of Review**

Like the Eagle Scout board of review, the Eagle Palm board of review is an opportunity for you to learn. Listen carefully to what is being said.

The Scout before you will have accomplished much and will be approaching his 18th birthday. You should encourage the Scout to remain connected to the troop in a visible way. You should not be discouraged if a high school student is less able to devote his spare time to Scouting. Thus you may find that this Scout's activity with the troop is less than you would desire. However, you should be able to tell if a Scout is living up to the ideals of Scouting outside the troop as well as inside it. Again, always conclude these boards of review with words of encouragement. Eagle Palm boards of review are opportunities for you to have a give-and-take discussion with the very best in Scouting. Enjoy it.

***Possible Questions***

- How do you plan on contributing to the troop now?
- What are your goals for the troop?
- What are your personal goals?
- Will your Scouting experience help you?
- How do you fulfill your duty to country? To God?

### **Appeal Procedures**

In the ordinary course, appeals of board-of-review decisions will not be made, principally because the Scout believes in the justice of the decision. Generally, appeals are sought only when a Scout sees his opportunity to achieve Eagle diminishing.

When can appeals occur?

First, if the troop leader or troop committee does not recommend a Scout for a board of review or fails to sign an Eagle rank application, the Scout (or other interested party) may appeal that decision to the next highest level.

Second, if a board of review does not find favorably for the candidate, the Scout may also appeal to the next highest level. This appeal can be taken by the Scout, his leader, or the Scout's parents. An appeal from a local board of review would be taken to the district advancement committee, and from there to the council advancement committee, and finally to the National Boy Scout Committee.

When an appeal is made, the committee to whom the appeal is addressed will promptly review the facts. All parties must be interviewed by the committee, hopefully without confrontation. A written report with all details will be prepared by the reviewing committee and forwarded to the National Boy Scout Committee.

Appeals to the National Boy Scout Committee are made only through the local council. There is no direct appeal. In Eagle matters, a copy of the Scout's Eagle Scout Rank Application must accompany the national appeal.

### **The Board of Review and the Healthy Troop**

Thinking about the questions we have been discussing should give you an appreciation for how the board of review can contribute to maintaining a healthy troop. It is the ideal place to encourage leadership, to check on problems the Scoutmaster sees arising, to head off future problems, and to make sure the Scout is on track to accomplish the goals and methods of Scouting.

There should never be a heavy-handed approach to a board of review; this is not an attempt at disciplining a wayward Scout. Rather, it should be thought of as a way to make it easier for a Scout to do the things that contribute to the health of the troop. Perhaps a Scout can be encouraged to work with younger Scouts, or to let other Scouts perform their roles in the troop without badgering—this may be especially necessary for a first-time patrol leader or even senior patrol leader.

### **The Board of Review and the Healthy Scout**

Most importantly, the board of review should be a way of encouraging the individual Scout. The Board of Review is the most personal method in Scouting to assess the needs and desires of a Scout, to encourage and support him, to learn of his fears and hopes, to help him to see himself in the greater context of Scouting, and to encourage his personal growth, both in skills and in living up to the ideals of Scouting.

We are, after all, a values-based organization with a goal of developing in young people and adults a life of service to God and to country, to others, and to self. We do this by holding up the Scout Law as a guide for personal conduct in all contexts. Our world can be a better place if we succeed in this process.

Further Information on Boards of Review:

<http://www.scouting.org/sitecore/content/Home/GuideToAdvancement/BoardsofReview.aspx>



## What Every Scout Should Know

### ***Scout Oath:***

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law;  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

### ***Scout Law:***

A Scout is ... Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean and Reverent.

### ***Scout Motto:***

Be Prepared.

### ***Scout Slogan:***

Do a good turn daily.

### ***Outdoor Code:***

As an American, I will do my best to:  
Be clean in my outdoor manners,  
Be careful with fire,  
Be considerate in the outdoors, and  
Be conservation-minded.





## **Tenderfoot**

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 Second Class. Point out that the Scout may have already completed many of the requirements for Second Class, or even First Class.

The approximate time for this Board of Review should be 15-20 minutes.

### ***Sample Tenderfoot 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 Second Class?

## More Tenderfoot Questions

- Personal Data
  1. When did you join the Troop?
  2. What grade are you in? What school?
  3. What hobbies do you have?
  4. Why did you join Boy Scouts?
- What Do You Think
  1. How do you live the Scout Oath and Law in your daily life? If you find it a challenge how do you overcome it?
  2. What is a good turn? What good turns have you done lately?
  3. What troop outings have you attended? What do you think of them?
  4. What does "On My Honor" mean to you?
  5. What do you think people expect from you as a Boy Scout?
- Teamwork
  1. Have you been able to make it to most of the troop meetings so far?
  2. What is the name of your patrol? Do you have a flag?
  3. Do you feel that you and your patrol are getting along?
  4. Is there anything you would like to see changed in the patrol or troop meetings?
- The Big Picture
  1. What do you like best about Scouting?
  2. How (or how not) has Scouting been what you thought it would be?
  3. Have you taken part in any recent service projects? Which ones?
  4. What are your long term plans in scouting?
  5. What are your plans for Second Class?



## Second Class

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 First Class; many of the easier ones may have already been completed.

The approximate time for this Board of Review should be 15-20 minutes.

### *Sample Second Class 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 Second Class 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 First Class?

## More Second Class Questions

- Personal Data
  1. How old are you?
  2. Do your friends at school know you're in Scouts?
  3. Do you ever take the time and just talk with members of your family? If so, who?
  4. Do you have a hero? If so, who and why?
- What Do You Think
  1. In the Scout Oath, what does "I will do my best" mean to you?
  2. Do you ever do more than one Good Turn Daily? What kinds?
  3. What point of the Scout Law is the most important to you? Why?
  4. Do you have a favorite youth or adult leader? If so, what makes that person a good leader?
  5. The Scout Motto is "Be Prepared". What does it mean to you?
  6. What do you think it means to be a Second Class Scout? What should people expect of you?
- Teamwork
  1. What did you do for you one (1) hour of service required for Second Class? What did you think of the project? What other service have you done?
  2. What type of service projects would you like to work on?
  3. Does your patrol have patrol meetings? Do you find them helpful? Is there something the troop can do to help your patrol have productive patrol meetings?
  4. Is there any part of the patrol program that you would like changed? How would you make these changes? What is the benefit of these changes?
- Your Progress
  1. What requirement for this rank was the hardest? Easiest?
  2. Have you started earning any merit badges? Which ones interest you, and why?
  3. Do you have any difficulty setting goals for yourself?
  4. Have you had a chance to cook outdoors? What did you like about it?
  5. What outdoor skills do you like best?
- The Big Picture
  1. What are your plans for First Class?
  2. Is there anything the troop can do to help you?
  3. What are your long term plans in scouting?
  4. What part of scouting interests you the most?
  5. Are you enjoying Scouting? Why or Why not?
  6. What is the first Patrol Leadership position you plan to run for?



## **First Class**

By this point the Scout should be comfortable with the Board of Review process.

The Scout should be praised for his accomplishment in achieving First Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of First Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol.

The First 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.

The approximate time for this Board of Review should be 20 minutes.

### ***Sample First Class 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 First 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 First 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?

## More First Class Questions

- Personal Data
  1. What grade are you in?
  2. What do you like about school? What is your favorite subject?
  3. What do you tell your friends about the things you learn and do in Scouts?
- What Do You Think
  1. To you, what does it mean to "Do my duty to God"?
  2. What point of the Scout Law is the hardest for you to live up to?
  3. What more does "Be Prepared" mean to a First Class Scout, than to a Second Class Scout?
  4. What does "On my Honor" mean to you?
- Teamwork
  1. How does your Patrol function as a team? What part do you take in helping your Patrol?
  2. What was the last project your patrol worked on as a unit?
  3. How do you apply teamwork in your home? With friends?
  4. Have you had a chance to teach the younger Scouts any of your recently earned scout skills? What did you teach?
  5. What do you think Shared Leadership is?
- Your Progress
  1. What merit badges do you have?
  2. Which merit badge was the most valuable to you? Why?
  3. For this rank you met with a civil employee and discussed your constitutional rights and obligations. Who did you meet with, and what (if anything) did you get from your talk?
  4. What was the most challenging requirement (rank or merit badge)?
  5. Do you think that your first aid knowledge will actually help you? How? Have you had an opportunity to use any of it?
- The Big Picture
  1. What are your plans for your progress toward Star? Do you have a goal date when you would like to make Star by?
  2. If you had the opportunity to add or delete one (1) requirement for this rank, what would it be and why?
  3. What effect has Scouting had on your life?
  4. Do you have a long term goal for your Scouting career?



## Star

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.

The approximate time for this Board of Review should be 20 minutes.

### *Sample Star 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?

## More Star Questions

- Personal Data
  1. What do you do with your spare time?
  2. What other activities do you participate in? (ie. sports, music, social/religious groups, etc.)
  3. How many younger siblings do you have? What sort of impression do you think you give them and others about Scouting?
  4. Do you keep a small sewing kit in your backpack? Have you ever had a need to use it while on an outing (ie. tent zipper, clothes rip, massive wound, etc)?
  5. Who makes sure your uniform is clean and the patches are all sewn on for you to wear?
  6. How do you help out at home? Do you do it to "chip in" or earn money?
- What Do You Think
  1. What should the statement, "A Scout is Trustworthy" mean to a Star Scout?
  2. What do you think the role of a Star Scout is in relationship to younger scouts?
  3. How does the Scout Oath affect the life of a Star Scout differently than it would the life of a Tenderfoot Scout?
  4. What do others have a right to expect of a Star Scout?
  5. What point of the Scout Law is the most important to you? Why?
  6. How do you feel that you live the Scout Oath and Law in your daily life?
  7. What is the Scout Slogan? {answer: "Do a Good Turn Daily"} What type of "Good Turns" do you do?
- Teamwork
  1. What part do you take in the Troop Meetings? Are you a leader or a follower?
  2. Do you hold a leadership position in the troop now? If so, which one and what are your responsibilities? If no, which position(s) have you held? Tell me a short story about your time as a leader.
  3. What service project did you work on to earn your required hours for this rank? What was your job on the project?
  4. How do you feel your patrol functions as a team?
  5. Have you ever tried to instill a change (long or short term) in your patrol? What was it? How? Did you get the results you wanted?
- Your Progress
  1. How would you describe the change in your thinking, actions, and performance since earning First Class? Were they through conscious effort?
  2. Which six (6) merit badges did you earn for this rank? Which was the most important to you? Why?
  3. What was the most interesting and/or unique requirement you have had in a merit badge?
  4. While working toward your Star did you learn anything that you would like to pass on to the younger Scouts? What?
  5. What have you learned that might help you as an adult?
- The Big Picture
  1. What is your goal for reaching Life Scout?
  2. What is your long term goal for Scouting?
  3. What do you feel the troop can do most to help the younger Scouts so they will make it to Star and beyond?
  4. If you could make one (1) change in the merit badge program (ie structure, format, add a badge). What would you do?
  5. What type of career interests you? Have you looked into earning a related merit badge?





## Life

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.

The approximate time for this Board of Review should be 20 - 30 minutes.

### *Sample Life 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?

## More Life Questions

- Personal Data
  1. How are you doing in school? What do you like the most about it?
  2. Do you feel it took you a long time to get here?
- What Do You Think
  1. How does Scouting influence your interactions with people?
  2. Have you ever felt you had to defend yourself because someone knew you are in Scouts?
  3. Outside of Scouting, tell me about a time when you have had to be a leader. How did it make you feel afterward?
  4. Other than your parents, who do you think has influence your life the most? Why? Who's life do you think you have the most influence over? Why?
  5. Name one thing you hate doing, but you do it anyway because you know it will please someone. How do you feel afterward?
  6. What does "A Scout is Brave" mean to a Life Scout?
  7. In this fast paced time of great stress, what should "Be Prepared" mean to a Life Scout?
  8. How can you personally help keep up the Scout Spirit in the Troop?
  9. What does "Duty to God" mean to a Life Scout? How do you fulfill your duty?
  10. What should others be able to expect from you as a Life Scout?
  11. What does "On My Honor" mean to you?
  12. What is the most difficult part of the Scout Oath and Law for you to live up to in your daily life? How do you over come it?
- Teamwork
  1. How many outings have you been on in the last year? Which did you like the most and why?
  2. What have you done since becoming a Star Scout, in caring out additional responsibilities in the Troop? Patrol?
  3. Which service projects did you work on for the rank of Life? What did you do?
  4. What do you like most about the Patrol Method? Least?
  5. What role do you play in your Patrol?
  6. What is "Shared Leadership"? How do you see it in your Patrol and in the Troop?
  7. What do you think is the most important skill for a leader? Why?
- Your Progress
  1. What additional merit badges did you earn for Life?
  2. What was the most difficult merit badge for you to earn? How often did you meet with your counselor on that one?
  3. Which merit badge did you enjoy the most? Why?
  4. What was the most important thing you learned while working toward Life Scout?
  5. Who helps you or coaches you in preparing for merit badges?
  6. Which merit badges are you working on now?
  7. Have you found any merit badges that you think are too hard for scouts to earn? Which ones? What makes them so difficult?
  8. What leadership position did you hold for this rank? What was your biggest challenge? How did you handle it? What, if any, leadership position would you be most interested in holding?
- The Big Picture
  1. Have you thought about what you will need to do for Eagle?
  2. What do you think you can do to help younger Scouts?
  3. Which scouting skill do you like the most? Why? Least? Why?
  4. What do you think about the Order of the Arrow program?
  5. Is the Troop's Outdoor Program adequate to develop skills and maintain the interest of the Scouts? What changes would you make?