

Traffic Safety

Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in ***Boy Scout Requirements*** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2007 • This workbook was updated in January 2014.

Scout's Name:_____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

http://www.USScouts.Org • http://www.MeritBadge.Org

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

---

1. Do the following:

   a. Describe the top 10 mistakes new drivers frequently make.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10..	

Name the two items you are required by law to carry with you whenever you operate a motor vehicle.

(Note: Some states require a third item)

1.	
2.	
(3.)	

Workbook © Copyright 2014 - U.S. Scouting Service Project, Inc. - All Rights Reserved
Requirements © Copyright, Boy Scouts of America (Used with permission.)

b. Describe how alcohol and other drugs affect the human body and why a person should never drink and drive, or drive while under the influence of any mind-altering substances, including prescription drugs, cold medications, and illicit drugs.

For the state where you live, find out what is the legal blood alcohol concentration and the consequences for driving while intoxicated or driving under the influence.

Legal blood alcohol concentration	

Find out what the open-container law is in your state.

c. Describe at least four factors to be considered in the design of a road or highway.

1.

2.

3.

4.

d. Explain why a driver who is fatigued or distracted should not operate a motor vehicle.

List five common distractions, explain how driver distractions contribute to traffic accidents, and tell how drivers can minimize distractions.

Distraction:	
How it contributes to accidents:	
How to minimize:	

Distraction:	
How it contributes to accidents:	
How to minimize:	

Distraction:	
How it contributes to accidents:	
How to minimize:	

Distraction:

How it contributes to accidents:

How to minimize:

Distraction:

How it contributes to accidents:

How to minimize:

Describe how volunteer drivers can plan to be alert when transporting Scouting participants.

2. Do the following:

   a. Demonstrate how to properly wear a lap or shoulder belt. Explain why it is important for drivers and passengers to wear safety belts at all times.

   b. List five safety features found in motor vehicles besides occupant restraint systems Describe each feature,. how each works, and how each contributes to safety.

Feature:	
How it works:	
How it contributes to safety:	

Feature:	
How it works:	
How it contributes to safety:	

Feature:	
How it works:	
How it contributes to safety:	

Feature:	
How it works:	
How it contributes to safety:	

Feature:	
How it works:	
How it contributes to safety:	

3. Do the following:

   a. Using your family car or another vehicle, demonstrate that all lights and lighting systems in the vehicle are working. Describe the function and explain why each type of light is important to safe driving.

Lighting Type	
Function	
Importance	

Lighting Type	
Function	
Importance	

Lighting Type	
Function	
Importance	

Lighting Type	
Function	
Importance	

Lighting Type	
Function	
Importance	

Lighting Type	
Function	
Importance	

   b. Using your family car or another vehicle, demonstrate how to check tire pressure and identify the correct tire pressure for the vehicle. Explain why proper tire pressure is important to safe driving.

c. Demonstrate a method to check for adequate tire tread. Explain why proper tread is important to safe driving.

d. Demonstrate with a smear-and-clear test if the windshield wiper blades will clear the windshield completely or need to be replaced. Describe instances in good and bad weather when windshield washers are important to safe driving.

4. Do the following:

☐ a In a location away from traffic hazards, measure with a tape measure - not in a car - and mark off with stakes the distance that a car will travel during the time needed for decision and reaction, and the braking distances necessary to stop a car traveling 30, 50, and 70 miles per hour on dry, level pavement.

Discuss how environmental factors such as bad weather and road conditions will affect the distance.

☐ b. Demonstrate the difference in nighttime visibility between a properly lit bicycle and rider (or a pedestrian) wearing reflective material and a bicycle and rider with no lights (or a pedestrian) dressed in dark clothing, without reflective material.

c. Explain how color and shape are used to help road users recognize and understand the information presented on traffic and roadway signs.

Explain the purpose of different types of signs, signals, and pavement markings.

Signs:

Signals:

Pavement markings:

d. Describe at least three examples of traffic laws that apply to drivers of motor vehicles and that bicyclists must also obey.

1.

2.

3.

5. Do ONE of the following:

☐ a. Interview a traffic law enforcement officer in your community to identify what three traffic safety problems the officer is most concerned about.

1.

2.

3.

Discuss with your merit badge counselor possible ways to solve one of those problems.

☐ b. Using the Internet (with your parent's permission), visit five Web sites that cover safe driving for teenagers. As a group, discuss what you learn with your counselor and at least three other teenagers.

	URL	Topic
1.		
2.		
3.		
4.		
5.		

- ☐ c. Initiate and organize an activity or event to demonstrate the importance of traffic safety.
- ☐ d. Accompanied by an adult and a buddy, pick a safe place to observe traffic at a controlled intersection (traffic signal or stop sign) on three separate days and at three different times of the day, for 30 minutes on each visit. At this intersection, survey (1) such violations as running a red light or stop sign; or (2) seat belt usage.
  - ☐ Count the number of violations or number of drivers not wearing a seat belt. Record in general terms if the driver was young or old, male or female. Keep track of the total number of vehicles observed so that you can determine the percentage of compliance vs. violations. Discuss the findings with your merit badge counselor.

Violations Observed:

Date:		Date:		Date:	
Time:		Time:		Time:	

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Traffic Safety#Requirement resources

 Scout's Name: _____

Date and Time	*Age Range*		*Gender*	
	Young	*Old*	*Male*	*Female*
Not wearing a seatbelt				
Wearing a seatbelt				
Total vehicles				
Percent using seatbelt				

Date and Time	*Age Range*		*Gender*	
	Young	*Old*	*Male*	*Female*
Not wearing a seatbelt				
Wearing a seatbelt				
Total vehicles				
Percent using seatbelt				

Date and Time	*Age Range*		*Gender*	
	Young	*Old*	*Male*	*Female*
Not wearing a seatbelt				
Wearing a seatbelt				
Total vehicles				
Percent using seatbelt				

Important excerpts from the *Guide To Advancement - 2013*, No. 33088 (SKU-618673)

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program

No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, "Advancement for Members With Special Needs".

[Page 2] — The "Guide to Safe Scouting" Applies

Policies and procedures outlined in the ***Guide to Safe Scouting***, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session.

When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See "Fulfilling More Than One Requirement With a Single Activity," 4.2.3.6.

[7.0.3.2] — Group Instruction

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to "guest experts" assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual's projects and his fulfillment of *all* requirements. We must know that every Scout —actually and *personally*— completed them. If, for example, a requirement uses words like "show," "demonstrate," or "discuss," then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See "Reporting Merit Badge Counseling Concerns," 11.1.0.0.
- There must be attention to each individual's projects and his fulfillment of all requirements. We must know that every Scout—actually and personally—completed them.

[7.0.3.3] — Partial Completions

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a "partial." In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the Scout's 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing "worksheets" may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.