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 June 2012.

Scout's Name: ___________________________________________ Unit: ______________________
Counselor’s Name: ________________________________________ Counselor’s Phone No.: ________________


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: MeritBadge@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.
      1. ____________________________________________
      2. ____________________________________________

   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.
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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.

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

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

1. ___________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________

4. ___________________________________________________________

Explain how roadside hazards and road conditions contribute to the occurrence and seriousness of traffic crashes.

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

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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. ________________________________

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_____________________________________________________________________________________________________________________
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.

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<tr>
<th>Lighting Type</th>
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<tbody>
<tr>
<td>Function</td>
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<tr>
<td>Importance</td>
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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.

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</table>

c. Demonstrate a method to check for adequate tire tread. Explain why proper tread is 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:
Traffic Safety

Scout's Name: ________________________

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. __________________________________
      __________________________________
      __________________________________
      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. __________________________________
      __________________________________
      __________________________________
      __________________________________

   □ 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.

(1) Day & time ____________________________________________________________

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<th>Violations</th>
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Seatbelt Usage

<table>
<thead>
<tr>
<th>Seatbelt Usage</th>
<th>AGE</th>
<th>SEX</th>
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<tbody>
<tr>
<td>hint: use tick marks to count:</td>
<td>young</td>
<td>old</td>
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<tr>
<td>not wearing a seatbelt</td>
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<td>wearing a seatbelt</td>
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<td>Total vehicles</td>
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<tr>
<td>Percent using seatbelt</td>
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(2) Day & time ____________________________________________

Violations ________________________________________________

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<td>old</td>
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<td>wearing a seatbelt</td>
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| Total vehicles          |     |    |     |
| Percent using seatbelt  |     |    |     |
(3) Day & time ____________________________
Violations __________________________________
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<td>male</td>
<td>Female</td>
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Discuss the findings with your merit badge counselor.

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Requirement resources can be found here:
Important excerpts from the ‘Guide To Advancement’, No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4]** — 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 disabilities. For details see section 10, “Advancement for Members With Special Needs“.)

- **[Inside front cover, and 7.0.1.1]** — 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. [Note: Always reference the online version, which is updated quarterly.]

- **[7.0.3.1]** — The Buddy System and Certifying Completion
  Youth members must not meet one-on-one with adults. 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 certification. 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.

- **[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. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[7.0.3.3]** — Partial Completions
  Scouts need not pass all requirements with one counselor. 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, he or she does not retain the counselor’s 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 Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partial have no expiration except the 18th birthday.