



Traffic Safety

Merit Badge Workbook



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

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Scouts BSA Requirements (Pub. 33216 – SKU 653801).

The requirements were last issued or revised in 2020 • This workbook was updated in June 2020.

Scout's Name: _____ Unit: _____

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

<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.)	

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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.	

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:

- c 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.

- c. b. Describe 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. 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:

- c 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.

- c. b. Using the Internet (with your parent's permission), visit five websites that cover safe driving for teenagers. Then, in a group session with at least three teenagers and your counselor, discuss what you have learned.

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

- c. c. Initiate and organize an activity or event to demonstrate the importance of traffic safety.
- c. 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 violations that might occur. These violations could include (but are not limited to) running a red light or stop sign, speeding, using a cell phone while driving, or occupants not wearing their seat belts.
- c. Count the number of violations. Record in general terms the approximate age of the people you observed.. Keep track of the total number of vehicles observed so that you can determine the percentage of compliance vs. violations.
- c. Discuss the findings with your merit badge counselor.

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>.
 You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.

<i>Date and Time</i>	<i>Estimated Age Range</i>						
	<i>Teens</i>	<i>20's</i>	<i>30's</i>	<i>40's</i>	<i>50's</i>	<i>60's</i>	<i>Older</i>
Speeding							
Using a Cell Phone/Texting while driving							
Running Red Light or Stop Sign							
Other Violations							
Total vehicles							

<i>Date and Time</i>	<i>Estimated Age Range</i>						
	<i>Teens</i>	<i>20's</i>	<i>30's</i>	<i>40's</i>	<i>50's</i>	<i>60's</i>	<i>Older</i>
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Using a Cell Phone/Texting while driving							
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Other Violations							
Total vehicles							

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<i>Date and Time</i>	<i>Estimated Age Range</i>						
	<i>Teens</i>	<i>20's</i>	<i>30's</i>	<i>40's</i>	<i>50's</i>	<i>60's</i>	<i>Older</i>
Not wearing a seatbelt							
Wearing a seatbelt							
Total vehicles							
Percent using seatbelt							

<i>Date and Time</i>	<i>Estimated Age Range</i>						
	<i>Teens</i>	<i>20's</i>	<i>30's</i>	<i>40's</i>	<i>50's</i>	<i>60's</i>	<i>Older</i>
Not wearing a seatbelt							
Wearing a seatbelt							
Total vehicles							
Percent using seatbelt							

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Not wearing a seatbelt							
Wearing a seatbelt							
Total vehicles							
Percent using seatbelt							