

OKLAHOMA RAILWAY MUSEUM

Gary Githens Boy Scout

Merit Badge Program



INTRODUCTION

Hello, Scouts! Welcome to the Oklahoma Railway Museum. We are here to help you fulfill the requirements to earn your Railroading Merit badge. As we go through the activities, be sure to fill out your Workbook to the best of your ability. Let's begin with a few questions:

- What is the difference between a "train" and a "railroad"?

A train is _____

A railroad is _____

- What is the origin of the word "railroad"?

- What is the purpose of a railroad?

- People moved by railroads are called _____

- Things moved by railroads are called _____



Railroading

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 619576).

The requirements were last issued or revised in 2014 • 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 THREE of the following:

a. Name three types of modern freight trains.

1.	
2.	
3.	

Explain why unit trains are more efficient than mixed freight trains.

b. Name one class I or regional railroad. _____

Explain what major cities it serves, the locations of major terminals, service facilities and crew change points, and the major commodities it carries.

c. Using models or pictures, identify 10 types of railroad freight or passenger cars. Explain the purpose of each type of car.

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

- d. With your parent's and counselor's approval, interview someone employed in the rail industry. Learn what that person does and how this person became interested in railroading.

Find out what type of schooling and training are required for this position.

- 4. Explain the purpose of Operation Lifesaver and its mission.

- 5. Do THREE of the following:

- a. List five safety precautions that help make trains safer for workers and passengers.

1.	
2.	
3.	
4.	
5.	

- b. Explain to your merit badge counselor why railroad rights-of-way are important for safety.

- c. List 10 safety tips to remember when you are near a railroad track (either on the ground or on a station platform) or aboard a train.

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

- d. Tell your counselor about the guidelines for conduct that should be followed when you are near or on railroad property.

Explain the dangers of trespassing on railroad property.

- e. Tell what an automobile driver can do to safely operate a car at grade crossings, and list three things an automobile driver should never do at a grade crossing.

Safely operate a car:

What a driver should never do at a grade crossing.

1.	
2.	
3.	

f. Tell how to report a malfunction of grade crossing warning devices.

g. List safety precautions a pedestrian should follow at a public crossing.

6. Explain the appearance and meaning of the following warning signs and devices: advance warning sign, pavement markings, crossbucks, flashing red lights, crossing gates.

	Appearance	Meaning
Advance warning sign:		
Pavement markings:		

Crossbucks:

Flashing red lights:

Crossing gates:

7. Do EACH of the following:

a. Explain how railroad signals operate and show two basic signal types using color or configuration.

b. Explain the meaning of three horn signals.

1.	
2.	

3.

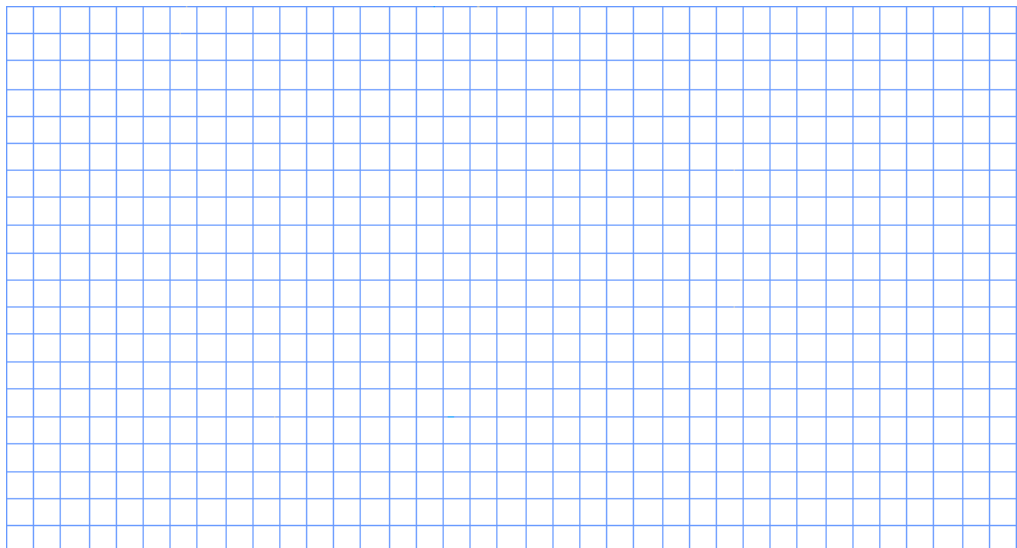
c. Describe a way to signal a train for an emergency stop.

d. Explain the use and function of the EOTD (end-of-train device) or FRED (flashing rear end device) used on the last car of most trains.

8. Select ONE of the following special-interest areas and complete the requirements.

a. Model Railroading - With your parent's and counselor's approval, do TWO of the following:

1. Draw a layout of your own model railroad or one that could be built in your home. Design a point-to-point track or loop with different routings. Include one of the following: turnaround or terminal or yard or siding.



- 2. Build one model railroad car kit or one locomotive kit.
- 3. Name the scale of four popular model railroad gauges.

	Gauge	Name	Scale	Track Gauge
1				
2				
3				
4				

- Identify the scale of four model cars or locomotives.
- 4. Locate the Web site of four model railroad-related manufacturers or magazine publishers. Print information on their products and services and discuss the information with your counselor.

- 5. Build one railroad structure (from scratch or using a kit), paint and weather the structure, mount it on your layout or diorama, and make the surrounding area on the diorama scenic.
- 6. Alone or with others, build a model railroad or modular layout including ballast and scenery. Make electrical connections and operate a train. Describe what you enjoyed most.

- 7. Participate in a switching contest on a timesaver layout and record your time.

b. Railfanning - With your parent's and counselor's approval, do TWO of the following:

- 1. Visit a railroad museum, historical display, or a prototype railroad-sponsored public event. With permission, photograph, videotape, or sketch items of interest. Explain what you saw and describe your photos, sketches, or videotape.

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.