



Railroading

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 Boy Scout Requirements (Pub. 33216 – SKU 621535).

The requirements were last issued or revised in 2016 • This workbook was updated in January 2016.

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.

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| 1. | |
| 2. | |
| 3. | |

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

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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.

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

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| 9. | |
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d. Explain how a modern diesel or electric locomotive develops power.

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Explain the terms dynamic braking and radial steering trucks.

Dynamic braking:

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Radial steering trucks:

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2. Do the following:

- a. Explain the purpose and formation of Amtrak.

Purpose:

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Formation:

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Explain, by the use of a timetable, a plan for making a trip by rail between two cities at least 500 miles apart. List the times of departure and arrival at your destination, the train number and name, and the type of service you want.

| Depart Location | Time | Arrival Location | Time | Train# | Service |
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b. List and explain the various forms of public/mass transit using rail.

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3. Do ONE of the following:

a. Name four departments of a railroad company. Describe what each department does.

| | Department | What the department does. |
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b. Tell about the opportunities in railroading that interest you most and why.

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c. Name four rail support industries. Describe the function of each one.

| | Industry | Function |
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- 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.

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

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

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- 5. Do THREE of the following:

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

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- b. Explain to your merit badge counselor why safety around rights-of-way is important.

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- 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.

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

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Explain the dangers of trespassing on railroad property.

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- 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:

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What a driver should never do at a grade crossing.

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

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

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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 |
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| Advance warning sign: | | |
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| Pavement markings: | | |
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Crossbucks:

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Flashing red lights:

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Crossing gates:

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7. Do EACH of the following:

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

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b. Explain the meaning of three horn signals.

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

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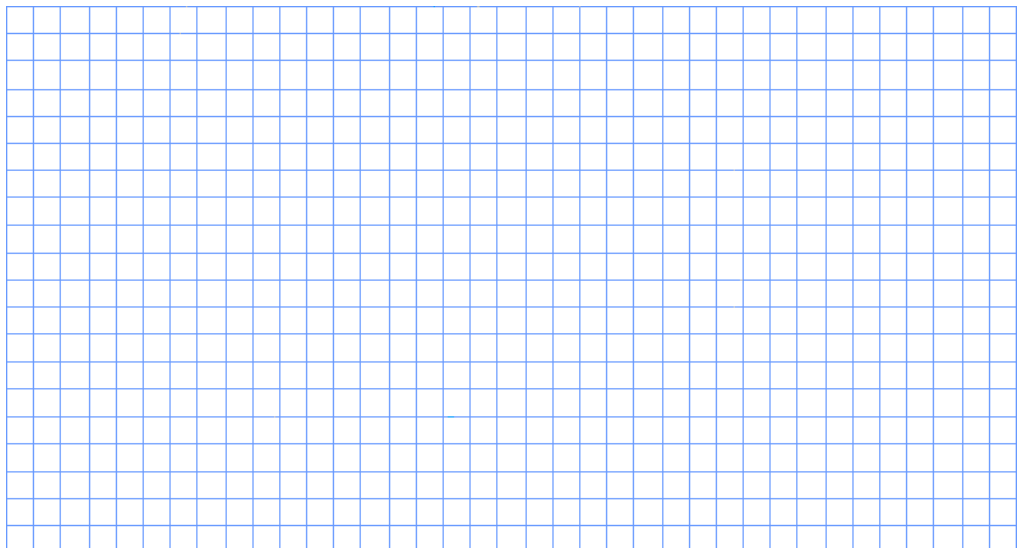
d. Explain the use and function of the EOTD (end-of-train device) or FRED (flashing rear end device) used on the last car of most freight trains.

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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 | | | | |
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- 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.

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- 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.

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- 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.

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- 2. Purchase tickets and ride a scenic or historic railroad. Under supervision, photograph the equipment and discuss with your counselor the historic significance of the operation.
- 3. Locate the Web site of four rail historical groups, then find information on the history of the rail preservation operations and purpose of each group. Talk with a member of one of the groups and find out how you might help.
- 4. Plan a trip by rail between two points. Obtain a schedule and explain when the train should arrive at two intermediate points. Purchase the tickets and make the trip. Explain to your counselor what you saw.

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

Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)

[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 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. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (<http://www.scouting.org/Marketing/Resources/SocialMedia>). For example, always copy one or more authorized adults on email messages between counselors and Scouts.

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, fairs, clinics, 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.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- 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 to sign off only requirements that Scouts have actually and personally completed.
- 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.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

[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. Partial completions 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.