

## More Information on the Public Safety Academy

The Public Safety Academy will provide instruction on the requirements for the Crime Prevention, Emergency Preparedness, Fingerprinting, Fire Safety and Traffic Safety Merit Badges. Instruction will be provided by professionals from the Austin Police Department, Austin Fire Department, Civil Air Patrol, and Travis County Office of Emergency Management.

Each scout needs to obtain the current merit badge pamphlet for each of the five badges. Pamphlets can be purchased at the Scout Shop. If you do not wish to purchase a pamphlet, see if you can borrow a copy from your troop library or another scout in your troop.

Each scout will receive a notebook with course handouts and workbooks for note taking. Snacks and beverages will be provided for a morning and an afternoon break. Scouts are responsible for bringing a sack lunch each Saturday.

Not all requirements will be completed in class. For some requirements, instruction will be provided on how to complete the outside class. At the second class, merit badge counselors will check work scouts bring to class and sign off on requirements that are satisfactorily completed.

Some scouts may have partially completed or fully completed one or more of the merit badges. Regardless, all scouts are expected to participate in all activities. Repetition will help the scout master the material. If participation on requirements you have already completed will be a problem for you, please do not register.

At the conclusion of the course each scout will be given a blue card form indicating which requirements for each badge have been completed. Whether badges have been completed or partially completed it will be the responsibility of the scout to take the form back to his troop scoutmaster, advancement chair or merit badge counselor and follow troop merit badge procedures.

The following is a list of all current requirements for each of the merit badges. Requirements that must be completed outside class are underlined.

### Crime Prevention

1. Discuss the role and value of laws in society with regard to crime and crime prevention. Include in your discussion the definitions of "crime" and "crime prevention."
2. Prepare a notebook of newspaper and other clippings that addresses crime and crime prevention efforts in your community.
3. Discuss the following with your counselor:
  - a. The role of citizens, including youth, in crime prevention
  - b. Gangs and their impact on the community
  - c. When and how to report a crime
4. After doing EACH of the following, discuss with your counselor what you have learned.
  - a. Inspect your neighborhood for opportunities that may lead to crime. Learn how to do a crime prevention survey.

- b. Using the checklist in this (the merit badge) pamphlet, conduct a security survey of your home and discuss the results with your family.
5. Teach your family or patrol members how to protect themselves from crime at home. at school, in your community, and while traveling.
6. Help raise awareness about one school safety issue facing students by doing ONE of the following:
- a. Create a poster for display on a school bulletin board.
- b. With permission from school officials, create a page long public service announcement that could be read over the public address system at school or posted on the school's Web site.
- c. Make a presentation to a group such as a Cub Scout den that addresses the issue.
7. Do ONE of the following:
- a. Assist in the planning and organization of a crime prevention program in your community such as Neighborhood Watch, Community Watch, or Crime Stoppers. Explain how this program can benefit your neighborhood.
- b. With your parent's and counselor's approval, visit a jail or detention facility or a criminal court hearing. Discuss your experience with your counselor.
8. Discuss the following with your counselor:
- a. How drug abuse awareness programs, such as "Drugs: A Deadly Game," help prevent crime
- b. Why alcohol, tobacco, and marijuana are sometimes called "gateway drugs" and how "gateway drugs" can lead to the use of other drugs
- c. Three resources in your city where a person with a drug problem or drug-related problem can go for help
- d. How the illegal sale and use of drugs lead to other crimes
- e. How to recognize child abuse
- f. The three R's of Youth Protection
9. Discuss the following with your counselor:
- a. The role of a sheriff's or police department in crime prevention.
- b. The purpose and operation of agencies in your community that help law enforcement personnel prevent crime, and how those agencies function during emergency situations.
- c. Explain the role private security plays in crime prevention.

d. Choose a career in the crime prevention or security industry that interests you. Describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.

## Emergency Preparedness Requirements

1. Earn the **First Aid Merit Badge**.
2. Do the following:
  - a. Discuss with your counselor the aspects of emergency preparedness:
    1. Prepare for emergency situations
    2. Respond to emergency situations
    3. Recover from emergency situations
    4. Mitigate and prevent emergency situations

Include in your discussion the kinds of questions that are important to ask yourself as you consider each of these.

b. Make a chart that demonstrates your understanding of each of the aspects of emergency preparedness in requirement 2a (prepare, respond, recover, mitigate) with regard to 10 of the situations listed below. **You must use situations 1, 2, 3, 4, and 5\*** below in boldface but you may choose any other five listed here for a total of 10 situations. Discuss this chart with your counselor.

**1. Home kitchen fire\***

**2. Home basement/storage room/garage fire\***

**3. Explosion in the home\***

**4. Automobile accident\***

**5. Food-borne disease (food poisoning)\***

6. Fire or explosion in a public place

7. Vehicle stalled in the desert

8. Vehicle trapped in a blizzard

9. Flash flooding in town or the country

10. Mountain/backcountry accident

11. Boating accident

12. Gas leak in a home or a building

13. Tornado or hurricane

14. Major flood

15. Nuclear power plant emergency

16. Avalanche (snowslide or rockslide)

17. Violence in a public place

c. Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.

3. Show how you could safely save a person from the following:
  - a. Touching a live household electric wire.
  - b. A room filled with carbon monoxide
  - c. Clothes on fire.
  - d. Drowning using nonswimming rescues (including accidents on ice).
4. Show three ways of attracting and communicating with rescue planes/aircraft.
5. With another person, show a good way to transport an injured person out of a remote and/or rugged area, conserving the energy of rescuers while ensuring the well-being and protection of the injured person.
6. Do the following:
  - a. Tell the things a group of Scouts should be prepared to do, the training they need, and the safety precautions they should take for the following emergency services:
    1. Crowd and traffic control
    2. Messenger service and communication.
    3. Collection and distribution services.
    4. Group feeding, shelter, and sanitation.
  - b. Identify the government or community agencies that normally handle and prepare for the emergency services listed under 6a, and explain to your counselor how a group of Scouts could volunteer to help in the event of these types of emergencies.
  - c. Find out who is your community's emergency management director and learn what this person does to prepare, respond to, recover from, and mitigate and prevent emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.

7. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.
8. Do the following:
  - a. Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.
  - b. Take part in at least one troop mobilization. Before the exercise, describe your part to your counselor. Afterward, conduct an "after-action" lesson, discussing what you learned during the exercise that required changes or adjustments to the plan.
  - c. Prepare a [personal emergency service pack](#) for a mobilization call. Prepare a [family kit](#) (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.
9. Do ONE of the following:
  - a. Using a safety checklist approved by your counselor, inspect your home for potential hazards. Explain the hazards you find and how they can be corrected.
  - b. Review or develop a plan of escape for your family in case of fire in your home.
  - c. Develop an accident prevention program for five family activities outside the home (such as taking a picnic or seeing a movie) that includes an analysis of possible hazards, a proposed plan to correct those hazards, and the reasons for the corrections you propose.

## Fingerprinting Requirements

1. Give a short history of fingerprinting. Tell the difference between civil and criminal identification.
2. Explain the difference between the automated fingerprint identification systems (AFIS) now used by some law enforcement agencies and the biometric fingerprint systems used to control access to places like buildings, airports, and computer rooms.
3. Do the following:
  - a. Name the surfaces of the body where friction or papillary ridges are found.
  - b. Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.
  - c. Explain what it takes to positively identify a person using fingerprints.
4. Take a clear set of prints using ONE of the following methods:

- a. Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card available from your local police department or counselor.
  - b. Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.
5. Show your merit badge counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

## Fire Safety Requirements

1. Do the following:
  - a. Demonstrate the technique of stop, drop, roll, and cool. Explain how burn injuries can be prevented.
  - b. List the most frequent causes of burn injuries.
2. Explain the chemistry and physics of fire. Name the parts of the fire tetrahedron. Explain why vapors are important to the burning process. Name the products of combustion. Give an example of how fire grows and what happens.
3. Name the most frequent causes of fire in the home and give examples of ways it can be prevented.
4. Do the following:
  - a. Explain the role of human behavior in the arson problem in this country
  - b. List the actions that cause seasonal fires and explain how these fires can be prevented.
5. List common circumstances that cause holiday-related fires and explain how these fires can be prevented.
6. Conduct a home safety survey with the help of an adult. Then do the following:
  - a. Draw a home fire-escape plan, create a home fire-drill schedule, and conduct a home fire drill.
  - b. Test a smoke alarm and demonstrate regular maintenance of a smoke alarm.
  - c. Explain what to do when you smell gas and when you smell smoke.
  - d. Explain how you would report a fire alarm.
  - e. Explain what fire safety equipment can be found in public buildings.

- f. Explain who should use fire extinguishers and when these devices can be used.
  - g. Explain how to extinguish a grease pan fire.
  - h. Explain what fire safety precautions you should take when you are in a public building.
7. Do the following:
- a. Demonstrate lighting a match safely.
  - b. Demonstrate the safe way to start a charcoal fire.
  - c. Demonstrate the safe way to melt wax.
8. Explain the difference between combustible and noncombustible liquids and between combustible and noncombustible fabrics.
9. Do the following:
- a. Demonstrate the safe way to fuel a lawnmower.
  - b. Demonstrate the safety factors, such as proper ventilation, for auxiliary heating devices and the proper way to fuel those devices.
10. Do the following:
- a. Explain the cost of outdoor and wildland fires and how to prevent them.
  - b. Demonstrate setting up and putting out a cooking fire.
  - c. Demonstrate using a camp stove and lantern.
  - d. Explain how to set up a campsite safe from fire.
11. Visit a fire station. Identify the types of fire trucks. Find out about the fire prevention activities in your community.
12. Choose a fire safety-related career that interests you and describe the level of education required and responsibilities of a person in that position. Tell why this position interests you.

## Traffic Safety Requirements

1. Do the following:
  - a. Describe the top 10 mistakes new drivers frequently make. Name the two items you are required by law to carry with you whenever you operate a motor vehicle.
  - 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. 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. Explain how roadside hazards and road conditions contribute to the occurrence and seriousness of traffic crashes.

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. 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 safety feature, how each works, and how each 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.

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