

2026 Iron Forge District Merit Badge College

Scouts will have the opportunity to work towards 1 or 2 merit badges at the college. All merit badges that list prerequisites will need to be completed BEFORE the day of the college. Even though there is a charge for the college, there is no guarantee that you will complete the merit badge- a partial completion is acceptable, but it is up to the scout to find a counselor to complete the work. Each scout must complete each requirement as written. Classes are being led by certified merit badge counselors.

BRING A SIGNED BLUE CARD FOR EACH MERIT BADGE YOU ARE WORKING ON

Lunch will be available for purchase or attendees can bring their own.
If you are purchasing a lunch, please make sure to do that through Tentaroo.

Units who would like to camp the weekend of the college will need to reserve sites through separate registration in Tentaroo.

Parents are welcome to stay during the college but will need to sign in and out so we know who is on the camp property.

Prerequisites List

Artificial Intelligence

AM and PM sessions

Session size: 15

Prerequisites:

Practical Application. Do ONE of the following:

7. (a) With your counselor's approval, choose an artificial intelligence project based on your personal interest or a community need. Develop a plan outlining the project's objectives, data requirements, and potential ethical considerations. Implement the project utilizing appropriate artificial intelligence tools, languages, or platforms. Share your project with your counselor. Discuss the steps you followed to create the project and your experience during the process.

(b) With your counselor's approval, design a short lesson plan on AI and teach it to your patrol or a group of Scouts. The lesson should include an AI-generated age-appropriate explanation of AI, examples of how AI is used in both everyday

life as well as in the workplace, and an interactive demonstration of how Scouts could utilize AI to assist them with a school assignment, Scouting activity, or rank advancement. Share information on the development process and teaching experience with your counselor.

Automotive Maintenance

AM and PM sessions

Session size: 10

Prerequisites:

12. Find out about three career opportunities in the automotive industry. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Camping

AM and PM sessions

Session size: 15

Prerequisites:

4. Do the following:

(a) Make a duty roster showing how your patrol is organized for an actual overnight campout. List assignments for each member.

(b) Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.

5. Do the following:

(e) Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.

7. Prepare for an overnight campout with your patrol by doing the following:

(a) Make a checklist of personal and patrol gear that will be needed.

(b) Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.

8. Do the following:

(c) Prepare a camp menu. Explain how the menu would differ from a menu for a backpacking or float trip. Give recipes and make a food list for your patrol. Plan two breakfasts, three lunches, and two suppers. Discuss how to protect your food against bad weather, animals, and contamination.

(d) While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8(c). At least one of those meals must be a trail meal requiring the use of a lightweight stove.

9. Show experience in camping by doing the following:

(a) Camp for at least 20 nights at designated Scouting activities or events. One long-term camping experience of up to six consecutive nights may be applied toward this requirement. Two nights may be counted toward the total for each additional long-term camping trip. Each night must be spent either under the sky, in a tent you have pitched yourself (if a tent is provided and already set up, you do not need to pitch your own), in a hammock that is safely strung outdoors, in a lean-to, or other three-sided shelter with an open front. Nights spent in indoor lock-in events, cabin camping, hotel stays, or other covered accommodations do not count toward the 20 nights.

(b) On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.

(1) Hike up a mountain, gaining at least 1,000 vertical feet.

(2) Backpack, snowshoe, or cross-country ski for at least 4 miles.

(3) Take a bike trip of at least 15 miles or at least four hours.

(4) Take a nonmotorized trip on the water of at least four hours or 5 miles.

(5) Plan and carry out an overnight snow camping experience.

(6) Rappel down a rappel route of 30 feet or more.

(c) On any of these camping experiences, perform a conservation project approved by the landowner or land managing agency. This can be done alone or with others.

10. Discuss how the things you did to earn this badge have taught you about personal health and safety, survival, public health, conservation, and good citizenship. In your discussion, tell how Scout spirit and the Scout Oath and Scout Law apply to camping and outdoor ethics.

Citizenship in the Community

AM and PM sessions

Session size: 15

Prerequisites:

2. Do the following:

(a) Using an electronic mapping tool or paper map, locate and pinpoint the following services and landmarks in your community. Determine and record the distances from your home including driving time AND either walking or biking time.

(1) Chief government buildings such as your city hall, county courthouse, and public works/services facilities

(2) Fire station, police station, and hospital nearest your home

(3) Parks, playgrounds, recreation areas, and trails

(4) Historical or other interesting points of interest.

(b) Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.

3. Do the following:

(a) Attend an in-person meeting of your city, town, or county council or school board, local court session; OR another state or local governmental meeting approved in advance by your counselor.

(b) Choose one of the issues discussed at the meeting where a difference of opinions was expressed, and explain to your counselor why you agree with one opinion more than you do another one.

4. Choose an issue that is important to the citizens of your community; then do the following:

(a) Find out which branch of local government is responsible for this issue.

(b) With your counselor's and a parent or guardian's approval, interview one person from the branch of government you identified in requirement 4(a). Ask what is being done about this issue and how young people can help.

(c) Share what you have learned with your counselor.

5. With the approval of your counselor and a parent or guardian, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your counselor what you learned from the movie about what it means to be a valuable and concerned member of the community.

7. Do the following:

(a) Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.

(b) Pick ONE of the organizations you chose for requirement 7(a). Using a variety of resources (including newspapers, fliers and other literature, the internet, volunteers, and employees of the organization), find out more about this organization.

(c) With your counselor's and your parent or guardian's approval, contact the organization you chose for requirement 7(b), and find out what young people can do to help. While working on this merit badge, volunteer at least eight hours of your time for the organization. After your volunteer experience is over, discuss what you have learned with your counselor.

8. Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information

about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your counselor or a group, such as your patrol or a class at school.

Citizenship in the Nation

AM and PM sessions

Session size: 15

Prerequisites:

5. Watch the national evening news for five days in a row or read the main stories in a national media organization (e.g., a newspaper or news website) for five days in a row. Discuss the national issues that you learned about with your counselor. Choose one issue and explain how it affects you, your family, and community.

6. With your counselor's approval, choose a speech of national historical importance. Explain:

(a) Who the author was

(b) What the historical context was

(c) What difficulties the nation faced that the author wished to discuss

(d) What the author said

(e) Why the speech is important to the nation's history

(f) Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why.

7. Do TWO of the following:

(a) Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.

(b) Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.

(c) Tour a federal facility. Explain to your counselor what you saw and what you learned about its function in the local community and how it serves this nation.

(d) Choose a United States national monument that interests you. Using books, brochures, the internet (with your parent or guardian's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.

8. Name your representatives in the United States Congress. Write to your representative in Congress explaining your views on a national issue. Show your correspondence, along with any response you receive, to your counselor.

Cooking

AM and PM sessions

Session size: 15

Prerequisites:

2c. Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the My Plate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.

Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.

4. Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Then do the following:

(a) Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.

(b) Share and discuss your meal plan and shopping list with your counselor.

(c) Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.*

(d) Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.

(e) After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.

5. Camp cooking. Do the following:

(a) Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

(b) Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.

(c) Share and discuss your menu plans and shopping list with your counselor.

(d) In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpack stove. Use a skillet over campfire coals OR a Dutch oven for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.**

(e) In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpack stove.

Use a skillet over campfire coals OR a Dutch oven for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.**

(f) After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

(g) Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.

(h) Discuss how you followed the Outdoor Code and no-trace principles when preparing your meals.

6. Trail and backpacking meals. Do the following:

(a) Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.

(b) Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.

(c) Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.

(d) While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**

(e) After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.

(f) Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.

Crime Prevention

AM and PM sessions

Session size: 15

Prerequisites:

10. Interview. With your parent or guardian's permission and your counselor's approval, interview a law enforcement officer or a civil servant about their work in crime prevention. Learn about how they chose this career and about their duties. Discuss what you learned with your counselor.

Dentistry

AM and PM sessions

Session size: 5

Prerequisites:

3. Arrange for a visit with a dentist. Before you go, ask whether your visit can include a dental examination and a plaque-control demonstration. Afterward, ask questions about things you want to know. Then tell your counselor what the dentist does during a checkup examination.

4. (c) Keep a record of everything you eat for three days. Circle those items that may provide the sugars that bacterial plaque needs to make acid. List snacks that you should avoid to help maintain the best oral health.

6. Do TWO of the following:

- (a) Make a model tooth out of soap, clay, papier-mâché?, or wax. Using a string and a large hand brush, show your troop or a school class proper tooth-brushing and flossing procedures.
- (b) Make a poster on the prevention of dental disease. Show the importance of good oral health.
- (c) Collect at least five advertisements for different toothpastes. List the claims that each one makes. Tell about the accuracy of the advertisements.

- (d) Write a feature story for your school newspaper on the proper care of teeth and gums. Include in your story how the use of tobacco products can negatively affect a person's oral health.
- (e) Make drawings and write about the progress of dental decay. Describe the types of dental filling and treatments a dentist can use to repair dental decay problems.

Disability Awareness

AM and PM sessions

Session size: 15

Prerequisites:

2. Visit an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education. Discuss what you have learned with your counselor.

4. Do ONE of the following options:

Option A—Access.. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.

(1) Your school

(2) Your place of worship

(3) A Scouting event or campsite

(4) A public exhibit or attraction (such as a theater, museum, or park).

Option B—Accommodation. Visit TWO of the following locations and take notes while observing features and methods that are used to accommodate people with invisible disabilities. While there, ask staff members to explain any accommodation features that may not be obvious. Note anything you think could be done to better accommodate people who have invisible disabilities. Discuss your observations with your counselor.

(1) Your school

(2) Your place of worship

(3) A Scouting event or campsite

(4) A public exhibit or attraction (such as a theater, museum, or park).

5. Explain what advocacy is. Do ONE of the following:

(a) Present a counselor-approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person-first language.

(b) Find out about disabilities awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours

(c) Using resources such as disability advocacy agencies, government agencies, the internet (with your parent or guardian's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.

Emergency Preparedness

AM and PM sessions

Session size: 10

Prerequisites:

2. Planning for Family Emergencies. Do the following:

(a) At a family meeting, discuss the situations on the chart you created for requirement 1

(b) and make emergency plans for sheltering-in-place and for evacuation of your home. Discuss your family meeting and plans with your counselor.

(c) Develop and practice a plan of escape for your family in case of fire in your home. Draw a floor plan with escape routes and a map with a safe meeting place. Discuss your family's home escape plan with your counselor.

(d) Using a checklist in the *Emergency Preparedness* merit badge pamphlet or one approved by your counselor, prepare or inspect a family disaster kit for sheltering-in-

place and for evacuation of your home. Review the needs and uses of the items in a kit with your counselor.

3. Preventing Accidents and Emergencies. Do ONE of the following:

(a) Using a home safety checklist included in the *Emergency Preparedness* merit badge pamphlet or one approved by your counselor, inspect a home (or a similar building near where you live or at a camp) for safety hazards with the help of an adult. Present your completed checklist to and discuss your findings with your counselor.

(b) Develop emergency prevention plans for five family activities outside the home, as approved by your counselor. (Examples are taking a picnic to a park, seeing a movie, attending a worship service, an outing at a beach, traveling to visit a relative, or attending a ball game or concert.) Each plan should include an analysis of possible hazards, proposals to prevent, protect from, mitigate, respond to, and recover from emergencies, and the reasons for the actions that you propose.

7. National Incident Management System (NIMS) and Incident Command System (ICS). Do the following:

(a) Describe the National Incident Management System (NIMS) and the local Incident Command System (ICS).

(b) Find out how your community and its leaders work to manage and to train for disasters. Discuss this information with your counselor.

(c) Discuss how a Scout troop can help in an emergency situation using ICS.

8. Emergency Service. Do the following:

(a) Discuss with your counselor the duties that a Scout troop 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 during an incident

(3) Collection and distribution services

Resource: [Food Bank \(video\)](#)

(4) Group feeding, shelter, and sanitation.

(b) Prepare a written plan for mobilizing your troop when needed to do emergency service. If your troop already has a mobilization plan, present the plan to your counselor and tell your part in making the plan work.

(c) Using a checklist in the *Emergency Preparedness* merit badge pamphlet or one approved by your counselor, prepare or inspect a personal emergency service pack for a mobilization call. Explain the needs and uses of the contents to your counselor.

(d) Take part in an emergency service project, either a real one or a practice exercise, with a Scouting troop or a community agency or at Scout camp or at a school. Review what you learned and practiced with your counselor.

9. First Aid Merit Badge. Earn the First Aid merit badge.

Fish and Wildlife Management

AM and PM sessions

Session size: 15

Prerequisites:

5. Do ONE of the following:

(a) Construct, erect, and check regularly at least two artificial nest boxes (wood duck, bluebird, squirrel, etc.) and keep written records for one nesting season.

(b) Construct, erect, and check regularly bird feeders and keep written records daily over a two-week period of the kinds of birds visiting the feeders.

(c) Develop and implement a fishery improvement project or a backyard wildlife habitat improvement project. Share the results with your counselor.

(d) Design and construct a wildlife blind near a game trail, water hole, salt lick, bird feeder, or birdbath and take good photographs or make sketches from the blind of any combination of 10 wild birds, mammals, reptiles, or amphibians.

7. Do ONE of the following:

(a) Determine the age of five species of fish from scale samples or identify various age classes of one species in a lake and report the results.

(b) Conduct a creel census on a small lake to estimate catch per unit effort and report the results to your counselor.

(c) Examine the stomach contents of three fish and record the findings. It is not necessary to catch any fish for this option.

(d) Make a freshwater aquarium. Include at least four species of native plants and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners. After 60 days of observation, discuss with your counselor the life cycles, food chains, and management needs you have recognized. Before completing this requirement, check local laws on releasing these organisms back into the wild, and follow your counselor's direction in disposing of these organisms humanely and safely.

Fly Fishing

AM and PM sessions

Session size: 8

Prerequisites: None

Note: Scouts are encouraged to bring their own fly rods if they have them.

Geocaching

AM and PM sessions

Session size: 12

Prerequisites:

7. With your parent or guardian's permission, go to www.geocaching.com. Type in your city and state to locate public geocaches in your area. Share with your counselor the posted information about three of those geocaches. Then, pick one of the three and find the cache.

Note: To fulfill this requirement, you will need to set up a free user account with www.Geocaching.com. Before doing so, ask your parent for permission and help.

8. Do ONE of the following:

- (a) If a Cache to Eagle® series exists in your council, visit at least three of the locations in the series. Describe the projects that each cache you visit highlights, and explain how the Cache to Eagle® program helps share our Scouting service with the public.
- (b) Create a Scouting-related Travel Bug® that promotes one of the values of Scouting. Release your Travel Bug into a public geocache and, with your parent or guardian's permission, monitor its progress at www.geocaching.com for 30 days. Keep a log, and share this with your counselor at the end of the 30-day period.
- (c) Set up and hide a public geocache, following the guidelines in the *Geocaching* merit badge pamphlet. Before doing so, share with your counselor a three-month maintenance plan for the geocache where you are personally responsible for those three months. After setting up the geocache, with your parent or guardian's permission, follow the logs online for 30 days and share them with your counselor. You must archive the geocache when you are no longer maintaining it.
- (d) Explain what Cache In Trash Out (CITO) means, and describe how you have practiced CITO at public geocaches or at a CITO event. Then, either create CITO containers to leave at public caches, or host a CITO event for your unit or for the public.

9. Plan a geohunt for a youth group such as your troop or a neighboring pack, at school, or your place of worship. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Tell your counselor about your experience, and share the materials you used and developed for this event.

Golf

AM and PM sessions

Session size: 15

Prerequisites: None

Geology

AM and PM sessions

Session size: 10

Prerequisites: None

Plant Science

AM and PM sessions

Session size: 10

Prerequisites: None

Scholarship

AM and PM sessions

Session size: 15

Prerequisites:

1. Do ONE of the following:

(a) Show that you have had an average grade of B or higher (80 percent or higher) for one term or semester.

(b) Show that for one term or semester you have improved your school grades over the previous period.

2. Do TWO of the following:

(a) Make a list of educational places located where you live (other than schools). Visit one, and report on how you used the place for self-education.

(b) With your counselor's and your parent or guardian's approval, interview two professionals (other than teachers or other professionals at your school) with established careers. Find out where they were educated, what training they received, and how their education and training have helped prepare them for the career they have chosen. Find out how they continue to educate themselves. Discuss what you find out with your counselor.

(c) Using a daily planner, show your counselor how you keep track of assignments and activities, and discuss how you manage your time.

(d) Discuss the advantages and disadvantages of the different methods of research available to you for school assignments, such as the library, books and periodicals, and the internet.

3. Get a note from the principal of your school (or another school official named by the principal) that states that during the past year your behavior, leadership, and service have been satisfactory.

Note: If you are home-schooled or your school environment does not include a principal, you may obtain a note from a counterpart such as your parent or guardian.

4. Do ONE of the following:

(a) Show that you have taken part in an extracurricular school activity, and discuss with your counselor the benefits of participation and what you learned about the importance of teamwork.

(b) Discuss your participation in a school project during the past semester where you were a part of a team. Tell about the positive contributions you made to the team and the project.

5. Do ONE of the following:

(a) Write a report of 250 to 300 words about how the education you receive in school will be of value to you in the future and how you will continue to educate yourself in the future.

(b) Write a report of 250 to 300 words about two careers that interest you and how specific classes and good scholarship in general will help you achieve your career goals.

Sustainability

ALL DAY

Session size: 15

Prerequisites:

1. Describe the meaning of sustainability in your own words. Explain the importance of sustainability to society and how you can contribute to fulfilling the needs of current generations without compromising the needs of future generations.

8. Do the following:

- (a) On a campout or other outdoor Scouting activity that you attend, make notes on the sustainability practices you and your fellow Scouts practice. Observe transportation, forestry, soil conservation, water resources, habitat, buildings, campsites, and sanitation. Share what you observed and learned with your counselor.
- (b) Discuss with your counselor how living by the Scout Oath, Scout Law, Leave No Trace Seven Principles and the Outdoor Code in your daily life helps promote sustainability.
- (c) Identify 5 behavioral changes that you and your family can make to improve the sustainability of your household. Share and discuss each with your counselor.

Truck Transportation

AM and PM sessions

Session size: 15

Prerequisites:

4. Visit a truck terminal and complete items 4a through 4e. After your visit, share what you have learned with your counselor.

- a. Find out what kind of maintenance program the company follows to help keep its fleet, drivers, and the roadway safe.
- b. Find out how dispatchers maintain communication with drivers on the road.
- c. Talk with a professional truck driver about safety. Learn about the truck driver's rules of the road for safe driving. List five safe-driving rules every professional truck driver must follow.
- d. Review the driver's log and find out what kind of information the log contains.
- e. Learn about important federal regulations that help ensure public safety.

10. Explore careers related to this merit badge. Research one career to learn about the training and education needed, costs, job prospects, salary, job duties, and career advancement. Your research methods may include—with your parent or guardian's permission—an internet or library search, an interview with a professional in the field, or a visit to a location where people in this career work. Discuss with your counselor both your findings and what about this profession might make it an interesting career.