



# Communication

## 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](mailto:Workbooks@USScouts.Org)

Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Do ONE of the following:

- a. For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to teachers or the radio, watching television, using social media, reading books and other print media, and using any electronic communication device.

Date:

Time	Duration	Activity Type	Description

Discuss with your counselor what your log reveals about the importance of communication in your life.


Think of ways to improve your communications skills.


- b. For three days, keep a journal of your listening experiences.

Dates:

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Date/Time	Listening Experience

Identify one example of each of the following, and discuss with your counselor when you have listened to:

- 1. Obtain information


- 2. Be persuaded


- 3. Appreciate or enjoy something


- 4. Understand someone's feelings


- c. In a small-group setting, meet with other Scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each Scout participates in the group discussion and how effectively he communicates his story.

Scout or friend:

Personal story:

Effectiveness:


Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Scout or friend:	
Personal story:	
Effectiveness:	

Report what you have learned to your counselor about the differences you observed in effective communication.


- d. List as many ways as you can think of to communicate with others (face-to-face, by telephone, letter, e-mail, text messages, and so on). For each type of communication, discuss with your counselor an instance when that method might not be appropriate or effective.

Way to Communicate	When that method might not be appropriate or effective.

2. Do ONE of the following:

a. Think of a creative way to describe yourself using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.

b. Choose a concept, product, or service in which you have great confidence.

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Build a sales plan based on its good points.


Try to persuade the counselor to agree with, use, or buy your concept, product, or service. After your sales talk, discuss with your counselor how persuasive you were.


3. Write a five-minute speech. Give it at a meeting of a group.



- 4. Interview someone you know fairly well, like, or respect because of his or her position, talent, career, or life experiences.

Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak.


Show how you would call to invite this person to speak.

- 5.  Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue.
- Practice active listening skills and take careful notes of each point of view.

Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.


- 6. With your counselor's approval, develop a plan to teach a skill or inform someone about something.


- Prepare teaching aids for your plan.

Carry out your plan. With your counselor, determine whether the person has learned what you intended.




7. Do ONE of the following:

- a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose.


- Send your message by  fax,  e-mail, or  regular mail.

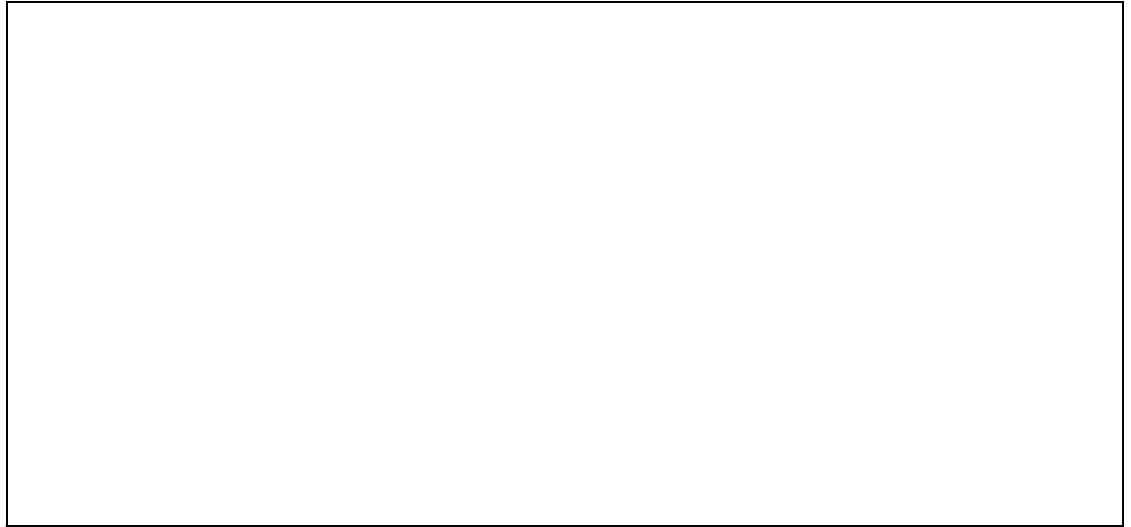
- b. Create a web page or blog of special interest to you (for instance, your troop or crew, a hobby, or a sport). Include at least three articles or entries and one photograph or illustration and one link to some other Web page or blog that would be helpful to someone who visits the Web page or blog you have created. It is not necessary to post your Web page or blog to the Internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.

Articles:	
Image:	
Link:	

- c. Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your Scout troop, class at school, or other group. Include at least one article and one photograph or illustration.

Article:	

Image:



8.  Plan a troop or crew court of honor, campfire program, or interfaith worship service.


- Have the patrol leaders' council approve it, then write the script and prepare the program.


- Serve as master of ceremonies.

9. Find out about three career opportunities in the field of communication.

1. _____
2. _____
3. _____

Pick one and explain how to prepare for such a career.

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Discuss with your counselor what education and training are required, and explain why this profession might interest you.

**Education**


**Training**


Why this profession might interest you.


**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Communications#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Communications#Requirement_resources)

## 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.