





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

- 1. Obtain information \_\_\_\_\_  
\_\_\_\_\_
- 2. A persuasive argument \_\_\_\_\_  
\_\_\_\_\_
- 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.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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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. \_\_\_\_\_

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- 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.

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

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

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Prepare teaching aids for your plan.

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

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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. \_\_\_\_\_

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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: \_\_\_\_\_

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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: \_\_\_\_\_



9. Learn about opportunities in the field of communication. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Choose one career in which you are interested and discuss with your counselor the major responsibilities of that position and the qualifications, education, and preparation it requires.

Career: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Qualifications: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Education: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Preparation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**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’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- [ Inside front cover, and 5.0.1.4 ] — **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 disabilities. For details see section 10, “Advancement for Members With Special Needs”.)

- [ Inside front cover, and 7.0.1.1 ] — 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. [Note: Always reference the online version, which is updated quarterly.]

- [ 7.0.3.1 ] — **The Buddy System and Certifying Completion**

Youth members must not meet one-on-one with adults. 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 certification. 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.

- [ 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. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- [ 7.0.3.3 ] — **Partial Completions**

Scouts need not pass all requirements with one counselor. 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, he or she does not retain the counselor’s 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 Scoutmaster 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 18th birthday.--