

# Communications Exam

Scout's Name:  Troop Number:  Today's Date:



## Communications Badge Req. 1

Develop a plan to teach a skill. Have your merit badge counselor approve the plan. Make teaching aids. Carry out your plan. With the counselor, check to see if the learner has learned.

01. The skill I plan to teach is [ Make One Selection Only ]

<input type="checkbox"/> How to make a chart.	<input type="checkbox"/> How to tie up or take a boat from water.
<input type="checkbox"/> How to report a crime.	<input type="checkbox"/> How to care for and clean optical lenses.
<input type="checkbox"/> How to keep a journal.	<input type="checkbox"/> How to heave, coil, and fake down a line.
<input type="checkbox"/> How to train for sports.	<input type="checkbox"/> How to properly give first aid for a dog bite.
<input type="checkbox"/> How to draw a diagram.	<input type="checkbox"/> How to store a bow, bowstring, and arrows.
<input type="checkbox"/> How to identify minerals.	<input type="checkbox"/> How to carry a snowboard easily and safely.
<input type="checkbox"/> How to tie a square knot.	<input type="checkbox"/> How to rescue a person touching a live wire.
<input type="checkbox"/> How to draw a floor plan.	<input type="checkbox"/> How to use the library card file or computer.
<input type="checkbox"/> How to clean a rifle safely.	<input type="checkbox"/> How to care for, clean, and maintain a bugle.
<input type="checkbox"/> How to properly clean coins.	<input type="checkbox"/> How to properly use and care for binoculars.
<input type="checkbox"/> How to recognize child abuse.	<input type="checkbox"/> How to mount stamps with or without hinges.
<input type="checkbox"/> How to sharpen a pocket knife.	<input type="checkbox"/> How to recognize and confirm cardiac arrest.
<input type="checkbox"/> How to detect counterfeit coins.	<input type="checkbox"/> How to recognize points of interest on a map.
<input type="checkbox"/> How to care for and pitch a tent.	<input type="checkbox"/> How to create an effective recorded message.
<input type="checkbox"/> How to best display a collection.	<input type="checkbox"/> How to use a signal mirror to attract attention.
<input type="checkbox"/> How to introduce a guest speaker.	<input type="checkbox"/> How to load and secure equipment in a canoe.
<input type="checkbox"/> How to clean and adjust a bicycle.	<input type="checkbox"/> How to check the fluid levels of an automobile.
<input type="checkbox"/> How to read an aeronautical chart.	<input type="checkbox"/> How to avoid the use of drugs and drug abuse.
<input type="checkbox"/> How to tan, cure, and finish leather.	<input type="checkbox"/> How to read a schematic diagram of a project.
<input type="checkbox"/> How to leave a voice-mail message.	<input type="checkbox"/> How to use a topographical map and compass.

<input type="checkbox"/> How to dispose of chemicals safely.	<input type="checkbox"/> How to put on an emergency safety dog muzzle.
<input type="checkbox"/> How to extinguish a grease pan fire.	<input type="checkbox"/> How to take blood pressure and pulse readings.
<input type="checkbox"/> How to adjust lap and shoulder belts.	<input type="checkbox"/> How to coil and throw a 40-foot, 1/4-inch rope.
<input type="checkbox"/> How to do a crime prevention survey.	<input type="checkbox"/> How to report an emergency in your community.
<input type="checkbox"/> How to take a clear set of finger prints.	<input type="checkbox"/> How to handle and store CDs, tapes, or records.
<input type="checkbox"/> How to layout a typical patrol campsite.	<input type="checkbox"/> How to bicycle safely along a row of parked cars.
<input type="checkbox"/> How to make a mock archaeological dig.	<input type="checkbox"/> How to summon emergency aid to a climbing area.
<input type="checkbox"/> How to set up and put out a cooking fire.	<input type="checkbox"/> How to properly use a tooth brush and dental floss.
<input type="checkbox"/> How to use five important plumber's tools.	<input type="checkbox"/> How to attract and communicate with rescue planes.
<input type="checkbox"/> How to repair a plug on an appliance cord.	<input type="checkbox"/> How to calculate the weight a boat may safely carry.
<input type="checkbox"/> How to take and follow a compass bearing.	<input type="checkbox"/> How to examine a rope for signs of wear or damage.
<input type="checkbox"/> How to scout and read a river while afloat and ashore.	
<input type="checkbox"/> How to pass another skater or pedestrian from behind.	
<input type="checkbox"/> How to stop a bicycle safely with foot and hand brakes.	
<input type="checkbox"/> How to safely outfit and use an inflatable boat in whitewater.	
<input type="checkbox"/> How to protect people from crime in several different places.	
<input type="checkbox"/> How to protect yourself against insects, reptiles, rodents, and bears.	
<input type="checkbox"/> How to use a contact insecticide, a stomach poison, and a fungicide.	
<input type="checkbox"/> How to protect food from bad weather, animals, and contamination.	
<input type="checkbox"/> How to propagate plants by seed, roots, cuttings, tubers, buds, and grafts.	
<input type="checkbox"/> How to protect people and property from accidents, fire, theft, robbery, and assault.	
<input type="checkbox"/> How to use effectively a pack frame and hip strap to distribute the weight on your body.	
<input type="checkbox"/> How to prepare properly for and deal with inclement weather while on a backpacking trek.	
<input type="checkbox"/> Other, explain: <input type="text"/>	

02. The plan development includes [ Mark All That Apply ]

- a. Number of learners to be trained.
- b. The skills my learners already have.
- c. The types and number of training aids.
- d. The best presentation order of major points.
- e. What I expect my learners to know after training.
- f. Information needed as a review with my learners.
- g. The critical skill steps or major points of the training.
- h. Ways to find out how much the learners have learned.
- i. Type of presentation methods such as lecture, demonstration, practice sessions, and training aids.
- j. Other, explain:

03. My merit badge counselor has approved my plan.  True  False

04. I have made the following type teaching aids to carry out my plan [ Mark all that apply ]

- a. Slides
- b. Posters
- c. Handouts
- d. Flip Charts
- e. Visual Aids
- f. Chalkboard
- g. Video or Film
- h. Working Models
- i. Overhead Projections
- j. Electronic Presentation
- k. Live, Full Scale Demonstrations

05. To check and see if learners have learned, I plan to use the following methods [ Mark all that Apply ]

- a. Explanation
- b. Written Test
- c. Demonstration
- d. All of the above

06. My counselor has reviewed with me the results of my learner checking methods.  True  False

07. My counselor and I believe the learners have learned.  True  False



### Communications Badge Req. 2

Choose a product or service. Build a sales plan based on its good points. Try to "sell" the counselor on buying it from you. Talk with the counselor about how well you did in telling about the product or service and convincing the counselor to buy it.

08. I have chosen a  for my sales plan.

09. The name of my product or service is .

10. The benefits of my product or service help sell it better than its features.  True  False

11. My sales plan good points include: [ List as many as Possible ]

- a.
- b.
- c.
- d.
- e.

12. After my sales presentation, my counselor wanted to buy my product or use my service.  True  
 False

13. My counselor and I discussed my presentation and the results.  True  False



### Communications Badge Req. 3

Do the following:

(a) Show how you would make a telephone call inviting an expert in the field of your choice to give a demonstration to your unit on that person's area of expertise.

(b) Show how to create an effective recorded message and how to leave a voice-mail message.

14. I used the following telephone techniques while inviting a field expert to give a troop demonstration:

- a. Followed a script.
- b. Practiced a script.
- c. Presented the invitation.
- d. Used a smile while talking.
- e. Used a smile while listening.
- f. Stayed focused upon subject.
- g. Spoke in a non-rapid manner.
- h. Asked for the person by name.
- i. Explained my reason for the call.
- j. Waited for my turn before talking.
- k. Used my normal tone and rhythm.
- l. Allowed phone to ring up to nine times.
- m. Called during an appropriate time of day.
- n. Used my memory to present the invitation.
- o. Introduced myself at the beginning of the call.
- p. Had nothing but my tongue in my mouth while talking.
- q. Held the phone mouth piece about one inch from my mouth.
- r. Made sure the call was neither inconvenient nor an interruption.

15. When creating an effective recorded message I would:

- a. Clearly state my information.
- b. Check daily for incoming messages.
- c. Keep the information brief but complete.
- d. Attempt to return all calls within a day's time.
- e. Listen to the message to insure it is satisfactory.
- f. Use tone and words that encourage callers to leave their messages.
- g. Items a, c, d, and f only.

16. When leaving a voice-mail message I would mention:

- a. Who I am.
- b. Why I called.
- c. My telephone number.
- d. When I am available to answer a return call.
- e. Listen to recorded greeting and follow any special directions.
- f. Items a, b, c, and d only.



**Communications Badge Req. 4**

Do the following:

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

(b) Show how to introduce a guest speaker.

17. People speak at about  words per minute. Thus a five-minute speech requires  words.

18. While writing my five-minute speech, I incorporated: [ Mark all that Apply ]

- a. Stories
- b. Questions
- c. Unusual ideas
- d. A strong ending
- e. Presentation aids
- f. Practice and training
- g. Outlining strong ideas
- h. An attention getting opening
- i. Selecting strong ideas for my presentation
- j. The interest of both myself and my audience
- k. Results I wanted my presentation to accomplish
- l. Dividing my original topic into several smaller ideas
- m. Choosing a main idea and recording everything that goes with it

19. While presenting my five-minute speech, I incorporated: [ Mark all that Apply ]

- a. Clear speech
- b. Deep breathing
- c. Friendly mannerisms
- d. Looking at my listeners
- e. Brief pauses for emphasis
- f. Use of effective body language
- g. Other, explain:

20. For introducing a guest speaker, I would use: [ Mark all that Apply ]

- a. One or two minutes of time.
- b. Special qualifications of the speaker.
- c. The speaker's name at least a couple of times.
- d. Giving the speaker the last introduction line cue.
- e. The correct pronunciation of the speaker's name.
- f. A special story or anecdote about the speaker's personal interest in the subject.
- g. Careful listening to the speaker's opening remarks and responding appropriately.
- h. Announcement of the speaker's name to the audience, then turning to the speaker with a smile.



**Communications Badge Req. 5**

Attend a town meeting where two or three points of view are given. Listen and take notes. Make a report from your notes. Tell your troop or patrol what you heard.

21. Asking questions helps you clearly understand what someone is trying to communicate.  True  
 False
22. I should balance my listening with my note taking to make sure I understand the main points.  True  
 False
23. Your meeting notes and report should include you personal opinions about what the people said.  
 True  False
24. A "Town Meeting" could be any kind of meeting. I choose the type checked below: [ Make One Selection Only ]
- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> Elks    | <input type="checkbox"/> Humane Society     |
| <input type="checkbox"/> Lions   | <input type="checkbox"/> Heritage Society   |
| <input type="checkbox"/> Union   | <input type="checkbox"/> American Legion    |
| <input type="checkbox"/> Rotary  | <input type="checkbox"/> Audubon Society    |
| <input type="checkbox"/> Moose   | <input type="checkbox"/> Weight Watchers    |
| <input type="checkbox"/> Civitan | <input type="checkbox"/> Political Campaign |
| <input type="checkbox"/> Alumni  | <input type="checkbox"/> Civic Organization |
| <input type="checkbox"/> Jaycees | <input type="checkbox"/> Board of Directors |



- |   |   |
|---|---|
| <input type="checkbox"/> Shriners         | <input type="checkbox"/> Habitat for Humanity   |
| <input type="checkbox"/> Business         | <input type="checkbox"/> Knights of Columbus  |
| <input type="checkbox"/> Optimist         | <input type="checkbox"/> Campus Organization  |
| <input type="checkbox"/> Kawanis          | <input type="checkbox"/> Neighborhood Watch   |
| <input type="checkbox"/> Red Cross        | <input type="checkbox"/> Religious Organization   |
| <input type="checkbox"/> Committee        | <input type="checkbox"/> Shareholders Meeting   |
| <input type="checkbox"/> Big Brothers     | <input type="checkbox"/> Alcoholics Anonymous   |
| <input type="checkbox"/> Commission       | <input type="checkbox"/> Chamber of Commerce  |
| <input type="checkbox"/> City Council     | <input type="checkbox"/> Environmental Protection                                       |
| <input type="checkbox"/> Odd Fellows      | <input type="checkbox"/> Fraternal Order of Eagles                                      |
| <input type="checkbox"/> Toastmasters     | <input type="checkbox"/> American Cancer Society  |
| <input type="checkbox"/> School Board     | <input type="checkbox"/> <u>Veterans of Foreign Wars</u>                                |
| <input type="checkbox"/> Order of Owls    | <input type="checkbox"/> Home Owner's Association                                       |
| <input type="checkbox"/> Public Hearing   | <input type="checkbox"/> American Heart Association                                     |
| <input type="checkbox"/> Women's Club     | <input type="checkbox"/> Disabled American Veterans                                     |
| <input type="checkbox"/> Amateur Radio    | <input type="checkbox"/> American Diabetes Association                                  |
| <input type="checkbox"/> Civic Air Patrol | <input type="checkbox"/> Parent Teachers Association [ PTA ]                            |
| <input type="checkbox"/> Zoning Hearing   | <input type="checkbox"/> American Association of Retired People [ AARP ]                |
| <input type="checkbox"/> Salvation Army   | <input type="checkbox"/> American Society for Prevention of Cruelty to Animals [ASPCA ] |
| <input type="checkbox"/> Other, explain:  | <input type="text"/>  |

25. I found my "Town Meeting" schedule for date and time of meeting through: [ Make One Selection Only ]

- a. Flier
- b. Radio
- c. Friend
- d. Parents
- e. Internet
- f. Neighbor
- g. Television
- h. Newspaper
- i. Bulletin Board
- j. Word of Mouth
- k. Other, explain:

26. I attended a "Town Meeting" where two or three points of view were expressed. True  False
27. During the meeting, I listened and took notes of what I heard.  True  False
28. I made a report from my notes and told my  about what I had heard.  True  False



**Communications Badge Req. 6**

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). Or, write to an individual or organization to request information (on any subject). Send your message by fax or electronic mail, if possible. Otherwise, mail a traditional paper letter.
- (b) Create a page on the World Wide Web for yourself or to give information about your Scout troop, school, or other organization. Include at least one article and one photograph or illustration.
- (c) Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your Scout troop, school, chartered organization, or other group. Include at least one article and one photograph or illustration.

29. I choose requirement 6  for my task completion.
30. If 6a was completed, the completed message was transmitted by the  method.

31. If 6b was completed, the Page can be reviewed at .
32. If 6b or 6c were completed, they included  article(s) and  photograph(s) .
33. A serif can be defined as a:
- a. law enforcement employee.
  - b. tail or little marks at the ends of a letter's main strokes.
  - c. short lines stemming from and at an angle to the upper and lower ends of the strokes of a letter.
  - d. a schedule of duties imposed by a government on imported or in some countries exported goods.
34. The email address @ character stands for  the . character is pronounced .
35. A web page can be checked for clear communication before it is published on the Internet.  True  
 False
36. For a well designed desktop publication I should include: [ Mark all that Apply ]
- a. close consideration for content.
  - b. text with capital and small letters.
  - c. one space between one sentence and the next.
  - d. typeset rather than typewriter-style characters.
  - e. proofreading before reproducing and distribution.
  - f. break up large blocks of text with white space, pictures, frames, and etc.
  - g. limited typefaces such as a serified typeface for text and a sans serif typeface for headlines.
38. I have a paper copy of my requirement 6 completion document(s) to show to my counselor.  True  
 False



Prepare an autobiographical résumé that you would use in applying for a job.

39. I have prepared an autobiographical résumé that could be used while applying for a job.  True  
 False

40. The word résumé means .

41. The components or parts of my résumé include: [ Mark all that Apply ]

- a. Skills
- b. Honors
- c. Heading
- d. Licenses
- e. Activities
- f. Education
- g. Experience
- h. Certifications
- i. Career Objective
- j. Other, explain:

42. I was able to design a nice looking and clearly communicating  page résumé.  
 True  False

43. My résumé was .



### **Communications Badge Req. 8**

Find out about careers in the field of communications. Choose one career and discuss with your counselor the qualifications and preparation needed for it.

44. The career communications field I want to discuss is that of a (an): [ Make One Selection Only ]  
 Rabbi  Disk Jockey

- |  |   |
|--|---|
| <input type="checkbox"/> Actor           | <input type="checkbox"/> Screenwriter                     |
| <input type="checkbox"/> Artist          | <input type="checkbox"/> Psychologist                     |
| <input type="checkbox"/> Priest          | <input type="checkbox"/> Photographer                     |
| <input type="checkbox"/> Editor          | <input type="checkbox"/> Events Manager                   |
| <input type="checkbox"/> Writer          | <input type="checkbox"/> Family Therapist                 |
| <input type="checkbox"/> Singer          | <input type="checkbox"/> Speech Therapist                 |
| <input type="checkbox"/> Dancer          | <input type="checkbox"/> Graphic Designer                 |
| <input type="checkbox"/> Teacher         | <input type="checkbox"/> Cinematographer                  |
| <input type="checkbox"/> Minister        | <input type="checkbox"/> Video Production                 |
| <input type="checkbox"/> Attorney        | <input type="checkbox"/> Personnel Manager                |
| <input type="checkbox"/> Librarian       | <input type="checkbox"/> Printer/Lithographer             |
| <input type="checkbox"/> Musician        | <input type="checkbox"/> Marketing Specialist             |
| <input type="checkbox"/> Journalist      | <input type="checkbox"/> Sales Representative             |
| <input type="checkbox"/> Publisher       | <input type="checkbox"/> Publications Manager             |
| <input type="checkbox"/> Politician      | <input type="checkbox"/> Audio Visual Specialist          |
| <input type="checkbox"/> Dispatcher      | <input type="checkbox"/> Advertising Copywriter           |
| <input type="checkbox"/> Entertainer     | <input type="checkbox"/> Media Relations Specialist       |
| <input type="checkbox"/> Playwright      | <input type="checkbox"/> Communications Engineer          |
| <input type="checkbox"/> Announcer       | <input type="checkbox"/> Public Relations Specialist      |
| <input type="checkbox"/> Webmaster       | <input type="checkbox"/> Professional Speaker/Trainer     |
| <input type="checkbox"/> Sign Painter    | <input type="checkbox"/> Marketing Research Specialist    |
| <input type="checkbox"/> Broadcaster     | <input type="checkbox"/> Strategic Communications Planner |
| <input type="checkbox"/> Other, explain: | <input type="text"/>                                      |

45. I have researched the qualifications and preparation needed for my communications career field.  
 True  False
46. I am prepared to discuss the career qualifications and preparation needed with my counselor.  True  
 False