

Read **BOYS' LIFE** Earn Merit Badges



BOYS' LIFE is your magazine. Each monthly issue is packed with information on Scouting skills and activities as well as many other interesting stories and articles. **BOYS' LIFE** will help you along your "trail to Eagle."

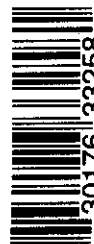
Check **BOYS' LIFE** regularly for special columns and articles that will help with your advancement. You'll enjoy and want to use the illustrated how-to features in **BOYS' LIFE** for many merit badge subjects.

BOYS' LIFE
The official magazine of the
Boy Scouts of America

BOYS' LIFE keeps you up-to-date on the latest Scouting events. It announces new merit badges and merit badge requirements.

If you don't already subscribe to **BOYS' LIFE**, your Scoutmaster can help you subscribe at half the regular price.

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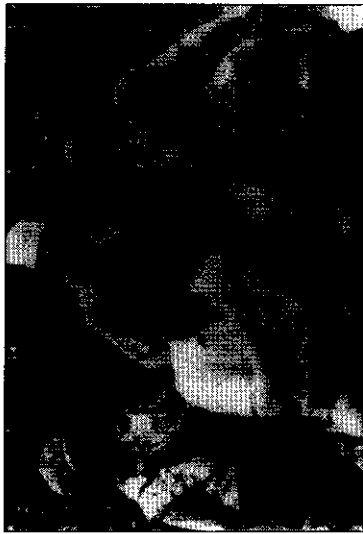
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BOY SCOUTS OF AMERICA
MAYNARD BAYVIEW, CALIFORNIA

COMMUNICATIONS

Troop 249

How to use this pamphlet.



The secret to successfully earning a merit badge is for you to use both the pamphlet and the suggestions of your counselor.

Your counselor can be as important to you as a coach is to an athlete. Use all of the resources your counselor can make available to you. This may be the best chance you will have to learn about this particular subject. Make it count.

If you or your counselor feels that any information in this pamphlet is incorrect, please let us know. Please state your source of information.

Merit badge pamphlets are reprinted annually and requirements updated regularly. Your suggestions for improvement are welcome.

Send comments along with a brief statement about yourself to Boy Scout Division • Boy Scouts of America • 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

Who pays for this pamphlet?

This merit badge pamphlet is one of a series of more than 100 covering all kinds of hobby and career subjects. It is made available for you to buy as a service of the national and local councils, Boy Scouts of America. The costs of the development, writing, and editing of the merit badge pamphlets are paid for by the Boy Scouts of America in order to bring you the best book at a reasonable price.

COMMUNICATIONS



BOY SCOUTS OF AMERICA
IRVING, TEXAS

Requirements

- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.

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



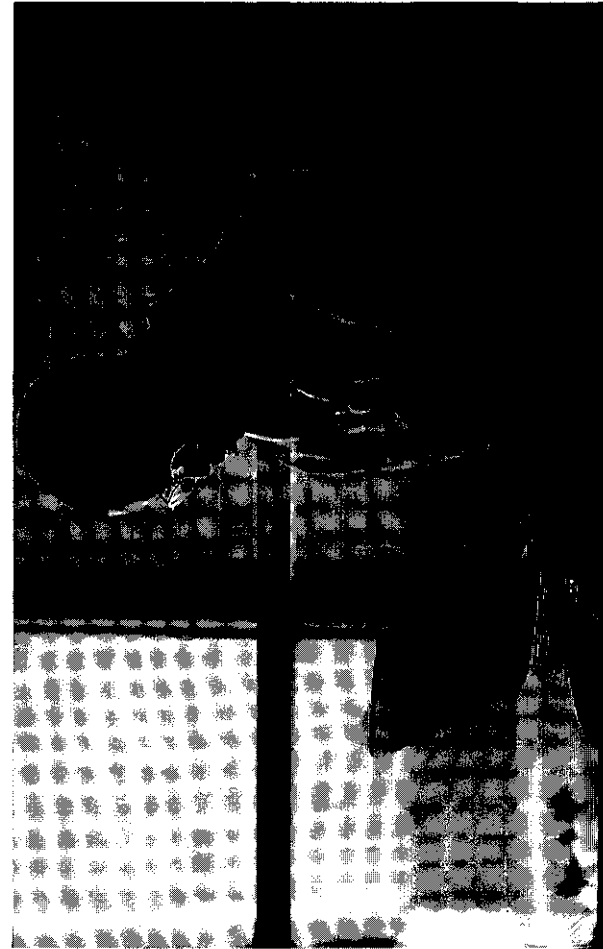
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Understanding Communications

Communicating is sharing information. You have been communicating all your life. As a baby, you expressed your feelings and needs by crying, cooing, and laughing. As you got older, you started communicating through speech.

Besides talking to people, you can communicate with the world around you using all of your senses—hearing, sight, touch, smell, and taste. The pictures below and on the next page show some different forms of communication.





People use the ability to communicate for many purposes: to teach, to exchange information, to tell others what they are thinking, to convey wishes and make requests, to express feelings and opinions, to explain and clarify, to iron out differences, and to praise, persuade, motivate, and lead. An effective communicator learns how to take in information and how to pass it on in a way that is interesting and useful to his or her audience. The good communicator makes sure the audience understands.

You already know much about communication. In earning this merit badge, you can polish your skills and learn new techniques that will be valuable to you in your troop, at school, at home, on sports teams, around your neighborhood, and at work. The things you learn will be useful your whole life. Communication skills are vital in almost every job or situation you might face in life.

This pamphlet deals with some basic communication skills. In earning this badge, you will focus on face-to-face communications such as teaching, giving a speech, and listening; communicating at a distance by means of telephones and computers; communicating to get a job; and careers in communications. Other merit badge pamphlets have more detailed discussions of some of the special communication forms, such as art, cinematography, graphic arts, journalism, music, photography, radio, reading, salesmanship, and theater.



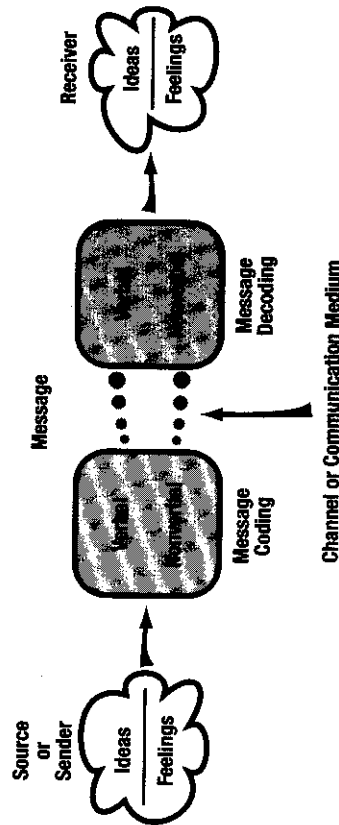
A Model of Communication

Any form of communication requires four things:

- A source or sender
- A message
- A channel or communication medium
- A receiver

Let's look at each of these.

A Model of Communication



The Source or Sender

In most of the forms of communication described in this pamphlet, the *sender* or source of the message is you. What are the requirements of an effective sender?

Clear thinking is an important part of being a good communicator. You must know what you want to say and send a complete and accurate message. You can't leave out important parts or "garble the transmission" by sending a message that is different from the message you want the other person to receive.

You need good communication tools. These include your voice, your ideas and vocabulary, your body language, and your writing skills.



Effective Speaking

You have only the voice that nature gave you, but you can work with your voice to make it a strong communication tool:

- **Speak confidently.** Don't mumble. Avoid filler phrases like "um," "ah," "like," "you know," or "okay"; pause instead. Keep your voice level up at the end of sentences; don't let it fade. Accent your sentences correctly. For instance, you can hear the question mark in a person's voice. Don't include that vocal question mark if you are making a statement.
- **Look directly at the person with whom you are speaking.** Make eye contact. That will catch the person's attention, make your speech clearer, and help your listener understand you.
- **Fit your words to your listener.** Make the right points and use the right vocabulary for your message and your audience. You would use different words to deliver a message to a 4-year-old than to the principal of your school, wouldn't you? Use slang with care. Define any slang terms, abbreviations, or special jargon you must use. (Even an experienced camper might not know what a "snow stake" is.)
- **Get to the point.** Don't ramble or include a lot of information that has little to do with the subject of your communication.



- **Keep it simple.** Short words and short sentences make for clearer communication. Don't waste words. Don't say "imminent arrival of extraterrestrials" when you mean an alien invasion. If you're talking about a lack of money, don't call it "a serious funding uncertainty leading to fiscal shortfalls." Silly as these examples might seem, wordiness of this sort is not unusual. You will often hear people using lots of big words when a few short words would communicate more clearly. Do you tune out a long-winded speaker? If your communication is wordy, people may also stop listening to you before you get your message across.
- **Use body language for emphasis.** Body language is how you stand and how you use facial expressions and gestures to communicate. Your body language helps people know what you're saying in much the same way that pictures in a book or magazine help readers know what a story or article is about. Use "body talk" to help you get your point across. Be careful that your body language doesn't distract from your message or send the wrong message. If you say to someone, "I'm glad to meet you," but you don't smile or hold out your hand, your body language says you're not glad.

Effective Writing

Many of the ideas outlined above apply as much to written communication as to speech. To communicate effectively in writing:

- **Think about what you want to communicate.** What is your reason for writing? What is the most important idea or bit of information that you want to communicate? Figure out the main point you want to make, then decide what details you will add to support or explain the main point or idea.





- **Know who your audience is** and keep your audience clearly in mind as you write. Shape your message to your audience. Use familiar, everyday words that your audience will understand. Write simply and avoid wordiness. For example, don't write that going over Niagara Falls in a barrel "causes a condition of concern and alarm" if you mean that it's dangerous.
- **Organize your ideas logically.** Starting with your main point, put your ideas in the right order to carry your reader along step-by-step. Have a beginning, a middle, and a conclusion. Many writers and speakers begin with statements, questions, or brief stories that will catch a reader's or listener's attention. The middle presents your message step-by-step. The conclusion sums up your message, and may restate your main point.
- **Write in an active rather than passive style.** Make your sentences direct and vigorous, not hesitant or weak. An example of passive writing is: "The principles of rolling a kayak should be learned before running rapids." It's livelier and more direct to write: "Learn how to roll a kayak before you run rapids."
- **Write a rough first draft.** Don't worry about spelling, punctuation, or sentence structure. Just get your ideas on paper. Let your thoughts flow. After you've written a rough draft, read it aloud. Hearing your words as you see them on paper will help you recognize words that don't say what you mean, sentences that ramble, and passages that might confuse a reader.
- **Revise the draft** to make it clear. Drop anything that doesn't help you make your point. Cut unnecessary words. Change words and the order of words until your writing says exactly what you want it to say.
- **Correct mistakes** in spelling, grammar, and punctuation.

The Rule of Three

To improve your communication, either written or spoken, try to organize it into three parts. People more easily remember things that are grouped in threes. Think of "ready, set, go" or "morning, noon, and night." Think of a story that has a beginning, a middle, and an end. Speakers and writers use the "rule of three" to organize their



ideas with an introduction, a *body*, and a conclusion. The *body*, or main part, of a speech or a piece of writing may be further broken down into three key points to help the audience grasp it.

Thomas Edison was using the rule of three when he said: "The three great essentials to achieving anything worthwhile are hard work, stick-to-it-iveness, and common sense." People will be drawn to and remember your message longer if they get it in three parts. (If you look, you'll find many examples of the rule of three in this pamphlet.)

The Message

Your *message* is what you want to communicate. Your message might be urgent and short: "The building is on fire. Keep low and get out." Your message might be long and relatively unimportant—a fifteen-minute description of the unwise thing you did on the last campout, for instance.

The nature of your message—how much detail it includes, its length, how much impact you want it to have—will affect the way you deliver it. The nature of your message will also influence the medium you select to deliver it with.

The Channel or Communication Medium

Communications *channels*, or *media*, are the means to carry the message. They include talking, writing, and body language like posture, gestures, and facial expressions.

People use many other means to deliver messages, including radio, television, telephones, computers, videotapes, photographs, books, magazines, movies, music, billboards, posters, maps, street signs, sign language, Morse code, the Braille alphabet, and in earlier days, smoke signals, drum beats, and signal fires.

The Receiver

The *receiver* of your communication might be one person: a buddy, a parent, a teacher, a bus driver, a salesclerk, or your kid brother, for example. Or, the receivers might be several people at the same time.

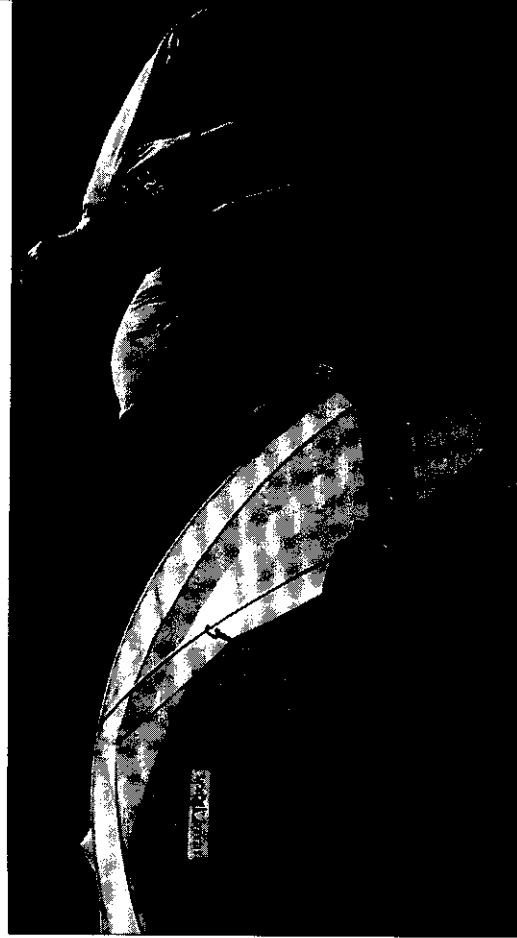
Barriers can keep receivers from getting your message. The most common barriers include distractions, inattention, and noise or poor sound levels. The receivers themselves might put up some of these barriers. Other barriers might be beyond a receiver's control—the



noise of a plane flying overhead, for instance, or the buzz of air conditioning. If communication is important to you, if you want to be understood, you must work to overcome these barriers:

- **Keep distractions to a minimum** by controlling or carefully selecting the setting (surroundings) in which you communicate. The setting of your communication might be informal, as when you're shooting the breeze with your patrol or friends from school. Or, the setting might be formal, as when you present a report to your class or troop. In any case, take steps to reduce distractions. Turn off the radio or television. Close windows to keep out traffic noises. Make sure you don't create distractions that interfere with the reception of your message. Don't jingle coins in your pocket, for instance.
- **Keep the receivers' attention** by making your message interesting and engaging. For example, involve your listeners by asking them to repeat the main points of instruction. That will help keep them focused. Ask for *feedback* including comments and questions.
- **Control the sound level** by speaking clearly, above stray noises, and by looking at your listeners as you speak.

Teaching a Skill



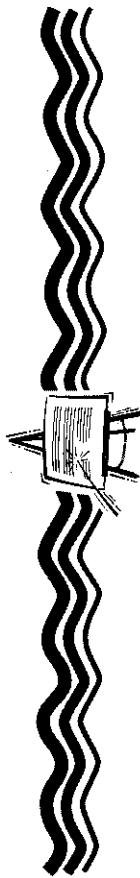
Teaching a skill can be fun both for you and for the people you teach. In Scouting, you probably have already learned something about teaching a skill, either as a learner or as an instructor. In earning this merit badge, you will learn more about how to teach a skill.

Requirement 1 has four parts:

- Develop a teaching plan.
 - Prepare training aids.
 - Teach.
 - Check to see that the people you taught have learned.
- Let's look at each of these four parts.

Teaching Plan

You can teach any skill you choose. You'll help your troop by picking a Scouting skill that is required for advancement and teaching it to some of the junior Scouts. Your teaching plan should cover at least one full advancement requirement, or more than one if there are



several closely related requirements. You might teach how to pitch a tent or how to plan meals for a campout, for example. Your subject could be proper care of an ax, conservation practices, or any of several other skills.

Write out your teaching plan. Make it clear enough that someone else could use it to teach the same skill later. After you have earned this merit badge, give your plan and your training aids to your Scoutmaster. These items can help build a library of interesting and fun things to do at future troop meetings and campouts.

In your plan, answer the following questions.

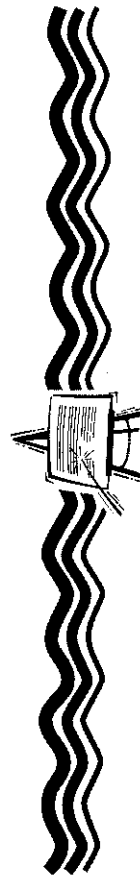
Audience. Who is the audience? What skills do you think your learners already have? For instance, if you will be teaching pioneering skills, you will need to know whether the learners already are skilled in basic lashings. Is there anything you will need to review with the audience as part of the training?

How big a group will you be training? You use different methods to teach a skill to two people than you use to train a group of ten. (See "Choosing a Presentation Aid" on page 17.)

Objective. What do you want your audience to learn? Write your teaching objective to say: "When the training session is over, the people I trained will be able to (do something)." Define the "do something" as precisely as you can—tie a one-handed bowline, for example, or erect a troop tent with one other person, or whip rope ends.

Major points. What are the critical steps of the skill to be taught? Make these critical steps the major points of your teaching plan.

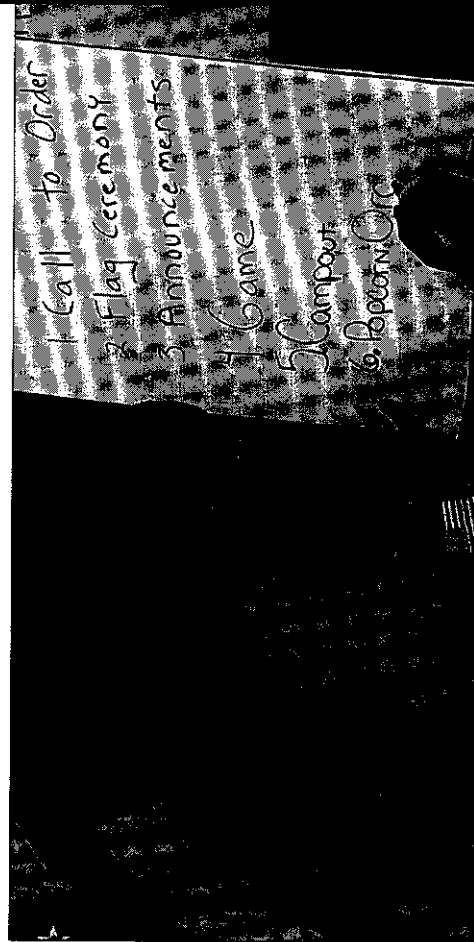
Sequence. What is the best order in which to present these major points? Organize your teaching plan accordingly. If you'll be teaching a skill that requires your learners to do certain things in a specific order, then organize your teaching plan to present those things in exactly that order. If your audience must know the simple parts of a skill before they can learn the more complicated bits, then plan your teaching to begin with the basics, then present the parts that are more difficult to master.

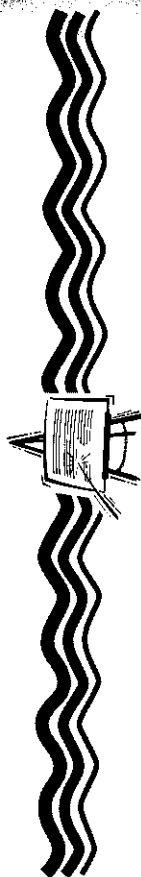


Methods. How will you present the various points? By lecturing, or with training aids, demonstrations, or practice sessions? Some of the advantages and disadvantages of each method are discussed in this pamphlet.

Training aids. What teaching aids will you use? How will you prepare them? (See "Training Aids" on the following page.)

Measurement. How will learners show what they have learned? By doing? By explaining? By taking a test? Think about this before you begin to teach. How will you check to see what the people you taught have learned? How might you measure their understanding? Where and when can they be checked and tested?





Training Aids

By considering all of the items mentioned above before preparing your training aids, you will be able to teach more effectively, and people will be more likely to learn from you.

An ancient Chinese proverb says: *I hear, and I forget. I see, and I remember. I do, and I understand.* Teaching aids will help your students to see, do, and understand. Aids help them become actively involved with the materials you are presenting. Research has shown that 85 percent of the information a person's brain receives and stores comes through the eyes. Visual aids, therefore, can be a crucial part of communication.

You can use visual aids, working models, and other kinds of presentation aids to

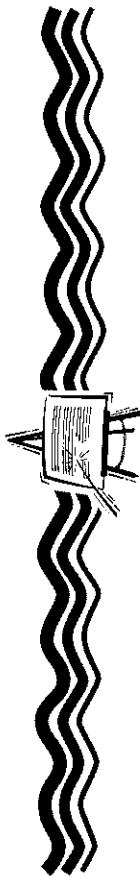
- Keep your audience's attention by changing the pace of your presentation.
- Raise interest in your topic.
- Demonstrate and illustrate your message, making it more believable.
- Highlight your key points.
- Help people learn by involving all of their senses.

Before you make training aids, have your counselor review your teaching plan and your ideas for presentation aids. Ask for advice on the best aids to make. The table on page 17 shows what the different types of presentation aids are best used for. The sections beginning on page 18 describe how to make and use various aids. Also consider unusual presentation aids such as live, full-scale demonstrations.

Choosing a Presentation Aid

Type of Aid	Purpose										Audience Size	Written Materials			Calculations		Many or complex
	Explanation/clarification	Basis for discussion	Organizing discussion	Student application or practice	Summarizing	Presentation Type	Teaching	Speech	Selling	Small	Large	Short	Long	Simple			
Handout	*	✓	*	✓	*		*	*	*	*	*	✓	—	—			
Chalkboard	✓	✓	✓	✓	✓		*	*	*	✓	✓	*	*	*			
Flip Chart	✓	✓	*	✓	✓		*	✓	✓	✓	✓	*	*	*	✓		
Posters	✓	✓	*	✓	✓		✓	*	*	✓	✓	*	*	*			
Overhead Projector	✓	✓	✓	✓	✓		*	*	✓	*	✓	✓	✓	✓	*		
Slides	*	✓	✓	✓	✓		✓	*	*	*	*	✓	✓	✓	*		
Video/Film	*	✓	*	✓	✓		*	✓	*	✓	✓	—	—	—			
Electronic Presentation Model	*	✓	*	✓	✓		✓	*	*	*	*	✓	—	—			
Working Model	*	*	*	*	*		*	*	*	*	*	—	—	—			

* = Best, most effective
 ✓ = Acceptable
 X = Least desirable

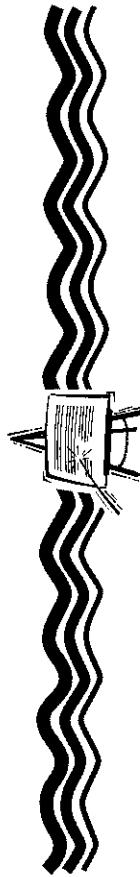


Handouts

Handouts can include such things as a write-up of your subject, and pictures, exercises, or props that learners can practice with, like rope pieces for a presentation on knot tying or splicing.

You can use handouts for four main purposes:

- **Outlining.** If you give your audience an outline of your talk, make sure it fits your presentation and covers all the main points. The outline should not be too long or detailed, but don't make it extremely short, either. It is a good idea to leave space for your listeners to take notes. Be sure to distribute the outline before you start.
 - **Doing in-session work.** Handouts can include lists, pictures, and examples or instructions too detailed to show in any other way. If you are teaching how to make an end splice, for instance, a picture of the strands would be helpful. (Or better yet, provide rope for the students to practice making end splices under supervision would add even more.) If you give out these kinds of handouts during the session, give people time to read or examine them.
 - **Summarizing.** A summary could be a list of the key points in your presentation. It could be copies of flip charts or overhead transparencies. Include only essential material. Tell the learners ahead of time that you have a summary handout, so they won't need to take many notes.
 - **Supplementing.** If you have only a short time for your presentation, you can provide extra information in handouts. For example, at a cooking demonstration you might hand out a recipe book instead of making fifteen meals. The material should add to the topic. Explain why the supplement is important and give a brief summary of what is in it. Allow time for people to review it and ask questions.
- To use handouts well:
- Present handouts in a neat set, in a folder or notebook, if possible. Giving each person twenty sheets of loose paper, with no way to hold or file them, only creates litter.
 - Make sure the materials you hand out fit your presentation. If you demonstrate pitching a tent, don't include plans for building a pack rack.



- Make sure the material is of good quality. Check to be sure that the content is accurate, the spelling is correct, and the pages are easy to read. Beware of poor-quality photocopying.
- Distribute your materials at the proper time. Suggested times are shown in the table.

When to Hand Out Materials

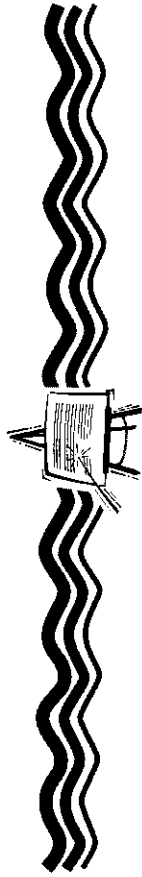
Type	Before	During	After
Outline	*	X	X
In-session work	*	✓	X
Summary	X	X	*
Supplement	✓	X	*
* = Best			
✓ = Okay			
X = Poor			

Chalkboard or Slickboard

A chalkboard or slickboard is useful for capturing or emphasizing things that happen as you teach. You can draw a diagram on a chalkboard, or outline the points you are making. You can use a chalkboard to review, to make calculations, or to record feedback from the group. (A slickboard usually has a white surface for use with special erasable colored markers instead of chalk. It is used the same way as a chalkboard.)

You normally would use this kind of training aid only if there already was one in the room. To use a chalkboard or slickboard well:

- Start with a clean board, several pieces of chalk or pens, and clean erasers.
- Keep your writing brief and to the point. Write phrases or words; don't use abbreviations unless you are sure that your audience will know what they mean.



- Decide ahead of time *what* you'll write, *when* you'll write it, and *how* to space it.
- Don't talk to the board. When you are finished writing, stand clear and point.
- Print clearly; use bold block letters.
- Make the letters big enough for people to read. (See the size guidelines in the section on flip charts.)



Flip Charts

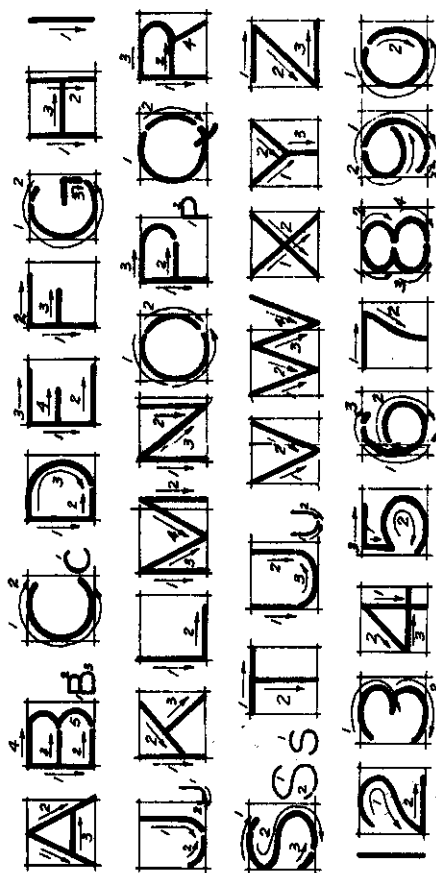
A flip chart is a pad on an easel. You flip through the pages as you go from point to point. Easel pads usually are 20" x 28" or 27" x 34". Most stationery and office supply stores sell pads and easels.

You can use flip charts to gather ideas, structure a training session, define, and explain. You can prepare them in advance or make them up on the spot. Either way, you must plan the order in which you will present your ideas.



To use flip charts well:

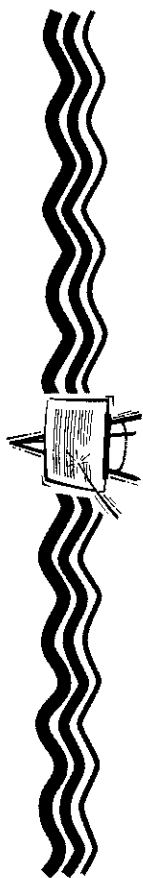
- Keep them simple. Put one idea on a page and use as few words as possible. Don't put more than seven or eight lines on a page.
- Decide where to leave blank pages for notes you will write as you teach. Or, use two flip charts—one prepared ahead of time and a blank one to write on during the session.
- If you will want to turn to some of the pages out of order, use paper clips to mark those pages.
- If you will be referring to some of the material several times, tear off those pages. Tape these up in view of the group. Cut strips of tape in advance and stick it to the side of the chart easel for easier handling.
- Make the pages attractive. Use colored pens—dark for text, bright for highlights. Black or blue on white paper is easiest to read. Yellow on a white or red background is hard to see. So is blue on a green background. For variety, use graphs, charts, and pictures as well as words.
- Letter your flip charts (or posters) so that people can read them easily. The chart on the next page shows short-stroke letters. They are the easiest letters to read and also the easiest to make look good. Make each letter with smooth lines. Use the arrows in the chart as a guide. They show the parts of the letters that you can make with one smooth stroke at a time. The numbers show which stroke to make first, which to make second, and so on.
- Space the letters evenly and make them all the same size. To keep the letters uniform in size, draw them as if you were fitting each one into the same-size square, as shown in the chart. Note, however, that *M* and *W* are wider than the other letters, while *I* and the number 1 are narrower. Some flip-chart pads are printed with a grid, which is ideal for this sort of lettering.



The following chart shows how big the letters should be. The height and thickness of the letters depend on how far away the chart is from the farthest person in your audience. Make the letters (other than M, W, and I) as wide as they are high. Space them about one-and-a-half times as far apart as they are high.

Letter Size Chart

Distance	Height	Thickness
Up to 10 feet	1 inch	$\frac{1}{8}$ inch
10 to 20 feet	1½ inches	$\frac{1}{4}$ inch
20 to 40 feet	2 inches	$\frac{1}{4}$ inch
40 to 60 feet	3 inches	$\frac{1}{4}$ inch



Posters

Like flip charts, posters are usually mounted on an easel. Unlike flip charts, they're always made in advance. Posters are easy to make from poster board and colored markers. Poster board, which comes in a variety of colors, can be used to make an attractive presentation.

To use posters well:

- Make them as simple as flip charts. Express one idea per board and use as few words as possible. Use simple pictures.
- Using the guidelines for flip charts, print block letters large enough to be seen by your audience. Be careful to choose marker or pen colors that show up well against the background.
- Use only a few posters. Too many may make your easel collapse. Practice removing and replacing them on your easel.

Overhead Projector

Overhead projectors use clear or colored sheets of transparency film. These sheets are often called simply transparencies or overheads. Transparencies can be made in advance or during training. You can make transparencies with most photocopiers and laser or inkjet printers.

To make transparencies using a photocopier: First create your originals on standard sheets of paper. Your originals might combine text and pictures. Once you have created your originals, load transparency film into the paper tray of the copier and copy each original onto a sheet of film. If you use a color copier, you can reproduce color photographs or make multicolored transparencies.

To make transparencies with a laser or inkjet printer: Create your originals using a computer and the software of your choice. Page layout software that allows you to combine text with pictures or graphics may give the best results. (See "Desktop Publishing" later in this pamphlet.) Be sure to take the printer's abilities into account—don't create color graphics if you'll be using a laser printer that can print only black on white. When you've created your visuals on the computer, place transparency film into the printer's paper tray and print directly on the film.



To make overheads by hand: Use grease pencil, press-on type, or transparency marking pens. Office supply stores sell transparency film that is designed to be written on, as well as films made especially for laser and inkjet printers, plain-paper copiers, and thermal-paper copiers.

Note: Be careful to choose the correct film for the method you're using. If you make transparencies with a printer, use a transparency film designed for printers of that type (inkjet or laser). Don't use regular photocopier film in a laser printer because the high heat could cause the film to melt and seriously damage the printer.

To use an overhead projector well:

- Include only one basic idea per transparency.
- Use the "rule of seven"—put no more than seven lines on a transparency, and use no more than seven words to a line.
- Arrange your message sideways instead of upright, to resemble a television screen, which can help to grab the audience's attention. (If you're creating transparencies with a computer, use the *landscape* or horizontal page orientation, not the *portrait* or vertical arrangement.)
- Organize your message near the top of the transparency. Avoid the bottom. The bottom can be hard for the audience to see.
- Make your transparencies easier to handle by putting them in mounting frames (sold at office supply stores). Number your overheads to help keep them in order.
- Check to be sure your audience can read your transparencies. The distance from the overhead projector to the screen will determine the size of the picture. Move the projector away from the screen until the projected image is large enough to be read by everyone in your audience.
- If you create transparencies using a computer and printer, make the text 18 point or larger in size. Use a *sans serif* or blocky typeface like Helvetica. A sans serif face tends to be clearer and easier to read



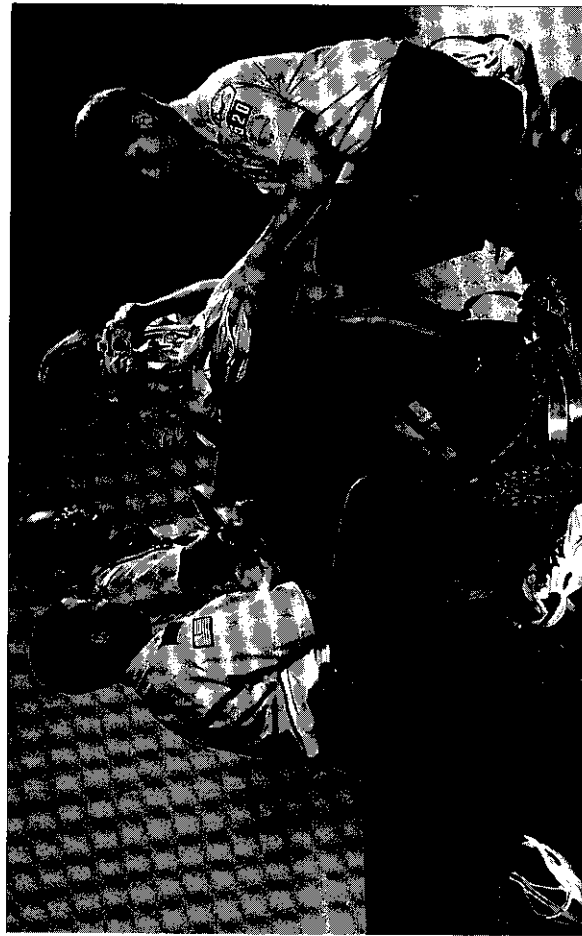
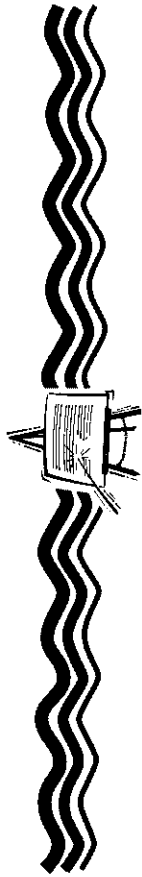
When transparencies are projected. (See "Telecommunications" and "Desktop Publishing" for more detailed explanations of serif and sans serif typefaces.)

- Don't block the audience's view with the machine or your body. Try putting the screen to one side of the room so that you and the projector are not directly between the screen and the audience.
- Dim the lights directly above the screen to avoid a washed-out image; otherwise, an overhead projector can be used in a room with normal lighting.
- Point to the transparency, not to the screen, if you want to point to something on an overhead.
- Speak to the audience, not to the machine. Speak above the hum of the machine. Turn off the projector if you stop using it for a while.
- Have extra bulbs and extra pens as backups.
- Use the "reveal method" to help keep your audience's attention. Lay a piece of paper on a transparency to hide parts of the image, then slide the paper down to show each point as you are ready to talk about it.
- Use overlays to make overheads more interesting. Begin with a basic transparency and then make other films to go over it to build an image or an idea. For example, put text or pictures on sheets of clear film to overlay a colored transparency, or place colored overlays on a clear original.
- To be spontaneous with overheads, use clear film, either in sheets or on a roll attached to the projector, and write as you speak.

Slides

Slides can be used much like transparencies. Many of the guidelines for overhead transparencies apply. The disadvantage of slides is that you can't use them for on-the-spot entries while you are teaching. Also, you need to show them in a darkened room.

To show your slides as you teach, you'll need a slide projector and a slide tray. Projectors are readily available, and many kinds of stores sell "universal" slide trays that fit virtually any slide projector. You will also need a projector stand and a screen.



To make your own slides using a camera and slide film: Be sure to choose a slide film that is designed for the light you'll be photographing under. Color slide films are available for several different types of light, including daylight, tungsten light, and photolamps. Using the wrong film will give your slides unnatural colors.

A daylight film used indoors with incandescent lamps, for instance, will produce pictures that look unnaturally red or orange. An indoor (tungsten) film used outdoors will produce slides with a bluish color. Therefore, be sure to use a daylight film to shoot slides in sunlight outdoors, or if you're using an electronic flash.

To shoot slides indoors in artificial light, use an indoor (tungsten) film. A photo lab or photo finishing store can help you choose the right film for the slides you plan to make.

To have computer graphics copied to slides: Check with the service bureau that will be shooting slides from your computer diskette. Different companies have different requirements; be sure a local service bureau can make slides from the kind of software and computer you'll be using.



Ask the service bureau how you should format the images. In general, pictures created on a computer must be proportioned (shaped) like slides. A standard 35mm slide, turned sideways, is about 1 $\frac{1}{2}$ " wide and $\frac{3}{4}$ " high. To keep these same proportions, make computer images about 11" wide and 7" high; otherwise, the images won't fit properly on a slide. Leave a margin of at least half an inch on all four sides to leave room for the finished slide to be put into a mount (a cardboard or plastic frame).

For text, use a standard font like Times Roman or Helvetica. (For more on fonts and computer graphics, see "Electronic Presentations" on page 29 and the sections on telecommunications and desktop publishing.)

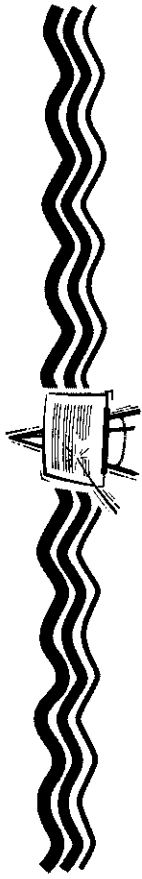
To use slides well:

- Practice using a projector and slides before your training session.
- Introduce your slide presentation with a title slide. Divide your presentation into sections with subtitle slides.
- Make the writing or text large enough to be readable to the naked eye in the finished slide. Otherwise, the text will be too small when projected.
- Use blank slides, instead of leaving empty spaces in the slide tray, if you need to pause or break the presentation between slides.
- Check to be sure the slides are in the correct order.
- Make sure all the slides will be right side up when you project them.
- Assume that everything will go wrong during the session. Be prepared for the equipment to malfunction. Have extra bulbs on hand.

Videotape and Film

A few years ago, it would have been hard for an individual to get a videotape or movie for use as a teaching aid. Changes in technology now mean you can make your own video. If you want to teach a skill like rock climbing, for instance, you can use a portable video camera or camcorder to make a videotape of experienced rock climbers. Be sure to move in close to capture the details of specific techniques.

You can also use a video camera to help you prepare for teaching a skill. Before you go in front of a live audience, you could practice in



front of a camera and review your performance. You might also videotape your students trying their new skills.

To use a videotape as a training aid:

- Obtain a tape, either commercially prepared or one that you produce yourself. To shoot your own video, you'll need a portable video camera or camcorder. To copy computer graphics into a videotaped presentation, you'll need a way to convert the graphics to a standard videotape; commercial services do this conversion for a fee.
 - Have a videocassette recorder (VCR) and a monitor with which to show the tape. You might be able to borrow a TV/VCR combination unit, or hold the session in a training room already equipped with a television and a VCR or combination unit.
- To use a videotape effectively in a training session:
- Be familiar with the tape's content. Prepare an introduction, stressing the points that viewers should watch for. In your introduction, don't give the video too big a buildup. Don't make excuses for it, either.

- Make a "key word" outline to go with the video and hand it out to the learners for note-taking.
- Choose possible places to stop the tape if it runs longer than 15 to 20 minutes. People bore easily.
- Check out all of the equipment before the training session.
- Before the session, adjust volume and contrast.
- Show the videotape in a little less than normal light. Don't turn off the lights completely.
- Don't talk while the tape is playing. It interrupts viewer concentration.
- Think of some questions or points to discuss after you have played the tape. In your discussion, review the points you stressed in your introduction and summarize the main ideas that you want the viewers to get from the video.

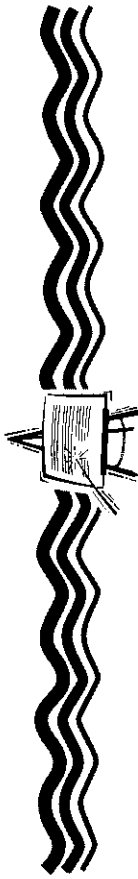


Electronic Presentations

With a computer and presentation software, you can create a colorful electronic slide show and display it on the computer screen. With a multimedia computer and presentation package, you can add sound effects and movement or animation to create an onscreen multimedia show. You can play music, make arrows and other graphic elements move, fade out one photograph or image as another fades in, and dim or highlight the points you want to make as you move through your presentation.

Many business presenters and professional salespeople use electronic presentations regularly. If you have access to a multimedia computer running presentation software, you can have fun creating your own electronic slide show or multimedia show.

Keep in mind, however, that it's hard for more than two people to view a presentation on a computer screen at the same time. Special projectors are available that allow an electronic presentation to be displayed on a traditional projector screen. If you'll be teaching a group



How to Use

Teaching Aids

A training aid should add to your presentation, not overwhelm it. The aid shouldn't be the only thing people remember.

No matter what kind of teaching aids you decide to use, apply these basic rules:

- **Keep aids simple.** Leave out nonessential details and lettering.
- **Present one idea at a time.**
- **Talk about what the aid is about.**
- **Don't tell the audience what it sees; let the training aid speak for itself.**
- **Show aids at the right moment.** When you are done with them, put them away.

• **Practice until you can use the aid smoothly.**

• **Don't face the aid, face the audience.**

• **Be sure everyone can see the aid easily.**

Make sure it is large enough and readable.

but don't have a way to show computer graphics on a screen big enough for everyone to see, the more traditional training aids described in this section might work best.

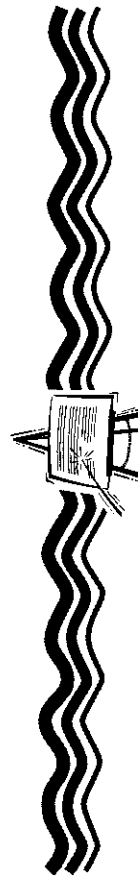
Although electronic presentations can be flashy and high tech, they follow the same rules as for traditional training aids:

- Don't put too much information on one electronic slide.
- Use short words and short sentences. Get to the point.
- Keep graphics simple. Avoid complicated charts and graphs.
- Choose colors that highlight but do not overwhelm your message. Use light-colored text on dark backgrounds, and dark text on light backgrounds.
- Keep music and sound effects in the background so that they don't drown out your message. Don't let the "bells and whistles" of the technology get in the way of the message you're communicating.

Working Model

A working model often is the best way to show how something complicated functions. A "model" can be a full-sized example of what you're teaching, not necessarily a small-scale version. If you are showing how to pack a backpack, for example, use a real backpack and real gear. Teach knots by tying knots. A model campsite built of paper, rocks, and clay may show features of an ideal site better than a picture or poster would.

A principal advantage of models is that people can touch them—and they will do so, if given a chance. If your model is delicate, warn people not to touch it before you put it out.



To use a model effectively:

- Make it realistic and detailed enough to show the points, features, or functions that you want your audience to learn, but not so complicated that it's confusing.
- Plan for enough time and space to set it up.
- Check for clear lines of sight. If you are training a large group, use several models so that everyone can see.

Teaching

Your goal as a trainer is for people to learn. If people don't learn, you haven't done a good job of teaching.

Remember the Chinese proverb: *I do, and I understand*. The best way for people to learn is for them to practice the skill you're teaching. Therefore, always try to include some kind of hands-on practice.

When it's time to teach:

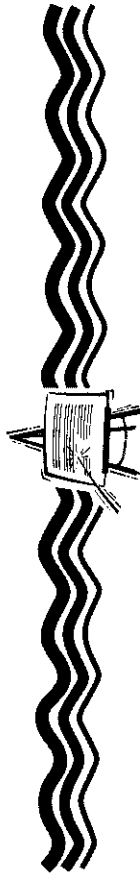
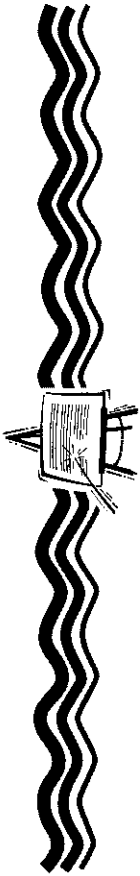
- Be prepared. Have a plan. Have your notes ready. Have all of your training aids prepared.
- Put variety into your teaching. Combine lectures with examples, exercises, and practice sessions. Get your learners involved in the subject matter.

• Keep your points simple.

• Make sure your teaching aids are understood. Be alert to the possibility that your aids are too complex, or that you aren't using them well during the session.

(For other advice on speaking, see the section "Giving a Speech.")

- To add visual interest, position visuals such as posters at a 45-degree angle.
- Use colorful aids, if possible. Colors make aids clear and interesting. It is best to use two or three bold colors.
- Prepare aids in advance, when possible.
- Use aids that are accurate.
- Use aids appropriate to
 - The group
 - You, the presenter
 - The subject matter
 - The place of your presentation (taking into account the available space, lighting, etc.)



- **Sequence.** What is the best order in which to present these major points?
- **Methods.** What teaching methods will you use? How will you present the skill? Will you give people application and practice time?
- **Presentation aids.** Do your training aids fit the audience, the subject, the setting, and you?
- **Testing.** How will you measure whether people have learned?

Checking for Understanding

A critical part of requirement 1 is checking to be sure the learner has learned. If you have taught people to do something, the best way to check their understanding of it is to have them demonstrate or explain it back to you. Or, you might give a written test to measure learning.

In your teaching plan, you decided how you were going to measure learning. After you and your counselor have agreed on the method to be used, apply it.

In Summary: You Need a Plan

To teach a skill well, you must have a teaching plan that covers

- **Your audience.** What do the learners already know?
- **Your objective.** What are you trying to teach? Define it precisely.
- **Major points.** What are the critical steps of the skill to be taught?

Making a Sale



Selling something can be challenging the first time. But it's important to know how to sell things—such as your idea for a good troop activity, or a product to raise money for camp, or even yourself, if you are looking for a job. Requirement 2 gives you a chance to practice your sales techniques.

The techniques of making a sale vary widely. They depend on such things as these:

- **Type of contact.** Did your customers approach you as you stood at the refreshment stand at the ball game, or did you knock on their doors to sell candy for a group fund-raiser?
- **Price of the item.** If an item costs a quarter, people need less time to make a decision than if it costs twenty dollars.
- **Nature of the item.** Everyone knows what a candy bar is, or what mowing a lawn includes, but some products and services are more complicated to explain.



Most professional salespeople develop a formal, written sales plan before they visit a customer. You don't need to do that, but you do need to do some planning. Remember these points about selling:

- People buy what they need. Spend some time asking questions, finding out about your prospective customer's needs and interests. Does the customer personally need your product or service? Or have a child who could use it? Does your product have any uses the customer might not have thought of? If so, find out if the customer has a need that the product's less-obvious uses would fill.
- Believe in your product or service. If you don't, your customer will be able to tell. Don't try to sell something that you don't believe in.
- Benefits sell better than features. Don't merely describe what you're selling: "It's three feet long, and blue with orange scales"—that is a list of features. Instead, show how the item will meet your customer's needs. "It's three feet long, so it will fit perfectly in that crack in your wall. It comes in blue with orange scales, which will blend beautifully with your decor." Those are benefits.
- Demonstrate your product or service if you can. Let your customer try it.
- Remember to "close." If you want to sell, you must ask the customer to buy. Summarize the benefits and ask for the order. Pause until the customer responds. Don't plead with the customer to buy.

Think and Plan

Here's a summary of the steps to take to create your sales plan:

- Think about what needs your customer might have.
- Plan the kinds of questions you must ask to find out if the customer really does have those needs, or other needs your product or service might fulfill.
- Figure out the benefits of your product or service.
- Decide how to ask for the order.

For more about making a sale, see the *Salesmanship* merit badge pamphlet.

Communicating by Phone



Talking on the phone with someone you don't know can be difficult. Often, it is harder than meeting the person face to face.

When you meet someone in person, you usually smile, so you are communicating before you speak. You aren't depending only on your voice. You tell people about yourself through your body language—the way you smile, the way you look them in the eye, the way you stand. If someone has a good impression of you from your appearance, it will probably be easier for you to communicate with that person.

When you talk on the phone, however, you might freeze up. Or you might not explain clearly what you want. It might be difficult to communicate.

Telephone Skills

For requirement 3a, you are to use the telephone to invite an expert to speak to your troop. Here are a few ideas that may help:



- Be considerate about the time you call. Don't call too early in the morning or too late in the evening.
- Give the person a chance to answer. Let the phone ring at least nine times. That might seem like a long time, but twelve rings is only about one minute.
- When someone answers, say who you are. Ask for the person you are calling. Explain why you are calling—to invite the person to speak at a meeting of your Scout troop.
- Politely ask if the person has time to talk, or if it would be more convenient if you called back later.
- Speak slowly and clearly. You want the person to understand you. Keep the mouthpiece about an inch from your mouth. Many people are hard to hear over the phone because of the way they hold the handset.
- Listen to what the other person says and don't interrupt. Don't keep saying "okay" or "uh huh." Repeating these phrases is dull, and unnecessary, too.
- Be friendly. On the phone, the other person can't see that you *look* friendly. So, you want to *sound* friendly.
- Sound natural. On the phone, 78 percent of your impact is in your tone of voice. Use the same kinds of *inflections* or changes in your tone of voice that you normally use when you talk to someone in person.
- Try to forget that the phone is there. Act as if you were talking face to face with the person. Be friendly. Chances are, he or she will be, too.

Leaving a Message

If you don't reach the expert the first time you call, find out the best time to call back. Or, leave a clear message—who you are, why you called, your phone number, and what time of day you are most likely to be at that number. Give this information to whoever you speak to. If you get an answering machine or a voice-mail system, listen to the recorded greeting, take note of any special instructions, and leave your message as directed.



To create effective recorded messages for requirement 3b:

- Keep recorded messages short and to the point.
- Clearly state your name, your phone number, and a brief but complete explanation of why you called. Say, for example: *Professor Jones, this is John Smith. I'm a Scout in Troop 123 here in Jurassic City. I'm calling to invite you to speak to our troop about your work at Mesozoic Park. My number is 555-6543. I'll be here after five o'clock today, Tuesday, September 23rd, and tomorrow by four o'clock. Please call me at your convenience. Thank you.*
- Settle the details when you talk with the expert. Don't try to include, in a brief recorded message, details that can be discussed later. Don't ramble. No one appreciates a caller who takes up half the space on an answering machine tape, or uses most of the time allotted for messages in a voice-mail system.
- Don't be discouraged if the expert does not return your call immediately. Answering machines sometimes fail, and busy people sometimes forget to check their voice mail or might be out of town. After two days with no reply, call again and leave another *polite* message.
- If the expert does not return your second call, assume that the person is unavailable; find another speaker.

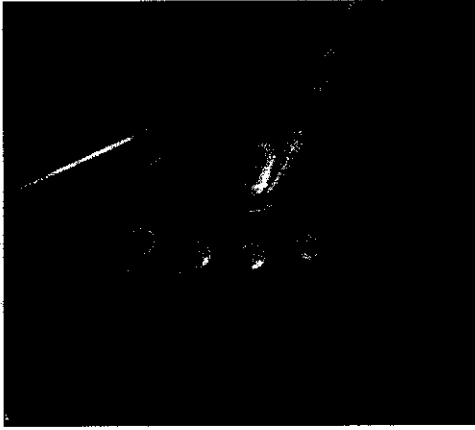
Using an Answering Machine or Voice Mail

Answering machines and voice-mail systems are so common today that you've probably already used these communications devices. They are popular because they let people communicate easily and efficiently. People who have different schedules—when one person calls, the other is always unavailable—can communicate effectively by leaving messages for each other. Another advantage of recorded messages is that they tend to be more complete and accurate than messages written on slips of paper. Paper slips can get lost, and written messages often have missing information or illegible names and numbers.



A few simple courtesies will help you make the most of this convenient technology. If your family has an answering machine or voice mail:

- Speak clearly when you record a greeting for your callers, and use words and a tone of voice that will encourage people to leave a message. A greeting should be brief but not curt. A gruff or abrupt greeting might make callers hesitate to leave a message.
- Don't make your greeting so long, however, that people get tired of waiting and hang up without leaving a message.
- If necessary, remind callers to wait for the beep or tone that signals the beginning of message-recording. Most people are familiar with answering machines, so you probably won't need to mention the beep unless there's a long silence between the greeting and the beep. Try not to have a long silence.
- Listen to your greeting after you make it, and rerecord it if it is not satisfactory. Here is a sample greeting: *Hello. You've reached 555-4985. We can't come to the phone right now, but we'll return your call as soon as possible. After the tone, please leave your name and number, and a message. Thanks.*
- Check your messages daily.
- Try to return calls within a day. If the caller asks for something that will take you some time to do, return the call promptly and let the person know that you'll call again when you've done the task or gathered the information requested.



Introducing a Speaker

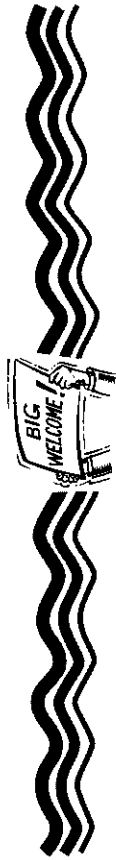


For requirement 4b, you are to introduce a guest speaker to your troop.

Writing the Introduction

To prepare a good introduction:

- Talk with the speaker well before the troop meeting. Learn about the person and what he or she is going to talk about. Try to get the speaker to tell you something personal—a story or anecdote that shows how the person got interested in the subject he or she is going to talk about, what the person likes best about it, or what kind of person the speaker is.
- Find out how the person is qualified to speak on the subject. Suppose you have invited a man from your local council to talk



about BSA high-adventure programs. What do you think Scouts would like to know about him? Find out if he was a Scout and how long he has been a Scouter. Ask him what badges he has earned in Scouting, and which of the high-adventure bases he has been to. What high-adventure subjects does he counsel on? What high-adventure camping has he done outside of Scouting? Has he done search-and-rescue work?

- If the speaker provides his or her own introduction, rewrite it to sound friendlier. For example, if you're given a long list of the professional organizations to which the speaker belongs, ask which ones the person enjoys the most and what is fun or interesting about belonging to those groups.
- Use the speaker's answers to your questions to prepare a short, *interesting* introduction. Let the troop know why this is the right person to talk about high-adventure camping, or whatever the subject is.

Presenting the Speaker

When you introduce the speaker:

- Don't say too much or take too much time. An introduction should be only a minute or two long.
 - Don't read the person's résumé, or sound as if you're reading a résumé. Introduce the speaker in a friendly, personal way.
 - Point out the speaker's qualifications to talk about the subject.
 - Pronounce the speaker's name correctly. Check the pronunciation in advance.
 - Say the speaker's name more than once during the introduction, or write it on the chalkboard so the audience will catch it.
- As you end the introduction:
- Face the audience (not the speaker) and announce the person's name: "We couldn't have found a more qualified speaker on high-adventure programs than . . . Mr. David Doe." Then, turn to the speaker and smile.



- Give the speaker a cue. Make sure the speaker knows the last line of your introduction to use as a cue.
- In formal situations, applaud until the speaker reaches your side, then shake hands and return to your place. In informal situations, sit down as soon as the speaker rises and approaches the front of the room.
- Listen to the speaker's opening remarks. He or she might say something about you, and you should be prepared to smile or nod in response.

Giving a Speech



Giving a speech is a requirement for many merit badges besides Communications. Good speaking skills are worth cultivating. Every Scout should know how to write and deliver a speech effectively.

Speaking in public is harder than talking in a patrol meeting. You probably will be nervous, but you can control your nervousness. To give a good speech, be prepared. Being well prepared will build your self-confidence and reduce your nervousness.

For requirement 4a, you are to give a five-minute speech. Most people speak at a rate of 125 words per minute. Therefore, a five-minute speech is about 625 words—about as many as in a page and a half of this pamphlet.

Preparation

The first rule of speechmaking is to know your topic. Also consider what your audience knows or thinks about the topic. Understand the audience, and work from there.



To prepare your speech:

- Think of a subject that interests both you and your audience. Slice a big topic into smaller ideas. Suppose you want to give a speech on canoeing. Canoeing is many things; your speech might focus on one part, such as shooting rapids.
- When you've chosen a topic, like "How to Shoot Rapids," write down everything you can think of that goes with your main idea. You can write your ideas on index cards, one idea to a card. You don't need to order or number the cards right away. Just think of as many ideas as you can.
- Sort through the ideas. Get rid of the weak ones. Make the strong ones better.
- From the ideas that remain, make an outline. If you have put your ideas on index cards, you can easily arrange the order of the cards.
- As you make your outline, ask yourself: What does the audience already know about this topic? What do I want my speech to do? Do I want to tell the audience how to do something? Do I want to inspire people to take some action? Do I want to entertain them, to make them laugh? Your answers will help you determine the order of what you say, and how you emphasize the points you make.
- Write an opening that will get your listeners' attention and tell them what you are going to talk about. Speeches often start with funny stories, questions, far-out ideas, or things the audience already knows. The idea is to get the audience interested. It's like hiking. A speech that doesn't begin well won't get very far.
- Liven up your speech with specific examples that will help you make your points. Create presentation aids to emphasize or illustrate your points. Speechmaking, too, is like a hike after you get going—it must stay interesting or it becomes hard going.
- Write a conclusion. Make the end of your speech especially strong. The audience will remember the ending best, so make it good. You can end with a story. Or, you might end by repeating some of the things you began with.
- Practice your speech (and time it) before you give it, but don't memorize it. Don't write it out completely and read it word for word. That



is difficult to do and becomes boring for your audience. It's not relaxed or natural. Speak word for word only when you must, as when you are quoting someone. Otherwise, speak "off the cuff," using an outline of your speech to help you remember the points you intend to make. Use your index cards as a guide—arranged in order, and numbered in case you drop them—but don't hold or read from the cards. You know what you are going to say. Your outline or index cards are just to remind you of the main points.

On Stage

When you give a speech:

- Speak clearly.
- Don't act as if you're scared, even if you are. Every speaker feels nervous before a speech. Once they begin, good speakers don't show their nervousness. Breathe deeply to help you control your nervousness.
- Talk to the audience. Don't stare into space, but look at your listeners. Focus on one face toward the back for about five seconds, then shift your eyes to someone else.
- Pace your speech. "Read" the audience for signs of restlessness or inattention, and shift gears if you need to. Use questions, examples, or dramatic pauses to hold your audience's attention. Don't be afraid to pause in your speaking. Pauses—brief silences—can make parts of a speech stand out. They also can help you to relax and lose your nervousness.
- Pay attention to your body language. Stand straight. Control your movements. Moving around a little as you talk can help you let off nervous energy, but don't bounce like a yo-yo, or rock from foot to foot. Don't fidget with pens, pointers, or notes. Move for a reason—to change a transparency on an overhead projector, for example, or to use body language to emphasize a point.
- Be friendly in your manner, not pompous or stuffy. Avoid using a podium. (If you must use one, don't lean on it.)

Becoming a Listener



Requirement 5—to attend a meeting and report on it—takes practice before you do it. You must first learn to listen.

In many conversations, no one is really listening. People hear the words that are said but they don't get the message. The "listener" is simply waiting for the speaker to take a breath so he or she can start talking—often to contradict.

At the meeting you attend, you may see some adults with this bad habit. Watch for this behavior and report on it. Train yourself not to be like that. Work on listening to what others say.

Active Listening

To prepare for the meeting, practice the art of listening. As you talk with people you know, listen for meanings and feelings. Be an *active* listener. That means being alert and focusing your attention on what the other person is saying, whether you're on the phone,



talking face to face, or listening to someone give a speech. Practice staying focused and concentrating on what people say. Then try that same kind of careful listening at a meeting where two or three points of view are given.

Your goal is to find out what the people at the meeting are really saying. What are the speakers trying to communicate? If you have a chance to ask questions, that often is the best way to clarify what someone means. You ask questions not to oppose a speaker, but to better understand a speaker's message. Words and expressions often mean different things to different people. If you are not sure that you understand what a message means or what the speaker is saying, ask the speaker to explain or to reword the message.

Don't interrupt, however. Let the speaker finish talking before you ask your questions.

When something is important to a speaker, he or she often will talk about it in detail. Sometimes the speaker "flags" the most important ideas, the ones that stand out from the details, by saying something like: "My main point is . . ." Take note of those points and write them down.

Taking notes at a meeting can be difficult. You can't write down everything everyone says. You can't listen well, either, while you're writing. Just get the main points. Use only a few key words. Don't worry about writing complete sentences.

Opinions and Viewpoints

A speaker might say things you disagree with or think are wrong. Write down those things, too. Also make notes of your opinions of what people said. You can do that during the meeting, but it often is better to add your thoughts and opinions to your notes right after the meeting ends, or during a break.

To listen well, you must keep an open mind. There might be something in a person's voice or manner of speaking, or even in the way a speaker is dressed, that you dislike or find distracting. Try to ignore those kinds of distractions. Focus on the *message*, not on the messenger.



From your notes, you are to make a report that tells your troop or patrol what you heard. The report you prepare should show that you listened. Make sure you got people's ideas right. It isn't important to use the exact words they used. Just get their ideas.

Also report what you thought about the ideas expressed at the meeting.

- With whom did you agree? Why?
- Which speakers were the most convincing?
- Did any of the speakers seem to make general statements that they could not back up with evidence or facts?
- Did any speaker present opinions as if they were facts?
- Did anybody use "scare tactics" to suggest that bad things would happen if people didn't go along with that speaker?

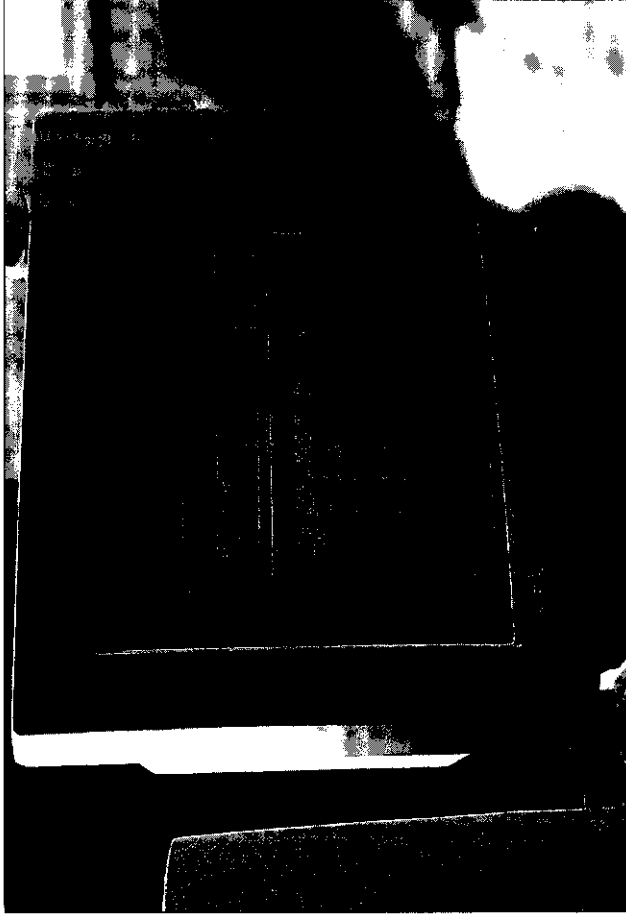
While some of the speakers at the meeting might have been better or more convincing communicators than others, remember to include all points of view in your report. What was said by the people you disagreed with is important, too.

Meetings You Might Cover

The requirement says to attend a "town meeting." That could be anything from a meeting of your city council to the school board. It might be a zoning hearing. It could be a meeting of a civic organization like a local conservation club. You could attend a business meeting of your troop's chartered organization.

What the meeting is about doesn't matter. The important thing is for you to listen actively and well so that you can accurately report what you hear.

Telecommunications



Telecommunication is any method of sending messages—printed words, sounds, or pictures—over distances. Radio and television signals are telecommunication. Talking on the phone is telecommunication, whether you're speaking to your next-door neighbor or to someone twelve thousand miles away. Communications satellites in orbit above the earth can relay radio, TV, and telephone signals, including computer data, around the world in seconds.

For requirement 6a or 6b, you are to use telecommunications to send a written message. You can send a facsimile or electronic mail, or create a page on the World Wide Web. The information that follows will help you better understand these technologies.



Facsimile Transmissions

Facsimile, or fax, machines have become standard communications equipment. They are almost as common today as telephones. Fax machines are an easy and immediate way to exchange written information. For the cost of a phone call, you can send and receive *facsimiles* (copies or likenesses) of letters, other written documents, and even pictures, over ordinary phone lines.

How does a fax work? When you feed an original document into a fax machine, the machine scans it and converts text and pictures into signals that can be sent over telephone lines. A receiving fax machine decodes the signals and produces a document that is a copy or likeness of the original.

Reaching Your Audience

Consider your audience when you write a fax. To be effective, a fax—like any communication—must be sent in a form that's right or appropriate for the receiver of the message. A fax you send to say "Happy Birthday" to a friend might be informal and have funny drawings like a greeting card. Simple illustrations or graphics can add interest to an otherwise plain sheet of paper.

A funny or informal fax, however, might not be the best way to communicate with a businessperson, a company, or an organization. Suppose you want to send a fax to a potential customer who has asked for information about your lawn-mowing and snow-shoveling services. To make a businesslike impression, you might choose an uncluttered, straightforward *cover sheet* like the one shown on the following page.

Fax cover sheets usually give the date and time of the transmission, the name and phone number of the sender, the name of the recipient, and information about the fax such as how many pages it is. Be sure to put the recipient's name on any fax. In an office, many people may receive faxes at the same telephone number, just as they all get their mail at the same office address. Without the recipient's name on it, a fax might not be delivered to the right person.

Curtiss Miles
2021 Elm Street
Rochester, New York 14608
213-555-1452

FAX

Date: June 14, 1997

To: Mr. James Williams

Company: J. Williams & Associates

Fax No.: 214-555-1234

No. Pages: 2

Message: Thank you for asking about the lawn-mowing (and in winter, snow-shoveling) services that I provide to residential and small-business customers along Elm Street. My résumé, with references, follows.

Mr. Williams, I hope you will call me for all of your lawn-mowing needs this summer! You'll find that I am fast, thorough, and reliable.

Thank you for your inquiry.



Include your name, address, and phone number to make it easy for the recipient to reply. Number the pages so the recipient can tell whether they were all received. For instance, if only "page 1 of 3" and "page 2 of 3" are transmitted, the recipient will know that "page 3 of 3" is missing and can ask the sender to retransmit it.

Tips for Good Faxes

Faxes are quick and convenient, but they can be hard to read. The letter *i* might look like an *l*. The letters *c*, *e*, and *o* can all look alike. Rounded letters such as *a*, *b*, and *o* can fill in to become blobs. Thin lines might break up, and heavy or dark characters can blur.

To create faxes that people can read easily:

- Don't print in ALL CAPITAL LETTERS. The letters might run together into unreadable blocks or solid lines. A message written in capitals and small letters, as you see in this pamphlet and in most books and magazines, tends to be readable even when blurred by poor transmission. Readers can use the shapes of capital and small letters as clues to tell the letters apart.
- Don't use script or any kind of decorative typestyle in a typed or computer-printed fax. Decorative type is often impossible to read when faxed.
- Don't use small type. Make the letters big enough that they won't fill in and become blobs. For typed or computer-printed faxes, use 12-point type or larger. Also, allow extra space between the lines to make the fax more readable.
- For typed or printed faxes, use a typeface that has *serifs*. Serifs are little strokes or "tails" at the ends of a letter's main strokes. In the first example on the next page, the word "Communications" is printed in the familiar typeface known as Times Roman; it has serifs on all of the letters except *o*. In the second example, the word "Communications" is in a common *sans serif* face known as Helvetica; "sans serif" means "without serifs." Sans serif type can be hard to read in a fax because letters like *i* and *l* might look alike.



Communications

Serifs

The familiar typeface known as Times Roman has *serifs*, or little tails on the letters.

Communications

A *sans serif* face like Helvetica does not have tails on the letters.

E-Mail

Computers can "talk" to each other over the same telephone network that people use for phone calls and faxes. Computers use *modems*, which send signals over telephone lines just as fax machines do. This ability of computers to communicate with each other by telephone makes it possible to send and receive written messages electronically.

Electronic mail, or e-mail for short, is a widely used form of communication that has replaced traditional letter-writing for many people who use computers. E-mail can be sent to anyone in the world who has an electronic address.

E-mail is faster than traditional paper mail. Messages can travel from computer to computer in seconds. People can send and receive electronic letters around the clock. Upon delivery, e-mail is held for the recipient in an on-line "mailbox," in much the same way that paper letters are held in a post office box for the addressee to pick up.



E-mail is generally shorter and less formal than traditional business letters. You may have written paper letters using a format like the following.

[Your address]
[City, state, zip]
[Date]

[Recipient's name]
[Company]
[Address]
[City, state, zip]

Dear [recipient's name]:

[Body of your letter, presenting your ideas or making your request]

Sincerely,
[Your signature]
[Your name, typed or printed]

Much of this information can be omitted from e-mail. You don't need to put your electronic address or the date at the top of your message, because e-mail includes that information automatically. You must specify the recipient's name and electronic address, but you can skip the traditional greeting, "Dear." Many people begin e-mail with a simple "Hi" or "Hello," or with the recipient's name and no other greeting.

The body of your message may resemble a quick note more than a formal letter. An e-mail message might be only a sentence or two long; the tone tends to be casual and conversational, as if the participants were speaking rather than writing to each other.



You end e-mail with your name, typed, just as you would end a traditional paper letter. However, instead of a traditional closing like "Sincerely" or "Yours truly" typed just above your name, you may prefer—as many people do—to close with "Thanks," "Talk to you later," or a similar phrase such as one you would use to end a conversation in person.

As a courtesy, include your electronic address with your name at the end of your message to make it easy for the recipient to reply. It can be hard to pick out the sender's address from the complicated routing information that appears in some electronic mail.

Addressing E-Mail

To send an e-mail message, you must know the recipient's electronic address. Electronic addresses are similar to postal addresses. To send a paper letter to someone, you address the letter to:

recipient's name street city state country

To send electronic mail, you address the message in much the same way:

recipient's name@ computer. location. system. domain

For example, Professor Bob Jones's e-mail address might be:

bjones@ trex. jurassic. dino. com

Don't include spaces in an e-mail address. They are shown here only to make the parts of the address easier to read. Written correctly, the address in this example would be `bjones@trex.jurassic.dino.com`. The @ is pronounced "at," and the period separating each part is pronounced "dot."

Some e-mail addresses are shorter than others, but all generally take the form "address@domain." For instance, the e-mail address of the president of the United States is `president@whitehouse.gov`.

The last part of the address tells you something about the computer the person is on. For instance, `.gov` is a government computer and `.edu` is a university computer in the United States. Some other abbreviations you might see are `.com` for a commercial system, `.org` for a nonprofit organization, `.uk` for the United Kingdom, and `.ca` for Canada.



E-Mail Tips

The purpose of e-mail is to communicate with other people, so do your best to make the e-mail you send easy to understand. To send e-mail messages that communicate clearly:

- Use a sensible personal name in your e-mail address. You can use a nickname rather than your full name, but don't use anything as vague as "Guess who" or "Me again." Such phrases do not tell the recipient who sent a message. Avoid these time-wasters unless you want to annoy people.
- Always include a meaningful subject line in your message. For example, sending a message to your Scoutmaster with "Scouts" in the subject line is not very helpful. Be more specific—type "jamboree" or "camporee," or whatever you're contacting the Scoutmaster about.
- Match your message to the reason for the communication. If you are making a quick inquiry, keep your request short and to the point.
- Be courteous. If you ask for something, say "please." If someone does something for you, say "thank you." Although you might think this goes without saying, it's surprising how many people who are perfectly polite away from their computers forget their manners in e-mail.

- Don't type your message in all capitals. All capitals are hard to read, and the recipient will think you're "shouting." You can type a word or two in capitals to emphasize a point, or use asterisks to *call attention* to parts of your message. Avoid using all capital letters unless you really want to say to the recipient of your message: "I'M YELLING AT YOU!"

- Keep to one subject. If you reply to a message but change the subject, change the subject line, too. Changing an electronic "conversation" without changing the subject line can confuse the person with whom you are trying to communicate. If you want to talk about a new and different topic, then send a new message, not a reply to a previous topic.

- Keep your sentences short. Break a long message into paragraphs. Put a blank line after each paragraph to make the message easier to read.



- Use correct spelling and grammar. A poorly worded message with many misspellings is hard to read, and it can be confusing. Just because e-mail is fast doesn't mean it should be careless. Words that are important enough to write are important enough to write well.
- Don't expect an answer within minutes. One of the benefits of e-mail is that it lets busy people deal with their communications when they can. Be patient, and don't get upset if you don't get an immediate response.
- Remember that e-mail is not as immediate as a telephone conversation. When you reply to a message, include enough of the original in your reply to help the recipient remember the original message and what you are discussing. The ">" and "<" symbols are often used in e-mail to mark quoted text. This helps the reader tell where the new message starts and where text repeated from the original ends.
- Reread what you write before you send it. Ask yourself how you would react if you were to receive the message. If the message is wordy, unclear, or potentially annoying, or if it fails to communicate what you wanted to say, work on it some more.

Emoticons

You've learned how body language—facial expressions, gestures, and the way you stand—helps you to communicate. You can't send body language with your electronic mail, of course. But you can send "smiley faces," or "emoticons," which help to set the tone of the message and help the reader understand everything that you want to communicate.

Emoticons are groups of punctuation marks that are meant to look like faces turned sideways. Some common emoticons are these:

- :-) A smiling face—made with a colon, hyphen, and closing parenthesis—says that the sender is happy or is making a joke.
- :(A frowning face—colon, hyphen, opening parenthesis—expresses unhappiness or disappointment.
- ;) A winking smiley face—semicolon, hyphen, closing parenthesis—usually means that the sender is kidding or that something should be taken "with a grain of salt."



Using these common smiley faces can improve your e-mail messages, in the same way that body language can improve your face-to-face communications. Using emoticons too much, however, can be distracting, so don't overload your electronic mail with smiley faces.

The Internet

The Internet is made up of a vast group of companies, individuals, organizations, schools, museums, and other institutions, all using their computers to connect with one another. The Internet links millions of people around the world. With an Internet connection, you can read your favorite magazines, get the latest news, look for a job, play a game with someone in another country, talk to people who are interested in your hobby, send electronic mail anywhere in the world, or get help with your homework.

World Wide Web

One of the most popular parts of the Internet is the World Wide Web. One way to describe the Web is that it's basically lots of different files (all over the world), which are linked to each other in such a way that you can follow the links to find other related files. Many Web pages look like pages from slick magazines, with dazzling colors and pictures.

Although it appears complicated, the technology needed to produce and present a Web page is fairly simple. Many young people have created their own personal "home pages" on the Web. For requirement 6b, you can create a personal Web page or a page for your Scout troop, school, or other organization.

You'll need some sort of Internet connection. You'll also need a word processing program, and the knowledge to use it well. A Web page is actually a document—a file—similar to one you might work with in a word processing program. But instead of being a file in a word processing format, a Web page is a file in *hypertext markup language* (HTML) format. It is full of "HTML tags," which are directions that control how the page is displayed on the World Wide Web.

[illegible]

HTML tags are directions that control the look of a page on the World Wide Web. This is a section of the Boy Scouts of America's National Council home page at <http://www.bsa.scouting.org>.



To see how Web pages are made, the next time you're connected and looking at a Web page you like, click on the "View Source" or "View HTML" menu item in the browser you're using. You'll see the tags, or HTML codes. You usually can save (download) the coded text as a file. Studying the text of the document will help you understand the basics of HTML coding.

The best way to learn HTML and the other things you'll need to know to create a good home page is to read one of the many books that have been published on the subject. Ask your librarian, or see the resources section of this pamphlet for recommended titles.

You can find many useful tools on the Internet itself. Read *A Beginner's Guide to HTML* at <http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html>. Also check the "Authoring Web Pages, Images and Scripts" section of the *World Wide Web FAQ (Frequently Asked Questions)* document at <http://www.boutell.com/faq/>. For more information, do an Internet search using the search term "HTML editor."

Most of the major on-line services offer automatic programs that you can download to help you build your Web page. The programs ask questions about how you want the page to look, then do all the coding and upload the page to the service. If you don't use a major on-line service, you can download a program from the Web that is similar to the automatic programs the services offer. Called *Web Wizard*, the program is available at <http://www.halcyon.com/artamedia/webwizard/>.

Before downloading this or any file from the Internet, ask your parents for permission.

When you've completed your Web page, test it by looking at it with a Web browser before you upload the page to the Web. It's much easier to fix problems at that stage. Don't wait until the page is up and running on the Web. Proofread carefully. Careless mistakes make a page look amateurish.

After you've checked your page, the last step is to place it on the Web. Typically, Web pages are stored on a computer and accessed by a specific address assigned to that computer. Your Internet service provider should have space available. For instructions on how to upload your files, call your service provider's customer support number.



Substance or Show?

People will visit your page only if they find it interesting. Give much thought to the content of your page. Large graphics, fancy fonts, and pretty pictures might get people's attention, but you'll keep their attention only if you give them something worthwhile to read. The goal of any Web page should be to communicate clearly—not to dazzle with graphics and design.

Desktop Publishing



Publishing magazines, newsletters, books, or even simple brochures once required many expensive machines and a staff of writers, editors, designers, artists, and printers. Today, one person with a computer and desktop-publishing software can easily produce brochures, fliers, and newsletters. Many books and magazines are also published now on desktop systems.

"Desktop" publishing is called that because all of the equipment needed—computer, printer, scanner, mouse or graphics pad, etc.—is small enough to sit on a desk. The computer operator types or scans text into the computer and uses desktop-publishing software to arrange the text and design the pages on the screen. The operator can create computer graphics to illustrate the text, or scan photographs and drawings to place on the pages with the words. When the operator is satisfied with the design, the finished pages are printed on paper using a laser or inkjet printer.



If you choose to fulfill requirement 6c, you will produce a newsletter, brochure, flier, or similar printed material for your Scout troop, chartered organization, or other group. You will need the use of a computer and a laser or inkjet printer. For desktop publishing, you will need page-layout software or a "high-end" word-processing program that has page layout features.

Content

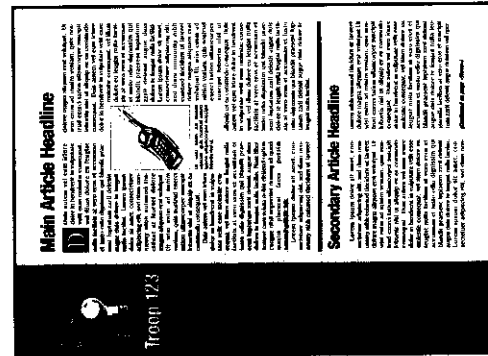
The first step is to gather the information you want to include. In a troop newsletter, for example, you might publish the troop plan for the next four weeks or for the rest of the year; print the dates and details of upcoming meetings, hikes, and campouts; and report on recent troop activities. You might have a story on a service project your troop is doing. Perhaps upcoming district or council activities might be of interest to troop members.

You don't have to write every story or create every picture yourself. Ask other Scouts, troop leaders, and troop committee members to write articles and contribute photographs or drawings for your publication. As the publication's editor, you decide which articles and pictures to use.

Design

When you have gathered all of the information and pictures that you want to include, decide how to arrange them on the page. Use desktop-publishing software to design your publication. Place words and pictures so that they make sense and look good together.

You can design a publication in many ways. You might arrange words and pictures in two or more columns, as shown in the example. The "columns" feature of desktop-publishing software makes this easy.





For other design ideas, check the books in the resources section of this pamphlet. Study the designs of the magazines you read. Ask your merit badge counselor or your school's yearbook staff for advice.

To make your publication look good:

- Don't use too many typefaces on a page. Although hundreds of typefaces and fonts might be available in a desktop-publishing system, it's usually best to use only a few. Many designers use a serif face such as Times Roman for the text, and a sans serif face like Helvetica for the headlines. This pamphlet follows that pattern. Using too many styles and sizes of type on a page creates clutter. Readers may be too distracted by the clutter to notice the information that you've put on the page.
- Type text in capitals and small letters. Don't use all capitals, for the same reasons you avoid all capitals in faxes and e-mail. You can type short headlines in all caps for emphasis, but many professional designers prefer capitals and small letters for heads as well as text.
- Use headlines, graphics, and white space to break up large blocks of text. Readers do not enjoy plowing through pages of solid text that have no pictures, headlines, or blank spaces to break the monotony. Make your publication more appealing by using drawings, photos, heads, borders, frames, and areas of blank or "white" space to break up large blocks of text.
- Use "typeset" quotation marks and dashes. Give your publication a professional look by using your software to replace typewriter-style characters with typeset characters. Typewriter-style quotation marks look like double apostrophes, "like this." Make your work look more polished by using typeset opening and closing quotes, which look "like this." Similarly, typists traditionally used two hyphens together--to make a long dash that looks like this: —. Replace double hyphens with this typeset long dash, called an em dash, for a more professional look.
- Leave only one space after a period or other closing punctuation. Typists once put two spaces after a period, a question mark, or an exclamation point at the end of a sentence, to make a typed page easier to read. In desktop publishing, you should leave only one space after a period or other closing punctuation.



Proofreading

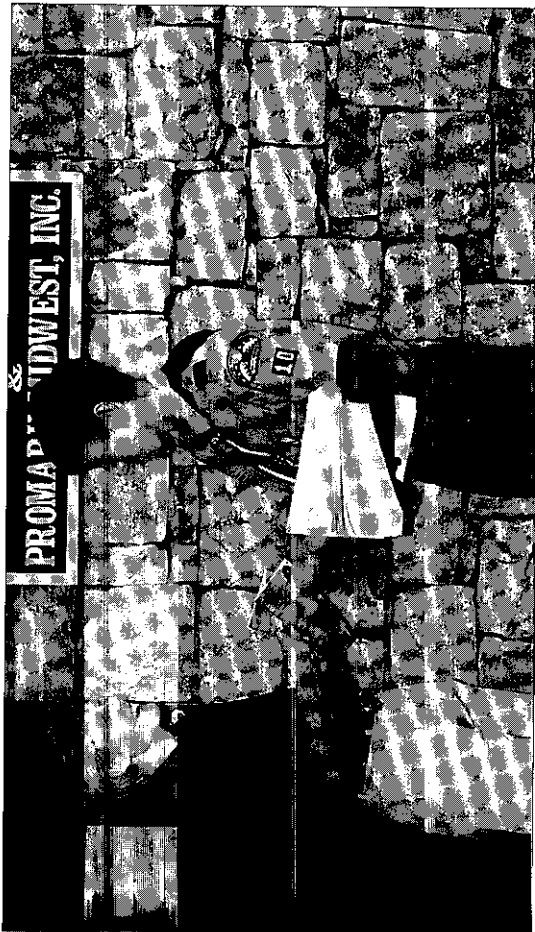
Carefully proofread the finished pages before making copies of your publication for your readers. Don't rely solely on a computer spelling checker or grammar checker. Computer software can't catch every mistake. A spelling checker will accept the word *there* even if you meant to type *their*, let *your* pass mistakenly for *you're*, and ignore dozens of similar errors. If you aren't a good speller, ask someone else to proofread your work. Make corrections before reproducing your publication for distribution.

Publishing for a Purpose

It's important to make your publication look good, but remember this: No matter how good it looks, it serves no purpose if your publication fails to communicate.

The most important part of a newsletter, brochure, or flier is the information it contains. So choose your words and pictures with care. Apply the writing tips you've read in this pamphlet. Give your readers a publication that is interesting, informative, useful, entertaining, or thought provoking.

Communicating to Get a Job



For requirement 7, you are to write a *résumé*. A *résumé* is a summary of your education, experiences, and skills. It can help you communicate to get a job. You may need one if you apply to a college or for a scholarship. A *résumé* is your chance to tell the reader the important things he or she needs to know about you.

Employers hire a person for a job because they think that person can do the work well. They believe the applicant has whatever experience or skills are needed for the job.

To convince an employer that you are the right person for a particular job, list on your *résumé* the jobs and experiences you've had that will tell the employer you can do the work. Look at your *résumé* as a chance to "sell yourself." The principles of salesmanship that you learned for requirement 2 apply to job hunting also. You are, in a real sense, "selling" yourself when you're trying to convince an employer to hire you.



Writing Your *Résumé*

Résumés tend to look pretty much alike. Therefore, what you say about your schooling or your job experience is important. *How* you say it may be even more important. Here are some tips for writing a good *résumé*:

- Search your background for things that fit what the employer wants. Look at your school record, your job record (paid or volunteer), your hobbies, and anything else you've done. Examine your accomplishments in Scouting. Leadership positions held, merit badges earned, Good Turns, and other service projects give hints about your skills and your character.
- Present all of this information in an attractive and informative *résumé*. Do a good job of relating your skills and experiences to the job you want. Don't include too many details, but do include facts that directly relate to the kind of job or position you are seeking.
- Briefly state your objective, or goal. A *résumé* must be more than a simple listing of education, past jobs, and awards or honors. It should tell the prospective employer what you want to do, then explain why you should get the chance to do it.
- Present your achievements, successes, and special skills. Explain why you are qualified for the job (or college) you are applying for. Show on paper that you can do the work.
- Communicate clearly what you have to offer a potential employer. A *résumé* that does the best possible job of summarizing your qualifications helps you get hired.
- Neatly print or type your *résumé*. If you can use a personal computer with a word-processing or desktop-publishing program to design your *résumé* with a little extra style, that may help it stand out from others.
- Keep it short. (The word *résumé* means "summary.") One page is the ideal length. You can use two pages, if necessary, but no more. Do not use the front and back of a single sheet of paper.

A sample *résumé* is shown on page 68.

Careers in Communications



Communications skills dominate many jobs. Teaching, counseling, photography, selling, writing, and reporting for newspapers, radio, and television are all jobs in the communications field.

Many high-tech jobs require high-tech communications skills. Advances in communications technology constantly create a demand for new skills and change the way people do their work. Filmmakers, for instance, routinely use computer-generated special effects in the movies they make today. Journalists use portable satellite transmitters to send the stories they write to newspaper offices thousands of miles away. Speech therapists now use personal computers to help people with impaired hearing improve their speech; the computer creates pictures of the sounds patients make, which help patients to correctly pronounce words that they cannot hear.

No matter what kind of work you do, you will need good communication skills. In almost any job you can think of, you will need to communicate with others. You will talk to and listen to your boss or your

Curtiss Miles
2021 Elm Street
Rochester, New York 14608
213-555-1452

Employment Goal Lawn mowing, general yard work, and minor home repairs

Education

South River High School, Rochester, N.Y.: 9/95-present
Courses Studied: Business Math, Pre-Algebra, Algebra I and II, Geometry, Pre-Calculus, General Science, Biology, Social Studies, English, Woodworking (including use of various tools, safety techniques, and project planning)

Work Experience

Yard Work: Three years' experience mowing lawns, weeding gardens, raking leaves, and shoveling snow for residential and small-business customers on Elm Street.
Home Repairs: Two years' experience doing minor home repairs for customers along Elm Street and Fourth Avenue, including fixing leaky faucets, repairing hose connectors, repairing window screens, and cleaning sprinkler heads.
Construction: One year as a contractor's assistant, doing odd jobs and running errands for McNeil Construction while observing construction techniques. One summer helping my father build a front porch and rear deck.

Other Activities

Community Cleanup: Participated in a project of Otetiana Council, Boy Scouts of America, to clean up Durand Park.
BSA Merit Badges: Have earned merit badges in First Aid, Gardening, Home Repairs, Electricity, Woodwork, Family Life, Fire Safety, Crime Prevention, and Communications.
Sports: Junior Varsity basketball, South River High School.
Awards and Interests: Star Scout. Received an Academic Letter during sophomore year. Have been a drummer in the marching band. Completed noncredit course in American Sign Language at Rochester Community College.

Special Skills

Languages: American Sign Language
Hand Tools and Power Tools: Proficient in the use of gardening tools; hand tools including handsaws, pliers, cutters, wrenches, and chisels; and power tools including power circular saws, drills, and sanders.

References

Carlos Wilson, Scoutmaster, Rochester, New York, 213-555-2622
Robert Milton, Customer, Rochester, New York, 213-555-7566
Faye Campbell, Customer, Rochester, New York, 213-555-1212
David McNeil, Building Contractor, Rochester, New York, 213-555-8818



customers. You might have to teach parts of your job to new employees, or write reports. Many employers say that most jobs of the future will go to people who can transfer information—that is, communicate—effectively. Employers will hire job applicants who can read, write, and speak well.

To improve your communication skills, you might join a drama club, debate team, or similar group. Notice what communication skills others use successfully, and practice using them yourself. Pay attention to the messages you send—through speaking, writing, and body language—and work to make your communications more clear.

Learning About Careers

For requirement 8, you are to find out about different careers in communications, then choose one career and research the qualifications and preparation needed to pursue it.

Many libraries have books that describe these kinds of jobs in detail. You also can talk with your school guidance counselor for help in finding out about communications careers. Your merit badge counselor may know people in the field you are interested in. Ask if your counselor can introduce you to someone who will talk to you about his or her job.

Here is a list of some careers in the general field of communications that might interest you:

Actor	Personnel manager
Advertising copywriter	Photographer
Artist	Playwright
Broadcaster	Printer/lithographer
Cinematographer	Professional speaker/trainer
Communications engineer	Psychologist
Dispatcher	Public relations professional
Entertainer	Publisher
Family therapist	Sales representative
Graphic artist	Sign painter
Journalist	Speech therapist
Librarian	Teacher
Musician	Writer

Communications Resources

Scouting Literature

Art, Cinematography, Computers, Electronics, Family Life, Graphic Arts, Journalism, Law, Music and Bugling, Photography, Public Speaking, Radio, Reading, Salesmanship, Signaling, and Theater merit badge pamphlets

Communication Skills

Arnold, Caroline. *How Do We Communicate?* Franklin Watts, 1983.
 Berry, Joy. *Every Kid's Guide to Being a Communicator*. Childrens, 1987.
 Bone, Diane. *The Business of Listening: A Practical Guide to Effective Listening*. Crisp Publications, 1995.
 Gay, Kathryn. *Getting Your Message Across*. New Discovery, 1993.
 Gilbert, Sara. *You Can Speak Up in Class*. Morrow, 1991.
 James, Elizabeth, and Carol Barkin. *Sincerely Yours: How to Write Great Letters*. Houghton, 1993.
 Jay, Michael. *The History of Communication*. Thompson Learning, 1995.

Kerrod, Robin. *Communications*. Marshall Cavendish, 1993.
 Kramer, Patricia. *Discovering Self-Expression and Communication*. Rosen Group, 1991.
 Kratz, Dennis M. *Effective Listening Skills*. Irwin Professional Publications, 1995.
 Mandel, Steve. *Effective Presentation Skills: A Practical Guide for Better Speaking*. Crisp Publications, 1993.
 Ryan, Margaret. *How to Give a Speech*. Franklin Watts, 1996.
 Walton, Donald. *Are You Communicating? You Can't Manage Without It*. McGraw-Hill, 1989.

Telecommunications

Ardley, Neil. *Language and Communications*. Gloucester, 1989.
 Banks, Michael. *Understanding Fax and Electronic Mail*. Sams, 1990.