



# ADVENTURE

## **GREEN MERIT**

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## **COMMUNICATIONS**

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Version 06/2010

# Communications



## Merit Overview

### **In This Merit**

Merit Answer Guide  
Lessons 1–5  
MLR\* 1a “Lesson Plan Starter”  
MLR 1b “Skill Plan Starter”  
MLR 1c “Sales Presentation Plan Starter”  
MLR 2 “How to Write a Letter to the Editor”  
MLR 4 “Example Résumé”  
\*MLR: Merit Lesson Resource

### **Teaching This Merit**

Lesson 1 covers Requirement 1.  
Lesson 2 covers Requirement 2.  
Lesson 3 covers Requirement 3.  
Lesson 4 covers Requirements 4, 5, and 6.  
Lesson 5 covers Requirement 1.

## Merit Answer Guide

1. Do ONE of the following:
  - a. Develop a plan to teach a lesson to the Ranger Kids or Discovery Rangers group and have your commander and the Ranger Kids or Discovery Rangers commander approve it. Make teaching aids to assist you in teaching the lesson. Teach the lesson. With the help of the Ranger Kids or Discovery Rangers commander, check to see if the boys were attentive throughout the lesson or can repeat or summarize the information taught.  
*Check the boy's plan, which he should develop using MWS 1 "Lesson Plan Work Sheet." Refer to MLR 1a "Lesson Plan Starter" for an example.*
  - b. Develop a plan to teach a skill to your patrol and have your commander approve the plan. Make teaching aids. Teach the skill to your patrol. With the help of your group leader, check to see if the patrol has learned the skill you taught.  
*Check the boy's plan, which he should develop using MWS 2 "Skill Plan Work Sheet." Refer to MLR 1b "Skill Plan Starter" for an example.*
  - c. Develop a sales presentation for a product your outpost is selling as a fund-raiser. Build a sales presentation based on its good points. Review your sales presentation with your commander. Use the sales presentation as you sell the product. Report any changes you made in your presentation to your commander.  
*Check the boy's plan, which he should develop using MWS 3 "Sales Presentation Work Sheet." Refer to MLR 1c "Sales Presentation Plan Starter" for an example.*
2. 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).  
*Check the boy's letter.*
  - b. Create a web site for yourself or to give information about your Royal Rangers outpost, church, school, or other organization. Include at least one article and one photograph or illustration.  
*Visit the boy's web site.*
  - c. Make a PowerPoint presentation to be used to promote an activity in your outpost.  
*View the boy's presentation.*
  - d. Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your Royal Rangers group, school, chartered organization, or other group. Include at least one article and one photograph or illustration.  
*Check the boy's product.*
3. Do ALL of the following:
  - a. Demonstrate how you would make a telephone call inviting an expert in the field of your choice to give a demonstration to your outpost on that person's area of expertise.  
*Watch the boy's demonstration.*
  - b. Demonstrate how to create an effective recorded message and how to leave a voice mail message.  
*Watch the boy's demonstration.*
  - c. Demonstrate how to introduce your parents to a new friend, a new friend to an old friend, and a guest speaker to a group.  
*Watch the boy's demonstration.*
4. Prepare a personal résumé that you would use in applying for a job.  
*Review the boy's résumé using MWS 4 "Parts of a Résumé."*

5. Check careers in the field of communications. Choose one career, then in writing discuss the qualifications and preparation needed for this career.

*Review the boy's MWS 5 "Careers" where he has recorded his response.*

6. Attend a town or school board meeting where two or three points of view are given. Listen and take notes. Make a one-page report from your notes. Arrange a time to share what you learned with your patrol.

*Review the boy's MWS 6 "School Board or Town Meeting" where he has recorded his response.*



# Communications

## Objectives

1. The boys will be able to develop a plan to teach a lesson to younger boys.
2. The boys will be able to develop a plan to teach a skill.
3. The boys will be able to develop a sales presentation.
4. The boys will be able to choose which presentation they will be making.

## Materials

- Merit Answer Guide
- MLR 1a “Lesson Plan Starter”
- MLR 1b “Skill Plan Starter”
- MLR 1c “Sales Presentation Plan Starter”
- MWS\* 1 “Lesson Plan Work Sheet”
- MWS 2 “Skill Plan Work Sheet”
- MWS 3 “Sales Presentation Work Sheet”
- Overhead projector

\*MWS: Merit Work Sheet

## Preliminary Information

The requirements in this merit will take several weeks to accomplish. Work with the boys to help them break down the projects into smaller segments. Help them schedule their time so they can continue to work on various requirements.

Make arrangements for the boys to make their

presentation during week 5. Work with commanders of other groups as needed to make opportunities for the boys to teach.

Make transparencies of the MLRs for this lesson or reproduce the pages for handouts.

## Lesson

**Teach a Lesson.** Display the transparency for MLR 1a “Lesson Plan Starter” or distribute copies of the sheet. Go over each point. Following are some ideas that lessons could be developed around.

For Ranger Kids: Give a devotion or do an art or craft project. Or teach how to answer the telephone, ride a bike safely, give first aid for a minor cut or scrape, or call for help in an emergency.

For Discovery Rangers: Teach a new game or an art or craft project. Or teach how to report a crime, tie a square knot, tie an overhand knot, adjust lap and shoulder belts in a car, set up and

put out a cooking fire, or repair a plug on an appliance cord.

**Teach a Skill.** Display the transparency for MLR 1b “Skill Plan Starter” or distribute copies of the sheet. Go over each point. Following are some skills that could be taught: how to report a crime; identify minerals; sharpen a pocketknife; display a collection; care for and clean optical lenses; give first aid for a dog bite; carry a snowboard easily and safely; care for binoculars; mount stamps with or without hinges; recognize points of interest on a map; use a signal mirror to attract attention; clean and adjust a bicycle; tan, cure, and finish leather; extinguish a grease pan

fire; lay out a typical patrol campsite; take and follow a compass bearing; check the fluid levels of an automobile; report an emergency in your community; handle and store CDs, DVDs, and tapes; use a toothbrush and dental floss.

**Make a Sales Presentation.** Display the trans-

parency for MLR 1c “Sales Presentation Plan Starter” or distribute copies of the sheet. Go over each point. Discuss whether you as a group will be doing a fund-raiser. If so, you may want to work on this requirement together.

## Advancement

Be sure the boys have begun to work on Requirement 1. Give assistance as needed.

LESSON

2



# Communications

### Objectives

1. The boys will be able to choose which type of promotional piece they will create.

### Materials

- Merit Answer Guide
- MLR 2 “How to Write a Letter to the Editor”
- Local newspaper

## Preliminary Information

Collect several articles from a local newspaper, preferably articles that refer to your commu-

nity rather than the state or nation.

## Lesson

**Letter to the Editor.** Distribute recent newspaper articles from your community newspaper. Ask the boys what they could do if they read an article and knew something was inaccurate in it. Discuss the impact of writing the editor of the

newspaper to provide him or her with the correct information. Refer to MLR 2 “How to Write a Letter to the Editor” and discuss the four aspects to keep in mind when writing a letter to the editor.

**Media Presentations.** Explain that when developing a presentation of any kind, there are certain areas to cover. Answering these questions will help you define your purpose. What do you want to accomplish? What thought do you want to convey? What idea do you want to present throughout? What theme will you have? What mood do you want?

Once you decide what you want to accom-

plish, outline what you are going to present. Make your outline statements brief, but try to include all that you want to say. Use your outline to write out the information you want to include in your presentation. Then find visual images that will complement what your words are saying. It could be a picture, a drawing, a cartoon, etc. Finally, look at your final product and ask yourself, "Does this say what I want it to say?"

## Advancement

Be sure the boys choose one of the options for Requirement 2. Have them begin the project by

answering the questions in the lesson and then filling out an outline.

# LESSON 3



# Communications

### Objectives

1. The boys will be able to use proper telephone etiquette to invite someone to give a demonstration.
2. The boys will be able to create an effective recorded message.
3. The boys will be able to introduce people to one another.

### Materials

- Merit Answer Guide
- Two telephones

## Preliminary Information

If you are planning to have a guest speaker in the near future, use this meeting as preparation for inviting and introducing him. Be sure the

boys properly introduce friends they bring to the group and to you.



## Lesson

**Telephone Invitation.** Ask the boys how they might go about making a call to invite someone to speak to the group. Talk about the following points:

1. Decide whom you will invite. Ask the person as far in advance as possible. You might know of a police officer who is a good speaker. Get his phone number, call him, and tell him who you are.
2. Explain why you want him to speak to your group. You might say, "Our Royal Rangers group is working on a Crime Prevention Merit. We would like for you to tell us when you decided to become a police officer, what was the most dangerous situation you have ever been involved in, and what was the most rewarding moment you have experienced. We would also like to know what are the most important qualities in a police officer."
3. Tell him the date, time, and place, and let him know where you will meet him.
4. Tell him how much time he has to speak.
5. If you will have a question-and-answer period, ask him if he has questions that could be used to get the discussion going, if needed.
6. If he is unable to come, ask if he might recommend someone else.
7. Thank him for his help.

Let each boy demonstrate a phone invitation for Requirement 3a. You or another leader can be the guest speaker.

**Making a Voice Mail Message.** Ask the boys how they might go about making a recorded message for callers. Talk about the following points:

1. Greet the caller. This can be as simple as "hello."
2. Let the caller know whose recorded message he or she is listening to; e.g., "You have reached the voice mail of John Doe at 123-1234."
3. Let the caller know that you want to speak with him or her; e.g., "I am unable to receive your call at this moment, but I would like to speak with you."
4. Ask the caller to leave a phone number so

you can call him or her back; e.g., "Please leave your phone number after the tone, and I will get back to you as soon as I can."

5. Sign off; e.g., "Good day!"

Give each boy a separate sheet of paper and have him write out a recorded message.

**Leaving a Message.** Ask the boys how they might go about leaving a recorded message when they receive a person's voice mail. Talk about the following points:

1. State who you are; e.g., "Hello, my name is John Doe."
2. State why you called; e.g., "I am calling to find out if you are planning on coming to Rangers tonight. If you are, we will give you a ride."
3. Give your telephone number.
4. Let the person know when you would be available to receive a return call; e.g., "We will leave the house at 6:30, so give me a call before that."

Give each boy a separate sheet of paper and have him write out a message he would leave if he got voice mail for Requirement 3b.

**Introductions.** Ask for volunteers to do the following introductions: introduce their parents to a new friend, a new friend to an old friend, and a guest speaker to a group. Then go over these points together.

### Guest Speaker

1. Give the guest speaker's name; e.g., "Our guest speaker tonight is Officer Jacob McDonald."
2. Tell why the guest speaker has an interest in the topic; e.g., "Officer McDonald has served for ten years in the police department of Smithville and will be sharing with us some of his experiences."
3. Tell why the guest speaker is an expert on the topic of his speech; e.g., "He has made several presentations to scouting and community groups about why he became a police officer."
4. Tell why the guest speaker is coming at this time, and repeat the guest speaker's name; e.g., "Officer Jacob McDonald has



graciously come to help us earn our Crime Prevention Merit.”

5. Use one to two minutes for the introduction.

### Personal Introductions

1. Introduce individuals using both first and last names; e.g., “Mom and Dad, I would like you to meet my friend, John Barnes. John, this is my mom and dad, Bill and Margaret Jones.”
2. Introduce the younger or less prominent person to the older or more prominent person; e.g., you would introduce your friend,

who is your same age, to your parents and then introduce your parents to your friend.

3. When you are introducing a person who has a specific relationship to you, make the relationship clear by adding a phrase such as “my mom and dad,” “my brother,” or “my commander.”
4. Introduce an individual to the group first and then the group to the individual, e.g., “Jimmy, I would like you to meet my friends Kim Lu, Bill Togo, and Hiram Bannister. This my cousin, Jimmy Brown.”

## Advancement

Be sure the boys have completed Requirement 3 in their workbook. Sign off on the requirement.

LESSON

4



# Communications

### Objectives

1. The boys will be able to write a résumé.
2. The boys will be able to choose a career and know where to look to find information about it.
3. The boys will be able to view a town or school board meeting and take notes for a report.

### Materials

- Merit Answer Guide
- MLR 4 “Example Résumé”
- MWS 4 “Parts of a Résumé”
- MWS 5 “Careers”
- MWS 6 “School Board or Town Meeting”
- Resources on careers in communication from the local library
- Videotape of a town or school board meeting
- VCR
- TV
- Overhead projector and transparency

## Preliminary Information

Copy MLR 4 “Example Résumé” onto a transparency.

Look in the local library in section 331.7,

“Labor by Industry and Occupation,” where you will find a variety of books on jobs in the communications field. Check out some books on

careers in communications for the lesson.

In most communities the local cable company broadcasts town and school board meetings. Make a videotape of a meeting for the boys to view during the meeting. A town meeting could include the Jaycees, Rotary, Red Cross, Big

Brothers, Humane Society, Audubon Society, Weight Watchers, political campaign, board of directors, alumni association, chamber of commerce, campus organization, civic organization, shareholders, church business, or school board.

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## Lesson

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Show the overhead of MLR 4 “Example Résumé.”

**Parts of a Résumé.** Have the boys turn to MWS 4 “Parts of a Résumé” in their workbook. Have the boys begin to fill out the work sheet for Requirement 4. Answer any questions.

**Career Research.** Have the boys look at MWS 5 “Careers” in their workbook and choose one to research. Let the boys know they can (1) interview a person, (2) look up books on careers

in the library, or (3) use the books you brought from the library to fill in the answers to the questions on the work sheet for Requirement 5.

**Town or School Board Meeting.** Have the boys take notes on MWS 6 “School Board or Town Meeting,” for Requirement 6, while you play the video of the town or school board meeting. Review briefly what the boys will be seeing on the tape.

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## Advancement

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Be sure the boys have completed Requirements 4, 5, and 6 in their workbook. Sign off on the requirements.



# Communications

## Objectives

1. The boys will be able to make the presentation they have prepared.

## Materials

- Merit Answer Guide
- Varies with each boy

## Preliminary Information

During lesson 1 the boys reviewed each of the three ways to satisfy Requirement 1. For the boys who chose to teach a lesson to the Ranger Kids or Discovery Rangers, make arrangements for them to teach on this night, if possible.

For the boys who chose to teach a skill to their patrol, make the necessary arrangements.

For the boys who chose to build a sales presentation, provide a person to listen to them.

## Lesson

Help the boys get where they need to be to make their presentation.

## Advancement

Be sure the boys have completed Requirement 1 in their workbook. Sign off on the requirement.



# Lesson Plan Starter

1. What is your objective in teaching the lesson? (What do you want the group to be able to do when you have finished teaching the lesson?)  
*The Ranger Kids will be able to retell the story of Noah.*
2. What are the required steps for learning? (What must the group be able to do first and next and next?)
  - *As the story is introduced, the boys will sit quietly and listen.*
  - *After a question from the story is asked, one of the boys will answer the question correctly.*
  - *After being asked what they think will happen next, several boys will give their ideas.*
3. What teaching methods will you use to help the boys perform the required learning steps?
  - *Demonstration*
  - *Lecture*
  - *Question and answer*
  - *Teach, practice, teach*
4. What materials will you need to help the boys perform the required learning steps?  
*A book about Noah and the ark with pictures; a toy ark and animals*
5. How will you know the group has learned the lesson?  
*Each boy will be attentive during the lesson and will participate by answering the questions. Then each boy will participate in reenacting the story.*



MLR 1b

## Skill Plan Starter

1. What is your objective in teaching the lesson? (What do you want your patrol members to be able to do by the time you have finished teaching this skill?)  
*By the end of this lesson, each boy will be able to tie a square knot using the two ropes he has been given.*
2. What are the required steps for learning? (What must the group be able to do first and next and next?)
  - *The patrol members will watch the step-by-step demonstration of how to tie a square knot.*
  - *The patrol members will tie a square knot one step at a time.*
  - *The patrol members will watch the step-by-step demonstration of how to tie a square knot again.*
3. What teaching methods will you use to help the boys perform the required learning steps?
  - *Demonstration*
  - *Lecture*
  - *Question and answer*
  - *Teach, practice, teach*
4. What materials will you need to help the boys perform the required learning steps?  
*Each patrol member must have two pieces of rope at least eighteen inches long.*
5. How will you know the group has learned the skill?  
*Each boy will successfully tie a square knot.*



# Sales Presentation Plan Starter

1. Why are you selling this product? (List all the benefits your outpost will receive from selling this product.)  
*To purchase tents for camping*
2. Pick out one or two of the benefits you feel would most appeal to your customers.
  - *When you go camping, you sense the Holy Spirit in a special way during campfire services.*
  - *When you go camping, you get to know others better.*
3. What is the most dramatic statement you can make about the product and its benefits?  
*The money you donate through the purchase of a candy bar will help us replace worn-out tents that leak when it rains.*
4. What is the most interesting story you can give to back up the claims you make for their support of the fund-raiser?  
*On our last camp-out, Joey's sleeping bag got wet during the night from the rain that came in the tent. He didn't get much sleep at all.*
5. What is the most appealing visual presentation you can use to promote the customer's support of the fund-raiser?  
*Have a picture of the tents you are currently using and a picture of what you would purchase with the proceeds of the sale.*
6. What is the most searching question you can ask about the product and its benefits?  
*How many candy bars would you like to purchase to help us purchase tents?*
7. What is the most compelling logic you can use relating to the fund-raiser and its benefits?  
*If we can sell five hundred of these candy bars in the next month, we will be able to purchase a new tent before our fall camp-out. Can you help us out?*
8. How can you get the person involved in your presentation?  
*Have you ever been camping in a tent?*
9. What is your goal? (Determine exactly what you want from this sales presentation. Do you want the customer to purchase the product? Do you want the customer to donate money to the outpost? Do you want the customer to like you?)  
*Our goal is to sell five hundred candy bars.*
10. What do you need to assist you in your presentation?  
*Product, charts, graphs, video clips, pictures, etc.*
11. Practice your presentation (by yourself in front of a mirror or with a friend).
12. What do you need to give your customers to remind them where they can purchase any additional products?  
*A card with your name and critical information on it*
13. When are you going to call back to see if your customers need more of your product?  
*Call back just before your sales campaign is finished to see if they want to purchase more candy bars.*





## How to Write a Letter to the Editor

- Refer to a news event or published article.
- Letters to the editor are used to respond to a news event or a published article; therefore, you should reference the news event or published article in the first sentence of your letter.
- For example, the local newspaper carries a story concerning the death of a teenager who was struck and killed by a driver who was driving under the influence of alcohol. The first sentence may say, "John Doe, who died in the recent alcohol-related car crash, was a classmate of my sister, Joanne."
- Explain why you are writing the letter.
- In the second sentence you should begin to make a case for why you are writing the letter. If the newspaper article missed an important point, say so, and explain why it is important. If the newspaper article did not provide the full story, give the full story. If the article is unclear or misleading, clear up the confusion.
- For example: "The newspaper article said that very few of the students knew John. It mentioned that John was a very quiet student who had few friends. My sister and I knew John very well. In fact, John, his sister, and his cousin were among our best friends. John was a caring but quiet friend. He enjoyed playing video games with us and loved to listen to CDs. His favorite CD was a new Christian CD."
- Call for action.
- When you close the letter to the editor, call for action of some type. Ask the readers to attend a special meeting or write a letter to their congressmen, etc.
- For example: "Friday evening at 7 p.m., First Assembly of God in Hometown at 9876 Victory Lane will be holding a special celebration service honoring John and his life. I would like to invite everyone to come and honor my friend."
- Include your name and contact information.
- When you send a letter to the editor, include your name, address, and daytime telephone number. The newspaper will probably want to talk to you to make sure that you were the one who wrote the letter.



# Example Résumé

Name: Ralph P. Jones

Street Address: 123 Royal Avenue

City and State Ranger, Kentucky 98765 Phone: 123-456-7889

What job do you want to do?

I want to work with children, helping them learn to read and do math.  
\_\_\_\_\_  
\_\_\_\_\_

Where do you want to work?

I would like to work at Ranger Elementary or at First Assembly of God Academy.  
\_\_\_\_\_  
\_\_\_\_\_

What level of responsibility do you want?

I would like to be responsible to read to students or help one student at a time read or do math.  
\_\_\_\_\_

What jobs (volunteer or paid) have you done?

I mowed lawns for my neighbors and picked up trash around the church.  
\_\_\_\_\_

Date Started: May 2009 Date Ended: September 2009

Job Title: Mowed lawns

Name of Company or Organization: Mr. Jones, 2032 15<sup>th</sup> Street; Mrs. Smith, 2101 15<sup>th</sup> Street; Mr. Hansen, 1927 15<sup>th</sup> Street

City: Ranger, Kentucky

What schools have you attended?

Elementary: Barnes Elementary, 3633 3<sup>rd</sup> Street, Ranger, Kentucky; years 2003 to 2009

Secondary: Deaver Middle School, 1379 5<sup>th</sup> Street, Ranger, Kentucky; years 2009 to present



# Communications Merit

## 1. Do ONE of the following:

- a. Develop a plan to teach a lesson to the Ranger Kids or Discovery Rangers group and have your commander and the Ranger Kids or Discovery Rangers commander approve it. Make teaching aids to assist you in teaching the lesson. Teach the lesson. With the help of the Ranger Kids or Discovery Rangers commander, check to see if the boys were attentive throughout the lesson or can repeat or summarize the information taught.

Use MWS 1 “Lesson Plan Work Sheet” to think through the plan. Then write out the lesson plan on a separate sheet of paper and insert it into your workbook.

- b. Develop a plan to teach a skill to your patrol and have your commander approve the plan. Make teaching aids. Teach the skill to your patrol. With the help of your group leader, check to see if the patrol has learned the skill you taught.

Use MWS 2 “Skilled Plan Work Sheet” to think through the plan. Then write out the lesson plan on a separate sheet of paper and insert it into your workbook.

- c. Develop a sales presentation for a product your outpost is selling as a fund-raiser. Build a sales presentation based on its good points. Review your sales presentation with your commander. Use the sales presentation as you sell the product. Report any changes you made in your presentation to your commander.

Use MWS 3 “Sales Presentation Work Sheet” to think through the plan. Then write out the lesson plan on a separate sheet of paper and insert it into your workbook.

## 2. 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).

Write your letter on a separate sheet of paper and insert it into your workbook.

- b. Create a web site for yourself or to give information about your Royal Rangers outpost, church, school, or other organization. Include at least one article and one photograph or illustration.

Let your commander know the web address so he can visit the site.



Leader's  
Initials



Date \_\_\_\_\_

Leader's  
Initials   
Date \_\_\_\_\_

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c. Make a PowerPoint presentation to be used to promote an activity in your outpost.

Show the presentation to your group.

d. Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your Royal Rangers group, school, chartered organization, or other group. Include at least one article and one photograph or illustration.

3. Do ALL of the following:

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

b. Demonstrate how to create an effective recorded message and how to leave a voice mail message.

c. Demonstrate how to introduce your parents to a new friend, a new friend to an old friend, and a guest speaker to a group.

4. Prepare a personal résumé that you would use in applying for a job. Use MWS 4 "Parts of a Résumé" for this requirement.

5. Check careers in the field of communications. Choose one career, then in writing discuss the qualifications and preparation needed for this career. See MWS 5 "Careers" for some ideas.

6. Attend a town or school board meeting where two or three points of view are given. Listen and take notes. Make a one-page report from your notes. Arrange a time to share with your patrol what you learned. Use MWS 6 "School Board or Town Meeting" for this requirement.



# Lesson Plan Work Sheet

1. What is your objective in teaching the lesson? (What do you want the group to be able to do when you have finished teaching the lesson?)

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2. What are the required steps for learning? (What must the group be able to do first and next and next?)

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3. What teaching methods will you use to help the boys perform the required learning steps?

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4. What materials will you need to help the boys perform the required learning steps?

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5. How will you know the group has learned the lesson?

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# Skill Plan Work Sheet

1. What is your objective in teaching the lesson? (What do you want your patrol members to be able to do by the time you have finished teaching this skill?)

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2. What are the required steps for learning? (What must the group be able to do first and next and next?)

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3. What teaching methods will you use to help the boys perform the required learning steps?

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4. What materials will you need to help the boys perform the required learning steps?

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5. How will you know the group has learned the skill?

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# Sales Presentation Work Sheet

1. Why are you selling this product? (List all the benefits your outpost will receive from selling this product.)

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2. Pick out one or two of the benefits you feel would most appeal to your customers.

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3. What is the most dramatic statement you can make about the product and its benefits?

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4. What is the most interesting story you can give to back up the claims you make for their support of the fund-raiser?

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5. What is the most appealing visual presentation you can use to promote the customer's support of the fund-raiser?

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6. What is the most searching question you can ask about the product and its benefits?

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**Communications MWS 3: Sales Presentation Work Sheet** *(continued)*

7. What is the most compelling logic you can use relating to the fund-raiser and its benefits?

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8. How can you get the person involved in your presentation?

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9. What is your goal? (Determine exactly what you want from this sales presentation. Do you want the customer to purchase the product? Do you want the customer to donate money to the outpost? Do you want the customer to like you?)

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10. What do you need to assist you in your presentation?

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11. Practice your presentation (by yourself in front of a mirror or with a friend).

12. What do you need to give your customers to remind them where they can purchase any additional products?

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13. When are you going to call back to see if your customers need more of your product?

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# Parts of a Résumé

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City and State: \_\_\_\_\_ Phone: \_\_\_\_\_

What job do you want to do?

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

Where do you want to work?

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

What level of responsibility do you want?

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

What jobs (volunteer or paid) have you done?

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

Date Started: \_\_\_\_\_ Date Ended: \_\_\_\_\_

Job Title: \_\_\_\_\_

Name of Company or Organization: \_\_\_\_\_

City: \_\_\_\_\_

What schools have you attended?

Elementary: \_\_\_\_\_

Secondary: \_\_\_\_\_



## Communications MWS 5: Careers

# Careers

Actor	Media Relations Specialist
Advertising Copywriter	Musician
Announcer	Pastor
Artist	Personnel Manager
Attorney	Photographer
Broadcaster	Politician
Cinematographer	Printer/Lithographer
Communications Engineer	Professional Speaker
Disk Jockey	Psychologist
Dispatcher	Publications Manager
Editor	Publisher
Entertainer	Sales Representative
Events Manager	Sign Painter
Family Therapist	Singer
Graphic Designer	Speech Therapist
Journalist	Teacher
Librarian	Video Production
Marketing Research Specialist	Webmaster
Marketing Specialist	Writer

Choose one of the careers listed above: \_\_\_\_\_

Interview a person who has the career you have chosen, or look up your career choice in the library. Answer the following questions:

What qualifications are needed to have a career in this field?

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What preparations are needed to have a career in this field?

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