TRAIN-THE-TRAINER CONFERENCE

Training Techniques
Skills and Knowledge
For Scouting's Leadership

BOY SCOUTS OF AMERICA

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INTRODUCTION

LEARNING OBJECTIVES

At the end of this conference the participants should be able to:

- Explain their responsibilities as a trainer in helping adults learn
- Use effective presentation skills that will cause the participant to have fun and want more
- Explain and use the "Reflection Process"
- Cause learning to happen through effective teaching
- Use training devices to make more effective presentations
- Create an attitude of confidence with new leaders.

GENERAL INFORMATION

Purpose

The Train-the-Trainer Conference should be a continuous process of updating trainers with the latest principles, methods, and techniques of training so as to prepare them for their important responsibility as training leaders. This conference is designed to provide ideas and training skills for all Cub Scout, Boy Scout, Varsity Scout, Explorer, and district/council trainers.

Who Is Responsible?

The Train-the-Trainer Conference is presented by a council, under the supervision of the professional staff and council committee responsible for training. It can also be presented by cluster councils (that is, two or more neighboring councils).

The conference leader and staff are responsible to the council training committee for the successful completion of the conference.

How Often Should It Be Held?

Councils are encouraged to hold the Train-the-Trainer Conference at least once each year, or as often as needed to provide updated training for trainers.

Who Should Attend?

Council training committee members and district training team members for all phases of the Scouting program; roundtable/huddle staff members; and all enthusiastic, potential trainers.

Trainers are *encouraged* to take part in the conference *before* assuming their responsibilities as members of a training team.

Planning Calendar

Action to Be Taken	Days Prior to Conference	Month and Day	Person Responsible	Check When Completed
Determine need for trainers; recruit as needed	90	______	District Committees	______
Select conference leader and staff	80	______	Council Committee	______
Determine which trainers need training; submit list	80	______	District Committees	______
Invite staff to serve	75	______	Conference Leader	______
Staff planning meeting; make assignments	70	______	Conference Leader	______
Select location, date, schedule	70	______	__________	______
Complete invitation list	60	______	__________	______
Order supplies and materials	45	______	__________	______
Send personal invitations to trainers	45	______	__________	______
Continue staff training; review assignments	40	______	Conference Leader	______
Follow up on invitations	30	______	__________	______
Final check on arrangements, equipment and materials	15	______	__________	______
Final check on registration; who's coming?	10	______	__________	______
Final check with staff	10	______	Conference Leader	______
Conduct conference	0	______	Staff	______
Evaluate conference	+1	______	Staff	______
Thank-you letters	+1	______	Conference Leader	______

Planning the Conference

Selecting the Staff

The Scout executive, council committee, or team responsible for leadership training is also responsible for selecting a qualified conference leader and staff members for the Train-the-Trainer Conference; seeing that they are trained; and that the conference is planned and conducted in an effective manner.

The conference leader is selected first and given the opportunity to help select and recruit the staff members.

The staff of the conference should be made up of professional "guest" trainers as well as the council's most experienced and competent trainers in Cub Scouting, Boy Scouting, Varsity Scouting, Exploring and district/council operation. An adequate number of staff members should be recruited so no one person is overloaded; however, care must be taken to ensure that every staff member has a meaningful job. Too many staff members can be as bad as too few. A leader and one or two specialists in each program area are the minimum staff needed. Do not forget the team training concept.

Training the Staff

Conduct staff development as outlined in this manual. The initial staff planning meeting is held approximately 1½ to 2 months prior to the conference date. Additional staff meetings are held as needed. Do not "over meet."

Each staff member should be given a copy of this manual and encouraged to study it carefully. This will help prevent duplication or repetition of material during the conference, and will give staff members a broad perspective of the conference as a whole.

Staff Assignments. It is logical to assume that the staff member most experienced in a particular subject or skill will be asked to present that topic or skill at the conference. The conference leader should assign backup presenters on all subjects, so if a staff member is unable to attend the conference, the backup is ready to fill in.

Techniques of Presentation. A variety of techniques and training aids are suggested in this manual. It is important that staff members use training aids, materials, and techniques properly, to set a good example. What the participants see, hear, and do while attending the conference are apt to be duplicated by them to the best of their ability while training unit leaders. It is essential that this conference set a top-quality example. Staff members should be discouraged from taking shortcuts or using poor presentation techniques. These may ultimately show up in the quality of the training that unit leaders receive.

Delivering the Promise. As trainers, we should convey to our leadership an attitude of: "I can do it and it will be fun! I expect my adventure in Scouting to be one of the best experiences of my life."

Commitment. Help leaders to become committed to the values of Scouting. Help them make a "Powerful Promise" to deliver the adventure of Scouting to the Scout and his family. (See pages 1–2 in the *Boy Scout Handbook,* "Welcome to the Adventure of Scouting!") Every Scouter should develop an attitude of personal commitment to deliver the promise—that's why we are in Scouting.

Ethics in Action. We should incorporate the concepts of Ethics in Action and use the "Reflection Process" in all of our training.

Advance Preparation. The material in this manual is NOT INTENDED TO BE READ TO THE AUDIENCE. This means staff members will need to prepare their presentations carefully in advance, practice them, time them, and be thoroughly familiar with the content. It will be helpful if the staff can meet at the conference location prior to the conference date to practice the presentations and try out the visual aids. This will point out whether or not the lettering on charts and posters is large enough and with color combinations that can be seen easily by everyone in the room; if the sound system and acoustics are satisfactory; how the time schedule will be maintained; etc. There will still be time before the conference to make adjustments or corrections.

Staff members should understand that our primary aim is to meet the learning objectives of each session and to stay on time. If the objectives of a session have been met, that session should be concluded, even if the time allotted has not been used. The times listed for each session are maximum times.

Setting the Example. Staff members are expected to set good examples of correct uniforming, enthusiasm, confidence, and Scouting spirit. Morale features are built in, but additional features may be added if needed.

Keeping Track of Time. Consider the use of a timer with colored cards to help stay on time. Show a green card when two minutes remain in a presentation. Show an orange card when one minute remains and a red one when time has run out. Presenters should stop within thirty seconds after the red card is shown.

Materials and Equipment. Every effort should be made to secure the materials and equipment that are called for in this manual. Each item on the list is important and should be in first-class condition.

Selecting the Facility

The following should be considered when selecting the facility for the Train-the-Trainer Conference.

1. Central location, convenient to all districts
2. Adequate parking space
3. Facility where no fee is charged, if possible
4. A large assembly room to hold the anticipated crowd in a comfortable seating arrangement, with space for displays and exhibits
5. Separate meeting rooms for Cub Scout, Boy Scout, Varsity Scout, Exploring and district/council operations split sessions in Training Period 5
6. Separate stations or locations for round-robin in Training Period 7
7. Display space—walls, bulletin boards, etc.
8. Adequate lighting, ventilation, acoustics
9. Electrical outlets for VCR, projectors, etc.
10. Coatroom facilities (if conference is held in fall or winter)
11. Food service, if meals are to be included. How and where will meals be served? Cost? Bring your own lunch? Try to avoid "going out." Some participants may never return—or be late!

Conference Budget

During the early planning stage, an estimated budget should be prepared. The budget should include the cost of meals and food service (if any), materials, handouts, facility rental, refreshments, recognition items, etc. This budget should have the approval of the council committee and the professional staff adviser or Scout executive. (See Appendix for "Training Event Budget Worksheet and Report.")

You may wish to include the cost of the trained leader emblem, No. 280, in your fee. This way, each person who completes the conference can be recognized as a qualified trainer. The conference expenses should be covered by a conference fee paid by those attending. It is best to collect the fee with advance registrations.

Conference Schedule

The Train-the-Trainer Conference includes seven hours of training. This does not include the time spent on meals and breaks.

One-Day Conference. The Train-the-Trainer Conference is usually completed in one day. In this case, lunch is the only meal to be considered. Since there is a lot of training packed into one day, be sure to include sufficient morale-building activities and a variety in the pace of training to prevent boredom and weariness. Use facilities designed for adults.

Weekend Conference. This is another option. The conference begins one evening and ends the next afternoon. It includes a cracker barrel and two meals—breakfast and lunch on the second day. This type of schedule spreads the training over a two-day period. It allows additional time for fun and fellowship. An adult conference center is best suited for the overnight conference.

CONFERENCE SCHEDULE

ONE DAY			*WEEKEND*
7:00–8:00 a.m.	60 min.	Before the Conference	6:00–7:00 p.m.
8:00–8:30 a.m.	30 min.	Gathering Period	7:00–7:30 p.m.
8:30–8:45 a.m.	15 min.	Opening Period	7:30–7:45 p.m.
8:45–9:05 a.m.	20 min.	Training Period 1—"Why and How We Train Leaders"	7:45–8:05 p.m.
9:05–9:25 a.m.	20 min.	Training Period 2—"Training Methods"	8:05–8:25 p.m.
9:25–9:40 a.m.	15 min.	Break	8:25–8:40 p.m.
9:40–10:00 a.m.	20 min.	Training Period 3—"The Training Team"	8:40–9:00 p.m.
10:00–10:20 a.m.	20 min.	Training Period 4—"Styles of Training"	9:00–9:20 p.m.
		Cracker Barrel Campfire	
		Breakfast	
10:20 a.m.–12:00 p.m.	90 min.	Training Period 5—"The Training Material" (Cub Scout, Varsity, Exploring, Council/Districts)	9:00–10:30 a.m.
12:00–1:00 p.m.		Lunch	
		Break	10:30–10:45 a.m.
1:00–1:30 p.m.	30 min.	Training Period 6—"Presenting the Material"	10:45–11:15 a.m.
		Lunch	11:15 a.m.–12:00 p.m.
1:30–2:40 p.m.	70 min.	Training Period 7—"Round Robin"	12:00–1:05 p.m.
2:40–3:30 p.m.	50 min.	Training Period 8—"Introduction to Reflection"	1:05–1:55 p.m.
3:30–4:15 p.m.	45 min.	Training Period 9—"Effective Teaching"	1:55–2:40 p.m.
4:15–4:35 p.m.	20 min.	Training Period 10—"Morale Feature"	2:40–3:00 p.m.
4:30–4:50 p.m.	15 min.	Closing Period	3:00–3:15 p.m.

For a weekend conference, you may wish to change the sequence of the presentation sessions.

Promotion

Personal invitations are sent to all prospects. Members of the staff may be asked to follow up on invitations by phone or personal contact to express the importance of the conference. Secure advance registrations so the staff will know how many to prepare for.

Recognition

Trainers who complete the Train-the-Trainer Conference receive Training Certificate, No. 33767 (sheet of eight). You may also wish to present some other recognition item such as special name tags, etc. Recognition is given during the closing period of the conference.

It is suggested that the conference be publicized through the news media to identify publicly those trainers who completed the conference. This is not only a nice recognition, but it is also good promotion for the next conference.

Evaluation

Soon after the Train-the-Trainer Conference, each staff member is given a copy of the conference evaluation form found on the following page. When staff members have completed the forms, an evaluation meeting is held to discuss a plan of action for improvement. Remember, evaluation is worthless unless some positive action results. Build on strengths and strengthen weaknesses.

The conference leader should report to the council committee the results of the evaluation and recommendations for future improvements.

Follow-up

Thank-you letters should be written a day or two after the conference to all those who gave special help in making the conference a success.

Two copies of the Training Attendance Report are given to the council service center; one copy to the council committee. It is helpful for the council committee to furnish each district training chairman with a list of trainers who completed the conference.

Trainers who were not able to attend the conference or new trainers recruited when there is no conference scheduled for several months should be given personal coaching by a member of the conference staff or other qualified trainer. (See page 10 for the personal coaching outline.)

New trainers should be given an opportunity to visit a training course before they assume their responsibilities on a training team, or given minimum responsibilities for the first session. This will allow them to see an experienced training team in action.

It is also helpful if new trainers can go along on a personal coaching session conducted by an experienced trainer before they try to conduct personal coaching on their own.

CONFERENCE EVALUATION

To be completed by each *staff member* within one to seven days following the Train-the-Trainer Conference.

1. Did we meet the learning objectives of the conference? Yes ___ No ___

   If no, why? ______________________________

   ____

2. Did we start on time? Yes ___ No ___

   Did we stop on time? Yes ___ No ___

   If no, why? ______________________________

   ____

3. Was the facility adequate? Yes ___ No ___

   If no, what should be changed the next time? ______________________________

   ____

4. Was the schedule satisfactory? Yes ___ No ___

   If no, what should be changed next time? ______________________________

   ____

5. Was the conference successfully promoted? Yes ___ No ___

   If no, what should be done differently? ______________________________

   ____

6. Were the literature, materials, and equipment adequate? Yes ___ No ___

If no, what should be added? ______________________________

____

7. Was the room arrangement satisfactory? Yes ___ No ___

If no, what should be changed? ______________________________

____

8. Were the staff members well prepared? Yes ___ No ___

If no, explain ______________________________

____

9. Did the participants have a chance to learn by doing? Yes ___ No ___

10. Was there fun and fellowship? Yes ___ No ___

11. Was appropriate recognition given to the trainers who completed the conference?

Yes ___ No ___

If no, what do you think should be done? ______________________________

____

12. What plans have been made to train the trainers who did not attend? ______________________________

____

Personal Coaching Outline

Personal Coaching Session 1

1. Contact the trainer to set date, time, and place of first coaching session.
2. Review the information found on personal coaching in Leadership Training—Plans, Procedures, Materials.
3. Study Training Periods 1, 2, 3, and 4 of this manual. Adjust the techniques of presentation to fit a coaching situation. Remember, the learning objectives are the same as for group training, so all material should be covered.
4. Gather the necessary materials, handouts, equipment, and literature in advance.
5. Conduct the coaching session.
   a. Begin by giving the trainer a brief personal and Scouting history of yourself. Ask the trainer to do the same. Spend some time getting acquainted.
   b. During coaching, watch for areas where home study would be helpful.
   c. Cover the material in Training Periods 1, 2, 3, and 4.
6. Furnish the trainer with your phone number and express your desire to help between sessions.
7. Set the date, time, and place of your next coaching session.
8. Evaluate the coaching session.

Personal Coaching Session 2

1. Before the session, study Training Period 5. Adjust techniques to fit a coaching situation.
2. Gather the necessary materials, equipment, handouts, and literature in advance.
3. Conduct the coaching session.
   a. Review the material covered in the last coaching session. Answer questions.
   b. Cover the material in Training Period 5.
   c. Watch for areas where home study would be helpful.
4. Make any necessary home-study assignments.
5. Set the date, time, and place of your next coaching session.
6. Evaluate the coaching session.

Personal Coaching Session 3

1. In advance, study Training Periods 6, 7, 8, 9, and 10. Adjust techniques as necessary to fit a coaching situation.
2. Gather the materials, equipment, handouts, and literature.

3. Conduct the coaching session.
   a. Review the material covered in the last coaching session. Answer questions.
   b. Discuss the home-study assignments.
   c. Cover the material in Training Periods 6, 7, 8, 9, and 10.
4. If there is a need, make additional home-study assignments and set the date, time, and place for another coaching session.
5. When you are satisfied that all the learning objectives have reasonably been met, present the trainer with Training Certificate, No. 33767.
6. Make arrangements for the trainer to visit or take part in a training session.
7. Evaluate the coaching session. How can you improve?
8. Notify the council committee of the completion of your personal coaching sessions.
9. Remember to be considerate of the trainer's time. Try just as hard to stay on time here as you would in a group training session. If you run overtime, you may not be welcome back the next time.

MATERIALS AND EQUIPMENT

FOR DISPLAY

U.S. flag in stand
Pack, troop, team, and post flags (if desired)
Inspirational posters (such as those found throughout this manual)

CUB SCOUT LITERATURE DISPLAY

Packs First Two Months, No. 33010
BSA Family Book, No. 33012
Cub Scout Roundtable Commissioner and Staff Basic Training, No. 3012
Group Meeting Sparklers, No. 33122
Den Chief Handbook, No. 33211
Staging Den and Pack Ceremonies, No. 33212
Cub Scout Leader Book, No. 33220
Cub Scout Songbook, No. 33222
Cub Scout Leader How To Book, No. 33821
Understanding Cub Scouts with Handicaps, No. 33839
Pow Wow Guide, No. 33840
Webelos Activity Book, No. 33853
Webelos-to-Scout Transition, No. 33870
Tiger Cub Guidebook, No. 33918
Welcome to Tiger Cubs Flip Chart, No. 33925
Cub Scout Leader Recognition Plan, No. 34096
Certificate—Cub Scout Leader Basic Training, No. 34097
Cub Scout Leader Basic Training—Home-Study Workbook, No. 34102
Cub Scout Leader Basic Training Posters (set), No. 34103
Cub Scout Basic—Self-Study Guide, No. 34106
Cub Scout Roundtable Planning Guide (current), No. 34248
Introduction to Cub Scout Sports and Academics, No. 34292
Cub Scout and Webelos Scouts Program Helps (current), No. 34300
Den Chief Training, No. 34450
Cub Scout Leader Fast Start Viewer Guide, No. AV-02VG
Cub Scout Leader Recognition Program, No. 13-595
Ethics in Action: A Course for Cub Scout Leaders, No. 13-701
Spotlight on New and Special Cub Scout Program Elements (current), No. 13-604
Ethics in Action Resources, No. 13-710
1992 Update to Cub Scout Leader Basic Training, No. 13-4100

Boy Scout Literature Display

The Boy Scout Handbook, No. 33229
The Scoutmaster Handbook, No. 33002 (1992 or later)
Junior Leader Handbook, No. 33500
Troop Committee Guidebook, No. 34505
Fieldbook, No. 33200
Resident Camp First-Time Camper Program, No. 33420
Conservation Handbook, No. 33570
Venture/Varsity Activities for Boy Scout Resident Camp, No. 33429
Summer Camp Promotion Package Merit Badge
Summer Camp Merit Badge Outline, No. 33421
Conservation Pocket Guide, No. 33017
Outdoor Skills Instruction Manuals
- *Aquatics*, No. 33026
- *Backpacking*, No. 33035
- *Camping*, No. 33003
- *Cooking*, No. 33567
- *Climbing/Rappelling*, No. 33027
- *Survival*, No. 33029
- *Team Building*, No. 33004
- *TRAIL Boss Manual*, No. 21-376

Project COPE, No. 34365
Scouting Book of Knots, No. 33214
Life to Eagle Packet, No. 18-927
Advancement Guidelines, No. 33087
Boy Scout Advancement (video), AV-02V001
Merit Badge Counselor Orientation, No. 34541
Work Sheet for Building a Merit Badge Counselor List, No. 4436A
Upward to Eagle (Scorecard), No. 33430
Be A First Class Scout (Scorecard), No. 33431
Boy Scout Requirements, No. 33216
Boy Scout Leader Fast Start Video Series
- The Troop Meeting, AV-023
- The Outdoor Program, AV-024
- Troop Organization, AV-025
- All three programs on one tape, AV-026
- Viewer Guide, AV-026VG

Scoutmastership Fundamentals, No. 6550A
Boy Scout Leader Wood Badge Staff Guide for a Weekend Course with Conversion Guide for a Weeklong Course, No. 34131 (restricted to councils)
Delivering the Promise, No. 18-251
Scoutmasters' Junior Leader Training Kit, No. 3422
BSA Outdoor Skills Instruction Manuals:
- *Aquatics*, No. 33026
- *Backpacking*, No. 33035

Camping, No. 33003
Cooking, No. 33567
Rock Climbing/Rappelling, No. 33027
Survival, No. 33029
Team Building, No. 33004

Fieldbook, No. 33200
Junior Leader Training Conference—Staff Guide, No. 34535
Troop Program Planning Kit, No. 33018
Junior Leader Handbook, No. 33500
Troop Committee Guidebook, No. 34550
Venture/Varsity pamphlets (24 available)
Boy Scout Leader Wood Badge Administration of Practical Training, No. 4140D (restricted to councils)
The Venture/Varsity Option for Older Boys in the Troop (video), AV-02V002
Boy Scout Roundtable Planning Guide, No. 7263
New-Troop Organizer Kit, No. 18-990
Selecting Quality Leaders, No. 18-981

Varsity Scouting Literature Display

Varsity Scout Leader Huddle Planning Guide, Volume 1, No. 7829
Varsity Scout Leader Huddle Planning Guide, Volume 2, No. 33503
Varsity Scout Leader Huddle Planning Guide, Volume 3, No. 33459
Varsity Scout Game Plan, Volume 1, No. 34849
Varsity Scout Game Plan, Volume 2, No. 33433
Varsity Scout Game Plan, Volume 3, No. 33505
Varsity Scout Leader Guidebook, No. 34826
Varsity Scout Leader Fundamentals, No. 33443
Varsity Scout Leader Fast Start (video), AV-02V004
(Viewer's Guide) AV-02G004

Exploring Literature Display

Aviation Careers Exploring Program Helps, No. 34626
Engineering Exploring Program Helps, No. 33680
Explorer Leader Handbook, No. 34637
Explorer Post Program Helps, No. 34261
Fire Service Exploring Program Guide, No. 34606
Health Careers Exploring Program Helps, No. 34628
High Adventure Exploring Program Guide, No. 34500
How to Organize Posts in our Company, Plant, Firm, Industry, Institution, or Facility, No. 34617
Inner-City/Rural Post Action Ideas, No. 33145
Law Exploring Program Helps, No. 34498
Poster (17x22-100/pkg.), Exploring, No. 4052
Recruiting Flier, Exploring (8.5x11-500/pkg.), No. 4053
Safe-Rides Exploring Guide, No. 34605
Sea Exploring Manual, Explorer Ship, No. 33239

Ethical Controversy Activities, packet, No. 23-823
Ethics-in-Action in Exploring, flier, No. 23-521
Guide to National Activities, Awards, and Scholarships, No. 23-220
Law Enforcement Exploring Program Helps, No. 23-186
Law Enforcement Proficiency Awards Program, No. 23-213
Law Enforcement Ride-a-Long Program Guide, No. 23-460
Literature and Resources, Exploring, flier, No. 23-200
Post Firstnighter Jacket w/Letter and Agenda, No. 23-780
Program Development Guide, Exploring, No. 23-866
Reference Guide, Exploring, No. 23-202
Sales Kit, Exploring, No. 23-871
Sea Explorer Ship, How-To Program Guide, No. 23-352
Securing an Advisor, Selection Plan, No. 4-502
Where Are They Today? Recruiting Handout, No. 23-875
Post Officers' Seminar (35 Min.), AV-030 (3rd Segment)
Youth Protection Training Overview, Exploring Basic Training, AV-047
Let's Go Exploring—Firstnighter Video (6 Min.), AV-03V002
Moments In Common—Youth Development Video (23 Min.), AV-03V005

Council/District Literature Display

Commissioner Basic Training Manual, No. 33614
Key Scouter Training Workshop, No. 4160 (No. 34160 after 1994)
Training the Chartered Organization Representative, No. 34527
The Commissioner Conference, No. 33616
College of Commissioner Science, No. 34522
Leadership Training—Plans, Procedures, Materials, No. 34169
Unit Inventory of Training, No. 4482
Training Attendance Report, No. 3441
Training Pocket Certificates, No. 33767
Cub Scout Leader Recognition Certificate, No. 4107
Leadership Training Plan Certificate, No. 33756
District Support Items, No. 14-610D
Guidelines for District Committee and Operating Committee Meetings, No. 14-936
District Committee Volunteer Duties Cards, No. 34266
Commissioner Volunteer Duties Cards, No. 34265
Selecting District People, No. 34514
District Highlights series, No. 7122-7134
Commissioner Fieldbook, No. 33617
Commissioner Administration, No. 34120
Commissioner Helps for Packs, Troops, and Posts, No. 33618

TRAINING RECOGNITION DISPLAY

FOR DISPLAY

Leadership Training—Plans, Procedures, and Materials, No. 34169

Samples of all training awards, keys, and corresponding square knots (see *Leadership Training—Plans, Procedures Materials,* No. 34169)

Trained Leader Emblem, No. 00280

FOR REGISTRATION

Training certificates—one certificate for each participant (sheets of eight), No. 33767

Training Attendance Reports, No. 34413

Ballpoint pens

Name tags

Felt-tip marking pens

FOR HANDOUT TO PARTICIPANTS

(*One for each participant to keep unless otherwise indicated below)

"A Trainer's Creed"—reproduce locally—see page 159.

Leadership Training—Plans, Procedures, Materials, No. 34169*

District Summary of Trained Leaders, No. 34261*

Training Attendance Report, No. 34413

Unit Inventory of Training, No. 34482*

Cub Scout Leader Basic Training, with 1992 update, No. 13-4100 (Cub Scout trainers, one for each two or three persons to use during Session 5), No. 34100

Scoutmastership Fundamentals (Boy Scout trainers, one for each two or three persons to use during Session 5), No. 6550A

Varsity Scout Leader Fundamentals (Varsity Scout trainers, one for each two or three persons to use during Session 5), No. 33443

Explorer Leader Basic Training (Explorer trainers, one for each two or three persons to use during Session 5), No. 34633

Commissioner Basic Training Manual (Commissioner training, one for each two or three persons to use during Session 5), No. 33614

Key Scouter Training Workshop (District training, one for each two or three persons to use during Session 5), No. 34160

Training the Chartered Organization Representative (District training, one for each two or three persons to use during Session 5), No. 34527

Copies of the following handouts are found in the Appendix. They are to be reproduced locally and handed out to participants either during the appropriate session or put in booklet form for handout at the end of the conference.

- "How to Introduce a Speaker" (page 112)
- "Eight Fundamental Requirements for Training Leaders" (page 113)
- "Help for Guiding Group Sessions" (page 114)
- "Exhibits and Displays" (page 115)
- "Training Session Evaluation Form" (page 116)
- "How to Make Slides for Training" (page 118)
- "Using Videocassettes" (page 119)
- "Presenting the Subject" (pages 121–22—print back to back)
- "Training Techniques" (page 123)
- "Buzz Group Techniques" (page 124)
- "Overhead Projector Techniques" (page 125)
- "How to Give a Demonstration" (page 126)
- "How to Use Charts and Posters" (pages 127–28—print back to back)
- "How to Teach a Skill" (pages 129–30—print back to back)
- "How to Use the Flannel Board" (pages 131–32—print back to back)
- "How to Use the Chalkboard/Whiteboard" (pages 133–34—print back to back)
- "Leading a Discussion" (pages 135–36—print back to back)
- "The Combination Board" (page 137)
- "A Plan of Action for Effective District Training" (pages 149–50)
- Reaching Training Goals—District Training Evaluation (pages 151–54)
- Reaching the Untrained Leader—A Matter of Attitude (pages 155–56)
- Unit Inventory of Training (page 157)
- District Summary of Trained Leaders (page 158)
- A Trainer's Creed (page 159)

For Conference Staff

The materials and equipment used by the conference staff are listed with the appropriate training session. Presenters can be responsible for securing their own materials; however, you may wish to have one person responsible for obtaining all audiovisual equipment.

Staff Assignments

Assignment	Assigned To	Backup	Page No.
BEFORE THE CONFERENCE (60 min.)			
Physical Arrangements	________	________	32
Exhibits and Displays	________	________	32
Last-minute Check	________	________	32
GATHERING PERIOD (30 min.)			
Welcome	All Staff	________	35
Registration of Attendance	________	________	35
Preopening Activity	________	________	36
OPENING PERIOD (15 min.)	________	________	37
TRAINING PERIOD 1 (20 min.)			
Why and How We Train Leaders	________	________	39
TRAINING PERIOD 2 (20 min.)			
Training Methods	________	________	43
TRAINING PERIOD 3 (20 min.)			
Training Team	________	________	48
TRAINING PERIOD 4 (20 min.)			
Styles of Training	________	________	52
TRAINING PERIOD 5 (90 min.)			
The Training Material			
Cub Scouting	________	________	55
Boy Scouting	________	________	60
Varsity Scouting	________	________	66
Exploring	________	________	70
District/Council Scouting	________	________	75

Assignment	Assigned To	Backup	Page No.
TRAINING PERIOD 6 (30 min.)			
Presenting the Material	____________	____________	79
TRAINING PERIOD 7 (70 min.)			
Round Robin	____________	____________	84
Introduction	____________	____________	85
Flip Charts and Posters	____________	____________	87
Using Videocassettes and Making Slides	____________	____________	88
Giving a Demonstration	____________	____________	89
Flannel Boards	____________	____________	90
Chalkboards and Whiteboards	____________	____________	91
TRAINING PERIOD 8 (5 min.)			
Introduction to Reflection	____________	____________	92
TRAINING PERIOD 9 (45 min.)			
Effective Teaching	____________	____________	99
TRAINING PERIOD 10 (20 min.)			
Morale Features	____________	____________	107
CLOSING PERIOD (15 min.)	____________	____________	110

Assign handout distribution and set-up of training aids to staff members who are not presenting at the time.

Staff Development

Purpose

The purpose of staff development is to form a team to conduct the conference. Each staff member should come to realize that their most important responsibility is to see that each participant has the opportunity to learn and grow. The staff should seek to employ the best training methods and to set a standard for quality training for the trainers participating in the conference.

Staff development activities are designed to help set the tone for the conference. They should provide each staff member with a clear understanding of the program, method, and skills presented. Careful planning, preparation, and practice will help assure a top-notch experience for each participant in the conference.

Learning Objectives

As a result of these staff development sessions, the staff should be able to:

- Develop the knowledge, skills, and attitudes to enable the staff to run a successful conference where participants experience quality training
- To capture each individual in the groups' effort, developing group spirit in an atmosphere of true learning and fun
- To create an atmosphere of friendship and fellowship, charged with the "Spirit of Scouting," that will carry the staff through the challenges of the conference

Materials Needed

Lesson Plan 9, "Effective Teaching"

Adhesive bandage—one per staff member

Easel, pad, felt pens

Chalkboard, whiteboard

"How to Teach a Skill"—from Appendix–one each

"Presenting the Subject"—from Appendix—one each

Presentation Plan—from Lesson Plan—several for each staff member

Styles of Training Profile—from Appendix—one each

Special Instructions

Several staff development sessions are suggested:

- Staff planning meeting (-70 days): Make assignments.
- Second session (-40 days): Continue staff training. Cover parts 1-2-3.
- Final check on staff (-10 days): Present Sessions 4-5-6 and evaluate.

As part of the staff development process, you are going to review some of the basics for a quality training experience. Presentations on "Effective Teaching," "Presenting the Subject," and "Preparing a Presentation Plan" provide you with a foundation to prepare your individual presentation for the conference. The sessions on "Rapport with Groups" will review some of the highlights of how you can best connect with a group for a successful presentation.

The Effective Teaching Process

The skill of effective teaching is a major focus of quality training. As a staff member, you are expected to be able to do the following:

- Explain the five steps usually needed for effective teaching.
- Use these fives steps to meet the needs of participants in learning situations.
- Recognize learning opportunities when working with an individual or group.
- Explain the four outcomes of the effective teaching process.

Depart from the usual teacher-participant approach and focus on "learning" by the participants, rather than "teaching" by the staff. Base the process on experience. Try to create situations where participants can learn by doing.

We call this process "Effective Teaching." The emphasis is on the word *effective*. For teaching to be effective, *learning* must take place.

Put simply, there are five steps in the process.

We set *objectives.*

The participant is *taught.*

The participant *practices.*

The participant is *tested.*

We *check* what the participant has actually learned.

The process has four outcomes.

The participant *gains knowledge.*

The participant *develops skills.*

The participant *develops confidence and the motivation* to do his best.

Keep this simple outline in mind as you examine the details of the process.

The Four Outcomes of Effective Teaching

- Knowledge is what you know.
- Skill is the ability to use what you know.
- Motivation is the desire to do something.
- Confidence is the belief that you can do it.

Now turn to Training Period 9, "Effective Teaching," and conduct this session for the staff.

Note: Omit the project in staff development and go on to conduct the reflection.

Presenting the Subject

Learning Objectives

At the end of this presentation, each participant should be able to:

- Explain the six steps used in presenting the subject.
- Use these six steps in preparing a Presentation Plan and making a presentation.

Materials Needed

Whiteboard, easel, and markers

Handout: "Presenting the Subject" from Appendix

Here are some tips to help you make your training presentations more interesting, worthwhile, and fun for both you and your audience.

PREPARE your presentation.

- Size up your audience, considering the sort of people they are and what they probably know and want to learn about the subject.
- Write down the purpose of the presentation (or review the learning objectives and decide on the ideas that should be covered).
- Research the subject, taking brief notes.

- Talk with others who know the subject and make notes of their ideas.
- Outline your presentation, including only the most important points—usually the fewer the better—and put them in a logical order.

PRACTICE your presentation.

- Rehearse your presentation until you have it well in mind. Some trainers like to use a tape recorder so they can hear themselves.
- Write in your notes the time allotted for major points. This will help you stay within the time limits.
- Put your outline in final form so that it will not be cluttered with discarded ideas.
- Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word-for-word.
- When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.

PERSONALIZE your presentation.

- Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
- Watch the group's reaction as you go along. Stay close to their interests.
- Use thought-provoking questions. This will help stimulate everyone's thinking. It will also help you get feedback from participants which will tell you whether or not they understand what you are saying.

ILLUSTRATE your presentation.

- Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make your presentation more interesting and reinforce the learning process. Not only do the participants hear, but they *see* as well.
- Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
- Show the equipment and materials needed to do what you are talking about.
- Show literature resources on the subject.
- Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps.

PACE yourself.

- Stay within the time limit.

- Stay on the subject. Don't get sidetracked.

CLINCH your presentation.

- Summarize the subject by restating its main idea or problem, its importance, and the major points you have made.
- Give your listeners a chance to ask questions, either during the presentation or at the end.

Refer participants to the handout "Presenting the Subject" found in the Appendix of this manual.

PREPARING A PRESENTATION PLAN

Learning Objectives

At end of this presentation, participants should be able to:

- Fill out and use a presentation plan effectively.
- Know that a presentation plan is essential to a successful presentation.

Materials Needed

Whiteboard, easel, and markers

Presentation Plan form (one per participant)

A Question About Planning

Ask the group, "Has anyone ever put together a plastic model? Have you ever done it without instructions?" Make the point that giving a presentation without a plan is like trying to build a model without the instructions.

Ask the group, "How are you going to get information on the subject before you write down your plan?" (from things you already know, from resources—course syllabus, other trainers, experts, etc.).

Review the Form

Distribute copies of the Presentation Plan form to each participant. Review the following information with the participants.

The first section of the form is headed PLANNING INFORMATION.

Cover the following points. Ask the group to define some of the headings.

A. Presenter—Who is the presenter?

B. Subject—What is going to be presented? (TITLE)

C. Objectives—The personal objectives that you want the group to understand. This is basically a note to yourself as to what you are going to teach.

D. Materials—What you need in order to give the presentation.

E. Preparation—What you must do beforehand to give an effective presentation.

The second section of the form is headed PRESENTATION. This contains the actual content of your presentation. Cover the following points. Ask the group to define some of the headings.

A. *Learning Objectives.* These are the objective or goals that the group is to achieve. They are given to the group at the start of a presentation so that they have a simple guide to learning.

B. *Discovery.* This is the part of the presentation in which you find out the level of knowledge of the group you're dealing with. It also lets the group know themselves how much they may already know about the subject being presented. This can be as simple as a question directly aimed at determining the knowledge of the group.

C. *Teaching/Learning.* This is the section in which you write an outline and detail the information you are planning to teach the group. Do not leave out any important information, but at the same time don't clutter the form with too many details.

D. *Application.* In this section you describe how the participants are to apply the skill. In some cases, you may have the group practice the skill right then; in others, you may just be able to give them an example or two on how and where they may apply the skill.

E. *Evaluation.* This is where you check and see how much of what you taught was actually learned. This could be a few questions about the information presented, or an actual demonstration by the participants of the skills learned.

F. *Summary.* Briefly review the information you just presented. Provide an overview for the benefit of the group.

Application and Evaluation

Ask the group for any questions. Make the point that the staff is available to answer specific questions and are available to support them as they prepare their Presentation Plans.

Point out that the Application and Evaluation phase of this session will take place as they prepare for and make their own Presentation Plans and presentations.

Refer participants to the handout "Presenting the Subject" and "The Presentation Plan" in the text.

TRAIN-THE-TRAINER PRESENTATION PLAN

PLANNING INFORMATION

Presenter: ______________________ Subject: ______________________

Objectives: ______________________

____

____

Materials: ______________________

____

____

Preparation: ______________________

____

____

PRESENTATION

Learning Objectives: As a result of this training experience, participants should be able to:

____

____

____

Discovery: ______________________

____

____

____

____

Teaching/Learning: ______________________

____

____

____

Application:

Evaulation:

Summary:

Notes:

Styles of Training

Introduction

Those of us involved as trainers can be more effective as we understand and improve our attitudes toward participants and our techniques in presenting course material. The "Styles of Training Profile" offers an insight into our attitudes and techniques. This exercise is for your personal use. It will not be shared with others.

(DISTRIBUTE "STYLES OF TRAINING PROFILE")

REPRODUCE LOCALLY FROM APPENDIX IN THIS MANUAL

Instructions

Please read each statement and determine your reaction. Put the number of your response on the line to the left of the statement. Do not look at Part Two until you have completed the statements and are instructed on how to use your scores. Does everyone understand what to do? Please start the profile

Profile

(Staff should complete Part One of the profile. Allow about twenty minutes.)

Scoring

Is everyone finished? If so, go to Part Two. Transfer your answers to each statement by the statement's number in Column A or B. When you have finished, total each column.

(Allow five minutes for scoring.)

Graph

Now the staff should plot their "What" and "Who" scores on the graph.

Discussion

Using the lesson plan on pages 52–54 and material from the Appendix, help the staff interpret their scores from the Styles of Training Profile.

Note: *After break or other activities, conduct the session "Rapport with Groups." Presenter should have prepared their own presentation plan for this session. Make sure to cover all steps of effective teaching.*

RAPPORT WITH GROUPS

Projecting Ideas

No matter how interesting the subject, nor how well prepared you may be, you are not really teaching effectively unless participants learn—that is, they absorb what you are saying. Participants respond to your voice quality, your body language, and your attitude.

Through the skillful use of your voice, your body, and your presence, you can project your ideas and feelings to participants in a memorable and pleasant way. In other words, the results of your efforts depend, in good part, on your manner and style. Some people just seem to radiate warmth, good humor, confidence,and pleasure at being able to help others learn. Often this is something they have learned to do—a technique—but a most useful technique for a staff member.

Physical Behavior.

- **Eye contact.** We "reach" each other through our eyes, and a listener feels gratified that the speaker has actually looked at him—but look also at your audience for reactions. The raised eyebrow, the questioning glance, should warn you to clarify your position or settle any misunderstanding immediately. Sensitivity to audience reception is a great asset to a staff member—you can increase your ability just by trying! You would answer a spoken question—try answering the unspoken ones, too!
- **Body movement.** The staff member who is really trying to use several of the senses to communicate ideas and feelings must use some kind of body language deliberately, lest he use the wrong "language" unthinkingly. Absence of action will suggest three things: you have no feelings or convictions about your subject; you are sick; or you are afraid. On the other hand, stiff and mechanical "elocution" gestures can be laughable. Still, you want to engage your audience visually as well as by the force of your words, and spontaneous, coordinated body action can express your enthusiasm and feeling for your subject.
- **Coordination.** You have something to say, you want to say it; your whole being should help you say it. "Suit the action to the word, and the word to the action" would be a good rule—we do not nod our heads while saying "no" nor shake our heads while saying "yes"! (Try it—it's confusing even to the one doing it.) Your gestures should arise from a normal, spontaneous desire to clarify or give emphasis. Your gestures should not call attention to themselves, but to your ideas—whatever you want people to learn or feel.

Voice

- **Pitch.** A "good" voice has an interesting range of pitch. Try to start sentences on a pitch high enough to permit you to lower it for contrast, but low enough that you can raise it for contrast, also. Use the whole range of your voice by thinking—or feeling—what you are saying at that instant—not what you're going to say next.

- **Rate.** Don't speak so slowly that the participants jump ahead of you or drift away, or so rapidly that they're worn out trying to keep up. As with walking, variety is the key to interest—pauses permit appreciation. Pauses can be used as punctuation marks in speech—they are attention-getters. Don't panic at a few seconds of silence—it can allow ideas to be absorbed.
- **Volume.** If possible, check out in advance how much volume you must use to reach the furthest participant—he has the right to hear too. If in doubt, in informal circumstances, ask them, especially if they look quizzical or drowsy. Don't forget that many bodies in a hall tend to absorb some of the noise and you may have to talk louder than you expected. However, most people are not impressed with volume alone, and actors know the value of dropping their voices until the listeners really participate by listening intently. Again, variety . . . !

Attitude

"What you are thunders so loud I cannot hear what you are saying!" This paraphrase has real meat for the public speaker. Many listeners will not know you for what you are, of course, but for what you seem to be . . . or what you seem to feel and think about your topic, at least. Your attitude toward your role as a staff member will creep through what you say. If you are timid or fearful or unprepared, be sure the participants will sense this. Bluster cannot conceal it. On the other hand, mere sincerity may seem merely pitiable unless enthusiasm and energy project it to your listeners' consciousness. A positive attitude toward your job of helping people learn will help them learn.

Feedback—Instant Evaluation

As you become more accustomed to speaking before an audience, you will begin to read the signs of acceptance—or the signals of danger—in your audience. If question marks appear on the foreheads of more than a few people, you're in trouble unless you sense what is wrong and take steps to correct it. Shifting positions in chairs, crossing and uncrossing of legs, yawning, droopy eyelids (or snoring) may tell you you've about had it. Glances at watches or at a wall calendar may mean you have gone overtime. Throat clearing, sneezing, and coughing may not be so much the symptoms of sickness as the symptoms of boredom. Hopefully, the more accustomed you become to public speaking, the better the signs will be—smiles, nods, brightened eyes, inching forward in the seats, exchanged glances, notetaking—these are some of the positive, and encouraging, symptoms of success.

Evaluation

No matter how good a speaker you might be, you naturally would like to improve. It's hard to remember just what you did during a speech, so you have to figure on the general audience reaction as being an indicator. This is pretty vague to base any changes on. Better to ask a member of the team, or a friend, to specifically listen so as to help you evaluate your performance. If you can take it, ask the evaluator to note especially such unconscious nerve-janglers as change counting, key jingling, tie twitching, ear pulling, chalk juggling, bead flipping, knuckle popping, spectacle polishing, or gum chewing. Maybe you can do the same for him sometime . . . with pleasure.

Summary

Keep in mind, these techniques apply mostly where you are expected to be the speaker, the presenter, the bringer of wisdom to the multitude. In a small group where give and take is the accepted method of shared learning, you need also be aware of the pitfalls described and to consciously strive for effective technique. But if you are the leader of the group, perhaps the most difficult technique to master is one of the most effective—learning to look interested while keeping the mouth firmly closed.

Reflection

Follow the session with a brief reflection. Ask the following questions:

- Why is rapport important?
- What are the key elements of rapport?
- How does your physical behavior affect the group and your presentation?
- How does your use of voice affect the group and your presentation?
- How does your attitude affect the group and your presentation?
- Why are these things important as you prepare for and give a presentation?
- What are the most difficult parts of establishing rapport with a group?
- How does "caring" relate to establishing rapport with a group?
- How can you use this knowledge to make you a more effective trainer?
- How can you use this knowledge to help participants become more effective trainers?

EVALUATION OF PRESENTATION

Remember: Teaching is only effective when learning takes place!

EVALUATION OF PRESENTATION				
Presenter: ____________ Skill: ____________				Evaluated by: ____________ Date: ____________
Evaluation Item	+	=	-	Comments
PREPARATION				
Presentation Plan				
Organization				
Materials				
Rehearsal				
PRESENTATION				
Personal				
Body Language				
Diction				
Grammar				
Volume				
Filler Words				
Flow				
Eye-Contact				
Enthusiasm & Spirit				
Group				
Control				
Involvement				
Presentation				
Contact				
Staying on Subject				
Use of Visual Aids				
Use of Time				
EFFECTIVE TEACHING				
Learning Objectives				
Discovery				
Teaching/Learning				
Application				
Evaluation				
Conscious Use of Skill				
Learning Took Place				
COMMENTS				

Before the Conference

The conference staff should plan to arrive 60 minutes prior to the time set for the gathering period.

Physical Arrangements

1. Head table with microphone, if needed.
2. Tables and chairs should be arranged in such a manner so that all participants are comfortable and can see and hear the presenter and training aids. It is recommended that six to eight chairs be placed at each table, to form small groups. Do not set up too many chairs. It is better to set up more later if needed.
3. Registration table, exhibit tables, refreshment table.
4. Training aids, located where there will be no glare from lights, and where everyone can see. Be sure there are electrical outlets handy where needed as well as extension cords.

Exhibits and Displays

- Cub Scout literature
- Boy Scout literature
- Exploring literature
- Varsity Scout literature
- District Scouting literature
- Training material display
- Training recognition display
- Banners, emblems, flags
- Multifold display board

Note: Also see page 115 for tips on setting up exhibits and displays.

Last-minute Checklist

___ Are staff members prepared? Do they know what is expected?

___ Are all materials and equipment on hand? There may still be time to get anything that was overlooked.

___ Are handouts printed from the Appendix so that everyone will have one of each?

___ Adequate ventilation?

___ Proper lighting?

___ "No smoking" signs posted?

___ Coatroom or rack (if needed)?

___ Restroom facilities open and marked?

___ Equipment and materials set up and ready to go?

___ Meal arrangements set (if applicable)?

___ Is room arrangement satisfactory?

___ Are green, orange, and red timer cards on hand?*

TAKE A DEEP BREATH, RELAX, PUT ON A HAPPY FACE. GET SET. GET READY. GO!

Training without planning is like shooting without aiming.

*In order to help presenters stay on time, have a timer who will sit or stand in the back of the room. When the presenter has two minutes remaining on the allotted time, the timer holds up a green card. When one minute remains, the timer holds up an orange card. When time has expired, the timer holds up a red card. Presenter must conclude within thirty seconds or finish the teaching point presently being made and then stop.

Gathering Period—30 Minutes

Objectives

- To help participants feel welcome and relaxed
- To register attendance
- To provide an activity that will help participants get acquainted before the conference begins

Materials Needed

Training Attendance Report, No. 34413, and ballpoint pens

Training Certificates, No. 33767, (one for each person)

Name tags and marking pens

Lined pad or 3" × 5" pieces of paper or cards for sign-in

Styles of Training Profile—1 and 2 (reproduce one for each person from Appendix)

Group Meeting Sparklers, No. 33122

Welcome

All staff members should be on hand to help greet the participants as they arrive with a warm welcome. Let them know you're glad they came.

Registration of Attendance

Ask participants to sign the roster or a card as they arrive.

Give each person a name tag. You may also wish to furnish 3" × 5" "inquiry cards" for writing questions that will be answered later.

Sometime during the conference prepare a Training Certificate for each participant, to be signed by the conference leader and presented during the closing period. Transfer names from the roster or sign-in cards to the Training Attendance Report.

Also give each participant a Styles of Training Profile. Have them complete it before Training Period 4, when it will be discussed.

Preopening Activity

Involve the participants in some "ice breakers" selected from *Group Meeting Sparklers.* Have them play the initiative game "tangle knot"; then see the displays and exhibits. Have staff members available to answer questions about literature, training materials, etc.

You may wish to have refreshments available before the conference. If so, direct the participants to the refreshment table. Remember hot water with cocoa, tea bags, instant cider, or fruit punch for those who do not drink coffee. Have participants go to the opening session where it starts.

OPENING PERIOD—10 MINUTES

Objectives

- To set the stage for the conference to follow.
- To demonstrate the proper method of conducting an opening ceremony
- To demonstrate the proper technique for making introductions
- To explain the objectives of the conference

Materials Needed

Opening ceremony equipment

"How to Introduce a Speaker"—one for each participant (see Appendix)

Remember to start on time and stay on time! If you start late, you put everyone behind and set a bad example for the day.

Opening Ceremony

It is recommended that a flag ceremony be used to open the conference. The ceremony should be conducted with dignity and set a good example.

Welcome and Introductions

The participants can be welcomed with a few words from a member of the professional staff or the council training committee.

That person should then introduce the conference leader, giving a brief personal and Scouting background.

The conference leader introduces any guests and all staff members, using "How to Introduce a Speaker" as a guide.

After introductions, copies of "How to Introduce a Speaker" are distributed to all participants.

Objectives of the Conference

Lead one verse of a song from the *Cub Scout Songbook* or *Boy Scout Songbook.* Choose an easy one that everyone is likely to know.

Read aloud the objectives of the conference found on page 1. You may wish to have these objectives listed on a poster that can be displayed during the conference.

Encourage participants to take notes so they will get the most benefit from the conference.

Schedule

Give a brief review of the conference schedule. Explain the meal plan, overnight arrangements, etc. Then introduce the first presenter and topic.

The following quotes can be posted in the training room:

Patience is the ability to count down before blasting off.
•
It's what we learn after we think we know it all that counts.
•
One way to make the world better is by improving yourself.

Training Period 1

Why and How We Train Leaders—20 minutes

Note: *Use the Presentation Plan to prepare this session.*

Learning

As a result of this training experience, participants should be able to:

- Explain why trained leadership is vital to the success of the Scouting program.
- List the eight fundamental requirements for training unit leaders.
- Explain the four-level training plan.

Technique

Talk, using prepared flip chart. Buzz group, using sheets of easel pad, paper, and felt-tip pens or markers.

Materials Needed

Prepared flip chart

Easel pad and marker for each group

"Eight Fundamental Requirements for Training Leaders"—one copy for each participant (see Appendix)

Reference

Study page 127 of this manual for information on flip chart techniques. Also study pages 121–22 for tips on presenting the subject.

Why We Train Leaders

The participants should be divided into small groups of six or eight each. Ask each group to pick the person with a birthday closest to today and have that person stand. Give them one minute to do so. When all are standing, lead the entire group in singing "Happy Birthday." Now announce that the birthday people are our group leaders. Distribute one sheet of easel pad paper and a marker to each group.

Tell them that for the next three minutes you want them to discuss "Why We Train Leaders."

Each group should write their reasons on the sheet of paper and select someone to be a reporter.

When time is up, call on each group to give one of their answers. Continue until all answers have been read.

Summarize by pointing out briefly any of the following points that were not covered. Remember, you only have twenty minutes for this entire presentation so you must move quickly.

Why Training?

1. Everyone requires training for anything that is to be done well. We have all received training to do many things during our lifetime. We have benefitted from that training and received satisfaction in the ability to do something that we could not do before.
2. Unit leaders are trained to ensure that youth receive a worthwhile experience full of fun and adventure.
3. How effectively the Boy Scouts of America can influence the lives of youth depends to a large degree on the ability of leaders and their understanding of the aims, principles, and techniques of their various jobs.

Knowledge, Skills, Attitude

1. Training helps leaders acquire knowledge and develop the attitudes and skills necessary to make their contribution to youth worthwhile.
2. Training shows leaders how to use the many resources available, and how to use youth leadership. It also gives them confidence as they carry out the program.
3. Leaders who know the whys and hows of their jobs will be more effective and, as a result, the young people will be able to achieve our overall objectives of training in character, citizenship, and personal fitness.

Viewpoint

1. Training helps leaders keep the various elements of the program in proper perspective.
2. It helps them understand that there is a difference between the Scouting program and its ultimate objectives.
    a. The final result is a citizen of good character, mentally and physically fit to meet responsibilities and capable of giving leadership. The Scouting program is simply an accumulation of activities designed to build these attributes in youth.
    b. Handicrafts, games, trips, badges, camping, and career awareness are not an end in themselves, but instead, a means used to reach the objectives of Scouting.

Results of Training Leaders

1. Good program supported by youth interest in the unit.
2. Youth stay in Scouting longer.

3. Tenure of trained leaders is longer than that of untrained leaders.
4. Relationship between the unit and the chartered organization is stronger when unit leaders fully understand their jobs.
5. There is a better chance that the ultimate aims of Scouting will be achieved when unit leaders understand the techniques of their jobs.

Eight Fundamental Requirements for Training Leaders

Briefly review "Eight Fundamental Requirements for Training Leaders." (See Appendix.) Distribute copies to all participants.

The Four-Level Training Plan

Briefly review the four-level training plan which applies to Cub Scout, Boy Scout, Varsity Scout, and Exploring leaders.

Cover the following material on a flip chart that has been prepared in advance.

1. *Orientation (Fast Start)*
   a. This should happen with the leaders' first exposure to Scouting. It could be at School Night for Cub Scouting, a rally, the organization of a new unit, a firstnighter, or a personal visit in the home.
   b. Its purpose is to acquaint new leaders with Cub Scouting, Boy Scouting, Varsity Scouting, and Exploring, and give specific information about the particular program with which the family is connected.
   c. It is a foundation for further training.

Note: *There is a Fast-Start video and viewer's guide for Cub Scouting, Boy Scouting, Varsity Scouting, Exploring, and unit commissioners.*

2. *Basic Training*
   a. Basic training courses are made up of a series of training sessions designed to give job-related information to leaders.
   b. Each program (Cub Scouting, Boy Scouting, Varsity Scouting, and Exploring) has specific training sessions that will help the leader do their job.

Note: *Details of basic training materials and sessions will be covered during the split session in Training Period 5.*

3. *Supplemental Training*
   a. Supplemental training includes a variety of courses that may be conducted on a district, council, area, regional, or national basis.
   b. These courses are designed to give additional information on specific areas of the program. Some of the procedures touched upon in basic training are treated in greater depth in supplemental training courses.

c. Examples of supplemental training include roundtables and huddles, pow wows, workshops, commissioner conferences, showando, Philmont conferences.

4. *Advanced Training*

Wood Badge is a weeklong (or series of weekends) intensive course designed to enhance skills and create a deeper, more dedicated involvement in Scouting.

Note: *More details on Wood Badge will be given during Training Period 5.*

Confirm Learning

Ask the following questions to gauge the level of understanding of the group.

- Why is training important?
- How would you define "quality training"?
- As trainers, what can we do to assure quality in the training courses we lead?
- How can each of us assure that we are best prepared to deliver training to leaders?
- How can you use the "eight fundamental requirements for training leaders" in preparing for the training courses you lead?
- How should our training courses help to bring the values of Scouting through to the youth we serve?

Summary

Summarize this presentation and answer questions. STOP ON TIME.

TRAINING PERIOD 2

TRAINING METHODS—20 MINUTES

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

As a result of this training experience, participants should be able to:

- Describe the three most common methods for training leaders.
- Explain how to work successfully with groups.
- State the purpose of learning objectives.

Technique

Talk, with flannel board presentation or other technique of your choice.

Materials Needed

Flannel board and prepared cards (large enough to be seen), or material of your choice for your technique.

"Help for Guiding Group Sessions"—one for each participant (see Appendix).

Preparation

Study pages 131–32 of this manual for information on flannel board techniques; pages 121–22 for tips on presenting the subject; and page 47 for suggested flannel board layout.

See *Leadership Training—Plans, Procedures, Materials,* No. 34169, for information on the three methods of training leaders, and on informal training and personal support. These are important concepts!

Introduction

Use the following material to prepare a fast-paced flannel board presentation and a quick talk on training methods.

Begin by asking: "How many of you were trained in a group training situation?" Ask for a show of hands. (**Note:** *This is the preferred method for training Boy Scout leaders.*)

Ask: "How many of you were trained by personal coaching?" Ask for show of hands.

Ask: "How many of you were trained by self-study?"

Point out that these are the three methods of training that will be discussed in this session.

Group Training

Advantages of Group Training

1. Most common and most effective since many leaders can be trained at the same time
2. Excellent way to convey the fun and fellowship of Scouting in spirit-building activities such as songs, games, and stunts
3. Opportunities for interaction and sharing of experiences with other leaders
4. A large training group can be divided into smaller groups of six to ten people
   a. Small groups become buzz groups to discuss situations or methods; then report their findings to total group.
   b. Small groups work on projects, both during and after the training session.
   c. People learn in small groups because they feel free to participate in the discussion.
   d. Members of small groups learn from each other as well as from the total group.
5. Others?

Limitations of Group Training

1. More than one trainer required to conduct a group training course, one person just can't do a good job alone.
2. Most topics cannot be covered in detail because of time limitations. Leaders should leave training knowing where they can go for additional help for information on various subjects.
3. Must be scheduled frequently to offer adequate opportunities for new leaders.

Distribute copies of "Help for Guiding Group Sessions" to all participants. If time permits, discuss it briefly and answer questions.

Personal Coaching

Advantages of Personal Coaching

1. Can be used when only one leader or a small group of leaders need training, or to train leaders of a newly organized unit.
2. Is used to train leaders immediately when group training courses are not scheduled.

3. Is used when a leader misses one or more group training sessions. Our objective is for every leader to complete training.
4. Usually takes place in a home, at the convenience of the leaders to be trained.
5. Leaders can progress at their own rate.
6. Same information covered as in group training.
7. Same learning objectives as in group training.
8. Others?

Limitations of Personal Coaching

1. The spirit-building activities such as songs, stunts, and games are usually omitted.
2. The exchange of experiences and ideas with other leaders is missing.
3. Requires more trainers to train the same number of leaders.
4. Leaders hear from only one trainer instead of from several.

Review the steps of personal coaching found in *Leadership Training—Plans, Procedures, Materials.*

Answer questions about personal coaching.

Self-Study

Advantages of Self-Study

1. Can be used where geographical separation makes it necessary for a trainer to make contact by mail.
2. Leaders can progress at their own rate.
3. Same information covered as in group training.
4. Same learning objectives as in group training.

Limitations of Self-Study

1. Should be used only when group training is not available and personal coaching is not possible.
2. Much is dependent on the leader's self-starting ability.
3. Only written feedback from leader is received.
4. The spirit-building activities are missing.
5. The exchange of experience and ideas with other leaders is missing.

Review the self-study procedure found in *Leadership Training—Plans, Procedures, Materials.*

Answer questions about self-study.

Learning Objectives

Point out that all standardized training courses have learning objectives for these reasons.

- So that trainers will know where they are headed and won't end up someplace else.
- So that specific information will be covered in each training session.
- So that we will have some basis on which to evaluate the training session.

Emphasize that a trainer's primary aim is to meet the learning objectives.

Confirm Learning

Ask the following questions to gauge the level of understanding the group.

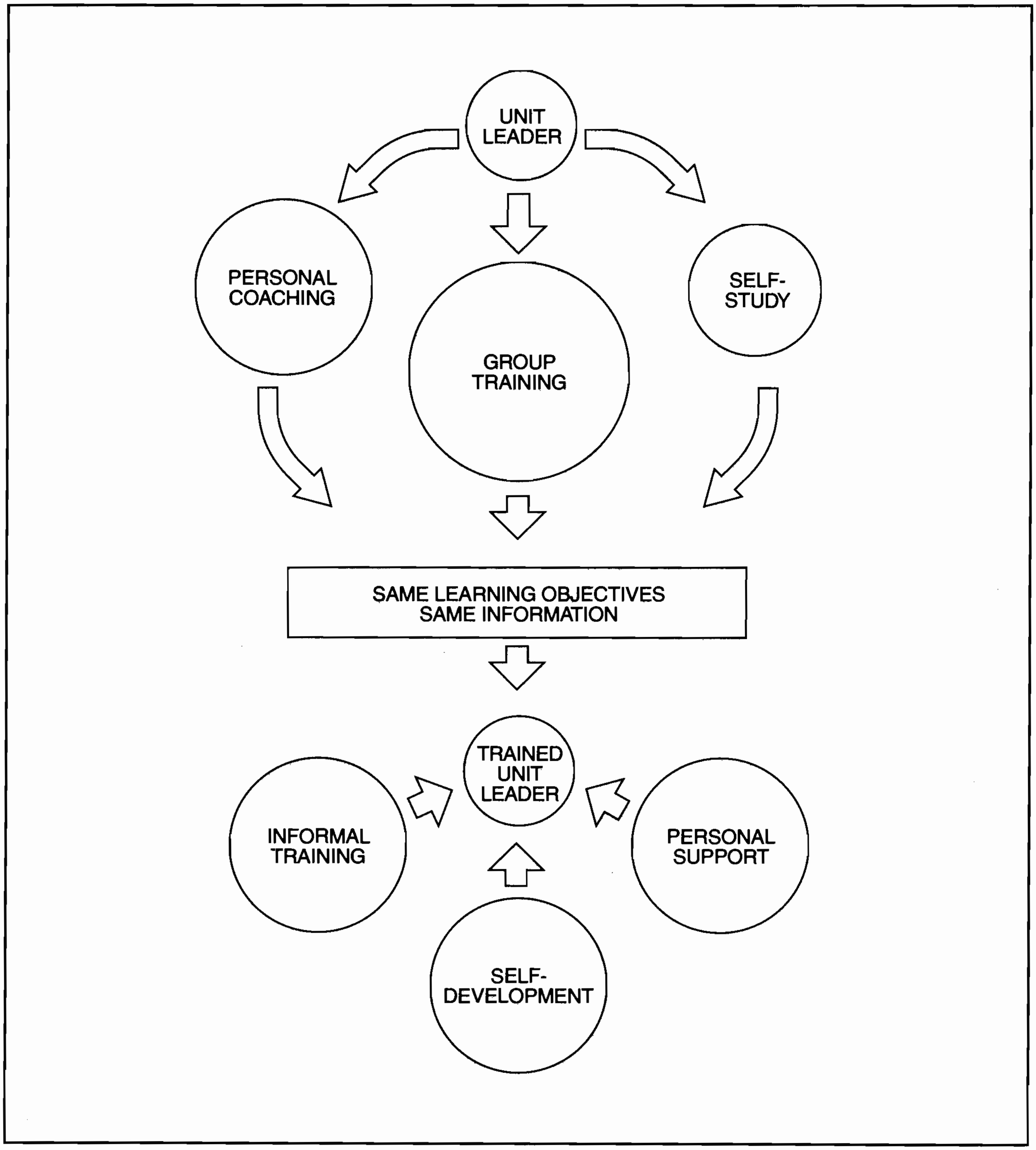
- Why is training important?
- How would you define "quality training"?
- As trainers, what can we do to assure quality in the training courses we lead?
- How can each of us assure that we are best prepared to deliver training to leaders?
- How can you use the "eight fundamental requirements for training leaders" in preparing for the training courses you lead?
- How should our training courses help to bring the values of Scouting through to the youth we serve?

Summary

- Our aim is to train unit leaders as quickly as possible after they join, using the best training method available, so they will be qualified to do their jobs. This is our prime responsibility!
- Of the three methods, group training is the best.
- Trainers should be skilled in working with groups as well as conducting personal coaching sessions and guiding self-study.
- STOP ON TIME.

Those who seek to lead should not cease to learn.

Suggested Flannel Board Layout



Note: See Appendix O for help on letter sizes and recommended color combinations.

Training Period 3

The Training Team—20 Minutes

Note: *Use Presentation Plan to prepare this session.*

Learning Objectives

As a result of this training experience, participants should be able to:

- Identify a trainer's role and responsibilities.
- Explain why we train trainers.
- Describe the "team" concept.

Technique

Chalkboard talk, or other technique of your choice

Materials Needed

Chalkboard, chalk, and eraser

Preparation

You may choose to make this a chalkboard presentation. Study pages 133–34 of this manual for information on chalkboard techniques.

Also study pages 121–22 for tips on presenting the subject.

Who Are Trainers and What Do They Do?

Use the following information as a basis for the chalkboard talk.

A Trainer:

- Is a member of a district, council, or Exploring Division training committee or team
- Is trained
- Likes to train others
- Likes people in general. Has respect for their differences.
- Has patience. A trainer needs to understand that a leader's personal commitments to home, family, career, and church must come before Scouting.
- Has an ability to get along with people
- Can win people's confidence

- Has empathy for new leaders and their problems
- Is interested in drawing out the best from everyone
- Can maintain friendly relationships over a long period of time

A Trainer is Responsible

- To ***understand*** the total training plan, the training course content and the program itself
- To ***develop skill*** in the use of various training methods and techniques
- To be ***knowledgeable*** about assigned subjects and stay informed of changes or improvements in the program

> "You can't no more teach what you ain't learned than you can go back to where you ain't been."

- To ***believe*** and ***put into practice*** the philosophy "We learn by doing"
- To involve leaders in discussion, questions and answers, small group project work, and sharing of ideas
- To ***set a good example*** of fun and enthusiasm. How the message is delivered is every bit as important as knowledge of the subject.
- To make a ***favorable impression*** by personal appearance and correct uniform
- To ***plan*** and ***prepare*** presentations carefully in advance
- To ***teach at the level of the leaders*** and avoid the "snow job." Remember how you felt when you were a new leader?
- To have a ***willingness to learn***
  - — Trainers who continually complete their assignments without much effort probably do not recognize the real problems and opportunities.
  - — Training is not a routine, mechanical procedure. New leaders present new challenges.
  - — A trainer's self-education and development is a continuing and personal responsibility.
- To ***support*** and ***follow*** the policies of the Boy Scouts of America
- To be available to leaders after the course is completed, and show a personal interest in their success

Why We Train Trainers

Make the following points in the chalkboard talk.

1. We train trainers so that they will be fully *qualified* to present training material in an effective way.
2. We train trainers to help them be *successful* in their jobs.
3. We train trainers so that they will know how to make training courses *fun, interesting,* and *worthwhile.*
4. We train trainers to *raise the quality and prestige of training courses,* so more leaders will be attracted and a quality program will reach the young people.

Point out that we train trainers to know:

- Where they're going
- How to get there
- How to know when they've arrived

The Team Concept

Discuss the advantages of using a training team from the instructor pool. Stress the fact that each district should have an instructor pool from which training team members may be selected.

1. When a training team conducts a training course the *responsibilities* can be *shared.*
   a. This makes everyone's job easier and more enjoyable.
   b. Everyone can do the jobs they are best suited for.
   c. Team loyalty and spirit are built.
2. A wider range of *experience* and *ability* can be shared with leaders.
3. A good *example of teamwork* and fun in training courses shows unit leaders how they can work together as a team.
4. A team of trainers provides *backup* when someone is ill or unable to take part in training.
5. A team of trainers qualified to do personal coaching can *reach more leaders more quickly* than if one person is trying to do the job alone.
6. *Training goals* can be established and the team works together to reach those goals.

Point out that a training course leader is responsible for:

- The success of the course
- Making assignments to training staff
- Giving personal support to staff
- Seeing that accurate training records are kept
- The final accounting and report to the training committee
- The final evaluation of the course in order to improve later courses

Explain that training team members share the following responsibilities:

- Physical arrangements
- Registration, exhibits, displays
- Morale-building activities
- Presentation of training material

Summary and Discussion

Summarize this session and lead a discussion, if time permits. Answer any questions. STOP ON TIME.

STYLES OF TRAINING—15 MINUTES

Note: *Use Presentation Plan to prepare the session.*

Learning Objectives

At the end of this session, participants should be able to:

- Explain your training style
- Tell their concern for who is being taught
- Tell their concern for what is being taught
- Explain the Four General Styles of Training
- Identify how the "Styles of Training Profile" can help them be better trainers
- Explain how to change their Instructor Profile

Technique

During registration, everyone was given a copy of the "Styles of Training Profile" and asked to complete it and bring it to this session. Using a flip chart, walk the participants through the process.

Materials Needed

Flip chart

Marking pens

Copies of "Styles of Leadership"

"Styles of Training Profile"

Review Instructions

You should have read each statement and determined your reaction. Put the number of your response on the line to the left of the statement. Do not look at Part Two until you have completed the statements and are instructed on how to use your scores. Does everyone understand what to do? Please start the profile.

Complete the Profile

(Participants complete Part One of the profile.)

Scoring

Is everyone finished? If so, go to Part Two. Transfer your answers to each statement by the statement's number in Column A or B. When you have finished, total each column.

Draw the graph shown in the Appendix on a flip chart on an overhead projector transparency. Use it to show participants how to score their profile, and refer to it as the various styles are discussed.

Tell participants: Now you have an "A" total, which is your score on what is being taught. The "B" total indicates your score on who is being taught. Transfer these scores by putting dots on Line A and Line B of the graph. Be sure to put your "A" column score on Line A and your "B" column score on Line B. Draw a perpendicular line from each dot. The point where the two lines cross on the graph indicates your training profile.

Identifying Styles of Training

Now that you know where you scored on the profile, let's discuss the various styles of training. The profile is designed to help us determine our style based on two concerns:

What is being taught

Who is being taught

We can identify four basic training styles. Let's review each.

Administrative instructors are aloof and avoid personal involvement with participants. They prefer to pass out information.

Traditional instructors are not good listeners and tend to lecture. They feel participant contributors are of little value and stick to the facts.

Participant-centered instructors constantly ask for feedback. They know participant opinions and may not correct misinformation for fear of not being liked.

Integrated instructors try to achieve a balance between telling and listening. They try to be open with participants and deal honestly with their feelings.

Instructor Styles

Is your style wrong? None of these training styles is right or wrong. A lot depends on what course is being taught, the ability of the participants, the time available, and learning objectives. For example:

The *Administrative* style may be appropriate where the training material can carry the load, such as programmed workbooks, self-study units, etc. The instructor simply has to administer the program. The "Post Leader Workshop" might be an example.

The *Traditional* style may be necessary to teaching highly technical skills, such as a first-aid or safe-boating course, where participants are to be certified.

The *Participant-centered* style is essential to teaching participants in communication or interpersonal skills, where flexibility is necessary to involve participants. The "Exploring Advanced Seminar" may be an example.

The *Integrated* style can adjust to almost any course. Most instructors learn one way or the other. Explorer Leader Basic Training is an example where the instructor has to involve participants, but still get important information across to them.

How to Change Your Instructor Profile

If you feel your profile can be improved, you can review your test scores to see where changes might occur.

First, identify which scores you would like to increase. Review the statements with low scores and determine what you might do to change your attitude or method. You might highlight the statements with low scores and review them prior to your next course.

You might find some you don't want to change. This is normal. None of us are model instructors, but we all want to help the Scouting program grow by balancing *what* is being taught with a concern for *who* is in the course.

Summary

Summarize this session, and answer any questions. STOP ON TIME.

TRAINING PERIOD 5

TRAINING MATERIALS

CUB SCOUT SPLIT SESSION—90 MINUTES

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

As a result of this training experience, participants should be able to:

- Describe the Cub Scout Fast Start program and explain how it is delivered.
- Identify and use the appropriate materials to conduct basic training for Cub Scout leaders.
- Use a videotape player and monitor correctly.
- List supplemental and advanced training opportunities for Cub Scout leaders.
- Explain the requirements for earning awards in the Cub Scout leader recognition plan.

Preparation

1. Study the "Cub Scout Leadership Training" and "Cub Scout Leader Awards" sections of *Leadership Training—Plans, Procedures, Materials.*
2. Review the *Cub Scout Leader Basic Training* manual with the *1992 Update.*
3. Practice operating the videocassette player and monitor.
4. Select several training techniques that you will use to present the material. Use methods that will cause participants to become involved. (See page 123.)

Materials Needed

Cub Scout Leader Basic Training, No. 4100, with *1992 Update,* No. 13-4100—one per participant

Leadership Training—Plans, Procedures, Materials, No. 34169

Home Study Workbook, No. 4102

Self-Study Course, No. 34106

Pow Wow Guide, No. 33840

Den Chief Training, No. 34450

Cub Scout Roundtable Planning Guide (current), No. 34249

Fast Start Viewer Guide, AV-022VG

"Cub Scout Leader Basic Training" video, No. 34108

VCR and monitor

Other materials as needed to demonstrate segments of training sessions.

Handouts

"Pack Instruction Sheet—Fast Start," No. 13-600

"How to Make Slides for Training" (Reproduce from Appendix)

"Cub Scout Leader Recognition Program," No. 13-595

Introduction

Introduce yourself and other trainers.

Explain that this session will deal specifically with all levels of Cub Scout leader training, and the materials used to conduct it.

Review the learning objectives for the session.

Fast Start

Explain that the first level of training for Cub Scout leaders is **Fast Start,** to be delivered to the new leader within forty-eight hours, usually by someone within the pack (den leader coach, committee member, other experienced Cub Scouter, etc.). Describe the Fast Start video and show the Viewer Guide, listing the programs available.

Hand out "Pack Instruction Sheet—Fast Start" and review.

Discuss how the district serves as backup to packs in the delivery of Fast Start training.

Basic Training

Distribute copies of the *Cub Scout Leader Basic Training* manual with the *1992 Update* so that each person has one. Review as follows:

1. *Plan and Methods*

   Emphasize that information in this section will help trainers understand their responsibilities and will help them conduct successful training using the three training methods.

2. *Organizing and Managing the Course*

   This section explains the training pack concept, planning the course, evaluation, and records. Call attention to the sample evaluation forms for trainers and participants on pages 19-20 and review their use.

3. *Tips for Trainers*

   Briefly review and discuss. Suggest that this section should be carefully studied before any training is conducted.

4. *Materials List*

   Be sure everyone understands the format.

5. *One-Day Course (Group Training)*

   a. The group training outlines are written in such a way as to discourage trainers from reading word for word from the manual. Trainers must prepare in advance and put the material into their own words.

   b. The agenda at the beginning of the section can be reproduced and used for making assignments to the training team.

   c. Each training session has learning objectives, which remain the same whether the session is conducted in a group setting or by personal coaching. The learning objectives tell us where we are headed, and how to know when we get there.

   d. Learning objectives are explained to the participants at the start of each session, and reviewed at the end to ensure that learning has taken place.

   e. Each session outline also includes a list of materials needed, and a listing of handouts to be given to participants, as well as suggestions to the trainer on preparation and techniques.

   f. Session outlines indicate the time for the session. Trainers should plan and rehearse their presentations to finish in slightly less than the allotted time. Time should always be allowed for participant involvement.

   g. The outlines should be viewed as a guide for trainers. Trainers should use their own creativity in presenting the material, without altering the basic content. The primary requirement is to meet the learning objectives.

6. *Three-Step Course (Group Training)*

   Explain how this type of course is conducted. Review the outlines for Steps 1 and 3, and show the *Home-Study Workbook* (Step 2).

7. *Personal Coaching*

   Explain that as trainers, our mission is not simply to conduct courses, but rather to deliver training to those who need it. Illustrate how personal coaching can be utilized to bring basic training (part or all) to an individual. Explain how a session outline may be adapted for delivery by personal coaching.

8. *Self-Study*

   Although it is the least effective of our three methods, self-study is nonetheless a valuable tool in situations where the person would otherwise never be trained. Show the *Self-Study Course* book and explain how it is used.

9. *Webelos Den Leader Outdoor and Den Leader Coach Seminar*

   Briefly review agendas and course content.

10. *Appendix*

    This includes copies of the handouts that are to be reproduced locally.

Using Videos

Explain and demonstrate the correct use of the videotape player and monitor (TV).

1. Show all functions of the videotape player and monitor.
2. Demonstrate how to cue a videotape to start immediately.
3. Give all participants a chance to operate the videotape player enough to be sure they understand how to do it.
4. Hand out copies of "How to Make Slides for Training." Review and answer questions.

Demonstrations

As time will permit, demonstrate segments of various basic training sessions.

1. Use actual materials, handouts, and equipment.
2. Select segments where participants can be involved.

Plan your time carefully. You still have other information to deliver.

Supplemental Training

Discuss the supplemental training opportunities available to Cub Scout leaders in the district and council, including roundtables and pow wows, as well as training for den chiefs. Show *Cub Scout Roundtable Planning Guide, Pow Wow Guide,* and *Den Chief Training* as resources.

Advanced Training

Explain that Cub Scout Trainer Wood Badge is an intensive seven-day course designed to enhance training skills and create a deeper, more dedicated involvement as a trainer of Cub Scout leaders.

Cub Scout Leader Recognition

Review the basic training requirements for each leadership position in Cub Scouting, shown on page 9 of *Cub Scout Leader Basic Training*.

Explain that completion of Fast Start and basic training for their position entitles the leader to wear the "TRAINED" emblem.

Hand out "Cub Scout Leader Recognition Program" and review the six awards available for Cub Scout leaders. Briefly review training and tenure requirements, and point out the relationship of performance requirements to the Quality Unit Award.

Summary

Answer questions about the training materials.

Review the learning objectives to ensure understanding of the major points of the session.

Summarize the session in your own words.

Training Period 5

Training Materials

Boy Scout Split Session—90 minutes

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

As a result of this session, participants should be able to:

- Identify and use the Boy Scout training material as it is intended
- Explain the training recognition requirements
- Describe the Boy Scout training opportunities available
- Identify the qualities of a Boy Scout trainer

Materials Needed

Boy Scout Leader Fast Start video series

"Troop Organization," No. AV-025 (1990 Revised)

"The Troop Meeting," No. AV-023 (1992 Revised)

"The Outdoor Program," No. AV-0024 (1990 Revised)

All three programs on one tape, No. AV-026

Viewers Guide, No. AV-026VG (1990 Revised)

Scoutmastership Fundamentals, No. 6550A

Scoutmaster Handbook, No. 33002 (1992 printing or later)

Scoutmasters Junior Leader Training Kit, No. 3422

Junior Leader Training Conference Staff Guide, No. 34535

Junior Leader Handbook, No. 33500 (1991 or later)

Woods Wisdom, Troop Program Features, No. 34251

Troop Program Planning Kit, No. 33018

"The Venture/Varsity Option for Older Boys in the Troop" (video), No. AV-02V002

Troop Committee Guidebook, No. 34550

Outdoor Skills Instruction Series (OSI)

- *Aquatics,* No. 33026
- *Camping,* No. 33003
- *Survival,* No. 33029
- *Rock Climbing/Rappelling,* No. 33027

Backpacking, No. 33035

Cooking, No. 33567

Team Building, No. 33004

Project COPE, No. 34365

Merit Badge Counselor Orientation, No. 34541

Boy Scout Roundtable Planning Guide, No. 7263

Venture/Varsity pamphlets (24 available)

Boy Scout Leaders' Continuing Education—1993 Update

(Every year a new Boy Scout update will be released to council Scout executives in August at the National Top Hands Meeting.)

Leadership Training—Plans, Procedures, Materials, No. 34169

Boy Scout Trainer Qualities (reproduce from the Appendix of this manual or from *Scoutmastership Fundamentals,* pages 117-118)

Youth Protection Guidelines for Volunteer Leaders and Parents—for Basic Training, No. AV-09V010

Philmont—Adult conferences available and National Junior Leader Instructor Camp information

Local Wood Badge information

Preparation

The instructors should become familiar with the Boy Scout training material listed above. Review *Leadership Training— Plans, Procedures, Materials,* No. 34169 (1993 printing or later).

See pages 23-24, "Boy Scout Leadership Training," page 46, "Progress Record for Boy Scout Leaders Training Award," and page 47, "Scoutmaster Progress Record for the Scoutmaster's Key."

Introduction

Boy Scout trainers have a tremendous responsibility for changing attitudes while delivering the training programs of the Boy Scouts of America. We have embarked on a program called "Ethics in Action." We want to establish that Scouting is a special place and that a Boy Scout troop is a "safe haven." Creating a safe haven is best accomplished by personal example. Your attitude as a trainer or leader will set the tone. The process of reflection and other "Ethics in Action" activities will keep the message clear. As trainers, we should create the feeling that what we teach new leaders is so easy that they can do it, and it will be fun!

We should prepare all leaders to deliver the Promise of Boy Scouting on pages 1 and 2 of the *Boy Scout Handbook*. As Boy Scout trainers, avoid the trappings of being the "expert." Become the "Scouting friend" willing to share your knowledge with a new Boy Scout leader.

Introductions

Introduce yourself and the other trainers, and explain that this session will only deal with Boy Scout leader training.

Fast Start

Explain to the participants that Boy Scout leader Fast Start is the entry level of training given to new Boy Scout leaders, and should be provided to the new leader within 48 hours. Hold up a copy of the video "Boy Scout Leader Fast Start" (revised 1990), and the Viewers Guide. Explain that there are three separate programs on the videotape.

- Troop Organization
- The Troop Meeting
- The Outdoor Program

Scoutmastership Fundamentals

Scoutmastership Fundamentals, No. 6550A (1991 printing or later), is basic training for all leaders in Boy Scouting. Hold up a copy to show participants, and mention that Boy Scout Leader Fast Start and *Scoutmastership Fundamentals* are also available in Spanish for those who might have a need for it. Explain that the same three topics covered in the Fast Start video are also covered in *Scoutmastership Fundamentals* through role play and participation.

The sequence for Scoutmastership Fundamentals is:

Part I—THE TROOP MEETING (6 hours)

> You will become part of an adult training troop that will plan and carry out a typical troop meeting that will demonstrate the use of the three levels of skills instruction: new Scout, experienced Scout, and older Scout. This will include planning, using boy leadership, activities, program, advancement, and planning for the outdoor program. This part is a fun-filled day of learning by doing.

Part II—TROOP ORGANIZATION (2 hours)

> You will learn to delegate and involve others in the administrative functions needed for sound troop operations.

Subjects covered will include the troop organization plan, preparing for an overnight campout, liability, registration procedures, troop budget, training and using junior leaders, membership, finances, and council and district services.

Part III—THE OUTDOOR PROGRAM (1½-day weekend)

As part of your training, your troop will participate in an overnight camping trip with the help of experienced leaders. You will learn how to set up a camp, cook meals, and learn Scoutcraft skills, health and safety guidelines, youth protection guidelines, and outdoor program techniques with all the fun and fellowship you can absorb. This part is a fun-filled weekend of learning by doing.

There will be time for campfires and a chance to discuss your personal concerns.

Distribute copies of *Scoutmastership Fundamentals* for review. One copy for every three or four participants should be adequate, or reproduce copies of the following agendas from *Scoutmastership Fundamentals.*

Part I	pages 5–7
Part II	pages 41–42
Part III	pages 67–70 (Saturday/Sunday)
	Alternate plan (Friday/Saturday)
	pages 71–74

Point out that this is the approved Boy Scout Leader Basic Training for earning training recognitions, Quality Unit Award, and attending Boy Scout Leader Wood Badge.

Supplemental Training

Explain to the participant that there are supplemental and continuing education opportunities for Boy Scout leaders. Hold up copies of the literature as you explain each one.

Troop Program Planning Kit, No. 33018

Boy Scout Roundtable Planning Guide, No. 7263A

Merit Badge Counselor Orientation, No. 34541

Understanding Boy Scouts with Handicaps, No. 6557A

Video—Youth Protection Guidelines for Volunteer Leaders and Parents for Basic Training, No. AV-09V010

Video—Boy Scout Advancement Training, No. AV-OLV001

Video—The Venture-Varsity Option for Older Boys in the Troop, No. AV-02V002

Video—The Barbecue—Working with the Troop Committee, No. AV-048 and Viewers Guide, No. AV-048VG

Philmont Training—Explain courses available at Philmont for the current year.

Continuing Education

Every year the Boy Scout Division of the national office provides an update program for Boy Scout leaders. The current update is *Boy Scout Leader's Continuing Education—1993 Update* and a support pamphlet, *Are you Delivering the Promise?* These are given to Scout executives at the Top Hands Conference.

Council training committees should make plans to provide this update session for their Boy Scout leaders every year.

Leadership Training Plans, Procedures, Materials

Every trainer should have a copy of *Leadership Training—Plans, Procedures, Materials.* Have copies available for purchase.

Pages 23 and 24 provide a run down on Boy Scout training. You may wish to have copies of these two pages made and distribute them at this time. The score sheets for the Boy Scout Leader's Training Award and Scoutmasters' Key can be found on pages 46 and 47. This pamphlet is a must for all trainers.

Advanced Training

Boy Scout Leader's Wood Badge is considered advanced training for Boy Scout leaders. It is offered as a weeklong experience or three weekends—every other weekend with patrol meetings between sessions. The training is designed around eleven skills of leadership and is offered by councils that are approved by their regional office. Explain your council's Wood Badge plan at this time.

Junior Leader Training

The instructor should hold up a copy of the *Scoutmaster's Junior Leader Training Kit,* No. 3422, and explain that this three-part training is conducted at a troop level.

Part I—Introduction to Leadership

Part II—Troop Junior Leader Training: Building the Team

Part III—Continuing Training Opportunities

"Introduction to Leadership" is conducted by the Scoutmaster or appropriate assistant and senior patrol leader and should happen whenever a boy gets a new leadership position in the troop.

"Troop Junior Leader Training" is a one-day workshop conducted by the Scoutmaster and senior patrol leader. "Continuing Training Opportunities" provides additional Troop Junior Leader Training as well as the council-held Junior Leader Training Conference and the National Junior Leader Instructor Camp at Philmont.

OSI

The *Outdoor Skills Instruction* series provides an opportunity for councils to offer a series of skills to leaders, usually at the council camp or training center. The instructor should quietly hold up each one with a brief comment.

- Aquatics
- Backpacking
- Camping
- Cooking
- Rock climbing
- Rappelling
- Survival
- Team Building

Boy Scout Trainer

A Boy Scout Trainer is a person who is knowledgeable of the Scouting program and the total training plan and has a desire to share their knowledge with others.

Distribute copies of the *Boy Scout Trainer* and the *Checklist of Boy Scout Trainer Qualities,* reproduced from pages 117 and 118 of *Scoutmastership Fundamentals.* Discuss these handouts with participants.

Summary

Summarize your presentation, and answer any questions. STOP ON TIME.

TRAINING MATERIALS

VARSITY SCOUT SPLIT SESSION—90 MINUTES

Learning Objectives

At the end of this session, participants should be able to:

- Explain Varsity Scout Fast Start
- Describe Varsity Scout leader fundamentals
- Explain the requirements for training recognition
- Identify literature and material available to develop good program

Materials Needed

Video—Varsity Scout Leader Fast Start, No. AV-02V004

Video—Varsity Scout Leader Fast Start Viewers Guide, No. AV-02G004

VCR and monitor

Varsity Scout Leader Fundamentals, No. 33443

Varsity Scout Leader Guidebook, No. 34826

Varsity Scout Leader Huddle Planning Guide, Vol. 1, No. 7829

Varsity Scout Leader Huddle Planning Guide, Vol. 2, No. 33503

Varsity Scout Leader Huddle Planning Guide, Vol. 3, No. 33459

Varsity Scout Game Plan, Vol. 1, No. 34849

Varsity Scout Game Plan, Vol. 2, No. 33433

Varsity Scout Game Plan, Vol. 3, No. 33505

Leadership Training—Plans, Procedures, Materials, No. 34169

Venture/Varsity activity pamphlets (24 available)

Introduction

The instructor should welcome the group and state:

> Many years ago, James E. West, a long-time Chief Scout Executive of the Boy Scouts of America, was asked to name the three most vital needs of the BSA. He responded, "Training, training, training."

That's still true today. One of the secrets of good program in Varsity Scouting—or any other branch of the BSA—is trained leaders. That's why your task as a trainer of Varsity Scout leaders is so essential.

To help you understand Varsity Scouting, we have developed Varsity Scout Fast Start Training and Varsity Scout Leader Fundamentals, which is basic training for all traditional Varsity teams.

Varsity Fast Start

Note: *Have a VCR and video monitor ready along with the Varsity Scout Leader Fast Start video and Viewers Guide.*

Introduce the Fast Start video by explaining that Fast Start should be provided to a new leader within forty-eight hours of being recruited. At the end of the video, ask for questions and have a discussion on what they saw.

Varsity Scout Leader Fundamentals

Explain to the participants that *Varsity Scout Leader Fundamentals* is a three-part basic training program for all Varsity Scout leaders.

If you follow the outlines and add your own experience, you can be sure the leaders will be well trained in the fundamentals of Varsity Scouting. Give it your best shot! Following are summaries of the three sessions.

Part I—What Is Varsity Scouting? (3 hours)

Summarizes the purposes and methods of Varsity Scouting. Discusses the characteristics of young men 14 through 17 years old. Explains how a Varsity Scout team is organized and led by young men with guidance from adults. Reviews Varsity Scouting's five program fields of emphasis.

Part II—Varsity Scout Program (3 hours)

Gives details about how to plan and conduct a Varsity Scout team's activities and meetings. Participants actually plan two activities to be done during the outdoor training in Part III. Also covers the BSA's Youth Protection Guidelines.

Part III—Varsity Scouting and the Outdoor Program (1½-day weekend)

Gives details about an overnight campout during which participants practice skills of leadership for Varsity Scouting—both Scoutcraft and how to instill Scouting's values in young men. Activities include campcraft skills, problem solving through initiative games, health and safety concerns, and conducting two Varsity Scout activities planned during Part II of the training.

Distribute copies of *Varsity Scout Leader Fundamentals.* One for every three or four participants should be adequate, or make copies of the following three agendas.

Part I What is Varsity Scouting (pages 3-4)

Part II Varsity Scout Program (pages 29-30)

Part III Varsity Scouting and the Outdoor Program (pages 45-48)

Review the training program with the participants.

Have training manuals available for purchase. Discuss the program and answer any questions.

Leadership Training—Plans, Procedures, Materials

Distribute copies of *Leadership Training—Plans, Procedures, Materials.*

Have participants turn to page 25, or reproduce page 25 in advance and distribute. Discuss the training plan shown.

Training Recognitions

Using *Leadership Training—Plans, Procedures, Materials,* turn to page 49, "Varsity Scout Leader Letter Scorecard, or reproduce the page locally and distribute. Turn to page 48, "Varsity Scout Leader's Progress Record," or reproduce the page locally and distribute. Lead a discussion on Earning the Varsity by Adults and the Varsity Scout Leader's Progress Record.

Huddle Planning

Hold up copies of the three Varsity Scout Leader Huddle Planning Guides and explain their use in planning huddles.

Game Plan

Hold up copies of the three Game Plans and explain their use in supporting the Varsity program in the Venture/Varsity activity pamphlets (24 activity pamphlets are available). A three-month program can be developed around each activity pamphlet.

Hold up several pamphlets and discuss how a program can be developed around each one using the Game Plan as an additional resource.

TRAINING PERIOD 5

TRAINING MATERIALS

EXPLORING SPLIT SESSION—90 MINUTES

Learning Objectives

As a result of this training experience, participants should be able to:

- Explain the Exploring Leadership Training Plan.
- Give a brief description of each session in Exploring training.
- Describe the guidebooks available to conduct each session.
- Give a description of the job of the council Exploring training team.
- Explain the self evaluation exercise to help Explorer trainers.

Materials Needed

For each participant (reproduce from Appendix)

- "Exploring Leadership Training," No. 23-254

Sample copies of

- *Introduction to Leadership—The Explorer Advisor* (Fast Start Training), No. 33630
- *Explorer Leader Basic Training,* No. 34633
- *Leadership Development Workshop,* AV-03V006
- *Explorer Leader Handbook,* No. 34637
- Flip chart or overhead projector to illustrate key points
- *Post Leader Workshop,* No. 23-277
- "Styles of Training Profile," No. 23-275 (one per participant)
- Pencils

The Training Plan

The Exploring leadership training plan has been carefully designed to provide all youth and adult leaders with a series of simple but effective training opportunities. All sessions are flexible so that the council training team can construct the best plan to meet local conditions.

Based on the variety of needs of Exploring leaders, the plan requires a minimum of equipment and materials and is scripted to support those instructors with limited Exploring experience.

The continuing success of Exploring across America depends upon the program skill and enthusiasm of volunteer adult leaders. It is hoped that this plan will provide them with the necessary knowledge and inspiration.

Objectives

The Exploring leadership training plan is designed to:

- Provide an understanding of how Exploring achieves the purposes of the Boy Scouts of America
- Teach the best methods of program planning and use of resources
- Give insight into the skills of leadership
- Provide ongoing opportunities for communication, idea sharing, and updating of techniques
- Share information about local and national program support, activities, and resources
- Provide each leader with the specific skills and tools available for his or her job
- Encourage recognition and inspiration for all leaders

The Training Team

One of the major services that the council Exploring committee provides to organizations that charter Explorer posts is the training of adult leaders.

New Exploring leaders will succeed if they have the basic concepts of Exploring's purposes, program, methods, and leadership structure. In addition, they should have the chance to share ideas and experiences, attend advanced training, and receive recognition.

The training team should be organized to provide immediate training opportunities for new leaders along with advanced training and quarterly Advisors' meetings for experienced leaders.

Responsibilities of the Training Team

List the following points on a flip chart and discuss.

- To provide Fast Start training for all new Explorer post Advisors as soon as possible
- To provide Explorer leader basic training to all organizations chartering Explorer posts
- To conduct quarterly Advisors' meetings
- To conduct Explorer leader advanced seminars and supplemental training as needed

- To train Exploring service team members
- To maintain an inventory of trained Explorer post leaders

Recruiting Trainers

A major function of the council Exploring training team is to recruit and train trainers. The role of the trainer is to conduct Fast Start training for new leaders, conduct "in-house" basic training and serve as instructor for advanced and supplemental training.

Those who conduct Explorer leader training should be able to teach adults and to present the course material in an effective and exciting manner. Since most Exploring training programs rely on detailed instructor guides and audiovisuals, the trainer doesn't necessarily have to be an "expert" on Exploring. Obviously, experience with Exploring is helpful so long as the trainer follows the guide. It is a disservice to new Explorer leaders if a trainer presents information contrary to what they find in the Exploring literature.

Many trainers hold other Exploring positions. An experienced Advisor of a successful post may be willing to serve occasionally as a trainer. Service team members and other council/district/division Exploring committee members are potential trainers. Those who have had a good experience as a post leader or as Explorers may be potential trainers. Often, large corporations or organizations may have training specialists who might be available to serve as Exploring trainers.

Training Trainers

Once potential trainers have been recruited, a member of the training team orients them in training techniques, course outlines, and use of audiovisuals. Ideally, the trainer should attend Explorer leader basic training and be familiar with Exploring's program, leadership, and literature.

Once the trainer is "trained" and has the necessary literature and course outlines, he or she can be scheduled by the training team for in-house sessions or council/division/district training courses. Initially, the training team should evaluate each session to be sure the trainer is presenting the material effectively.

Trained Explorer Leader

An Explorer Advisor, associate Advisor, or post committee member is considered to be trained after completing the sessions found in the Explorer Leader Basic Training, No. 34633, or equivalent training for Advisors of specialized (such as in-school) programs.

Exploring Training Courses

The following are the training courses currently used for Explorer post leaders and other Exploring volunteers.

Introduction to Leadership—The Explorer Advisor, (Fast Start) No. 33630, is designed as an immediate orientation to Exploring for a new post Advisor. A district or division volunteer meets with the new Advisor and follows the kit's outline on Exploring literature, leadership, and post organization. (Show participants a sample of a "Fast Start Training" flier.)

Explorer Leader Basic Training is designed to provide Exploring adults with the basic training they need to give effective leadership to Explorer posts. Post Advisors, ship Skippers, associate Advisors, post committee members, and service team members should attend. The four-session series may be used while organizing a new post, by chartered organizations to train new leaders, or on a district or council-wide basis.

The *Exploring Advanced Seminar* provides experienced post leaders with a self-guided opportunity to solve problems and share experiences. Participation is by invitation from the Exploring training team for leaders who have completed basic training and have had practical experience with a post.

Post Officers' Seminars

Post Officers' Seminar is conducted by the post Advisor to orient newly elected youth officers, plan programs, and develop the annual post activity schedule. The seminar outline is found in the Advisor's section of the *Explorer Leader Handbook.* The "Post Officers' Seminar", videotape is available to support the Advisor.

Supplemental Training

Post Leader Workshop

This provides an introduction to the skills of leadership, communication, problem solving, planning, and leadership roles. It is designed for all post leaders, youth and adult, and is conducted by instructors coached by the council Exploring training team. (Instructor outline No. 23-277)

Quarterly Advisors' Meetings

Held four times a year to provide ongoing training, idea sharing, communication, and fellowship, these meetings are attended by post Advisors and ship Skippers. The programs are conducted by the council Exploring training team. (Explorer Officers Association, No. 33630)

Sea Explorer Leaders' Training

In addition to the Advisor training listed above, a special three-hour course provides an introduction to the Sea Explorer program. It is designed for all Sea Explorer leaders and is conducted by the council

Exploring training team or council Sea Exploring committee. (Sea Exploring Council Guide, No. 33630) Seabadge is an advanced training conference for Sea Explorer leaders, conducted on a council or regional basis. (*Seabadge Conference Guide,* No. 23-269)

Resources

Where to get training materials

Training outlines for council/division/district Exploring committees and other specialized training are available from the National Exploring Division.

Other training outlines are available through your council from the National Exploring Division.

Audiovisuals are ordered through your council from the BSA National Office Audiovisual Division.

Recognition

Recognition items are available for leaders based on training, tenure, and performance. These consist of a key for Advisors and service team members and an award for other adult leaders. Both have insignia for civilian and BSA uniform wear. Requirements are found on the Explorer Leader Progress Record in *Leadership Training—Plans, Procedures, Materials,* No. 34169.

Summary and Conclusion

It is important to recognize that the training team's priority should be Fast Start training for new Advisors and in-house basic training for all Explorer post leaders.

The ability of the Boy Scouts of America to bring an effective Explorer program to the youth of America depends on the skill of the adult leaders of Explorer posts. It is vital that these men and women understand the purpose, leadership, and program planning techniques of an Explorer post.

The success of Exploring is measured by the efforts and dedication of the council Exploring training team.

Training Period 5
Training Materials

District/Council Split Session—90 minutes

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

As a result of this session, participants will be able to:

- Describe those training courses designed for district volunteers
- Identify and use the appropriate materials to conduct each of these courses
- Explain the requirements for district Scouter training awards.

Preparation

Review each of the following:

- *Commissioner Basic Training Manual,* No. 33614
- *Key Scouter Training Workshop,* No. 4160
- *Training the Chartered Organization Representative,* No. 34527
- *The Commissioner Conference,* No. 33616
- *College of Commissioner Science,* No. 34522

Study the sections of *Leadership Training—Plans, Procedures, Materials* that refer to training and training awards for district volunteers.

Select several training methods used in the above courses to present the material in this session.

Refine and prepare the following outline to teach this session.

Introduction

- Introduce yourself and other trainers.
- Explain that this session will deal specifically with those training experiences for district Scouters.
- Review the learning objectives for the session.

Six Elements of Commissioner Training

Review the six elements of good commissioner training as described in the *Commissioner Fieldbook* or *Commissioner Basic Training Manual.* Have trainees follow the steps in the *Fieldbook* (or *Manual*) as you highlight each step from a prepared flip chart.

1. *Orientation Video* should be completed within forty-eight hours of recruiting a new commissioner. The video, *The Unit Commissioner: Helping Units Succeed,* AV-04V001, is loaned to the new recruit or viewed with their coach.
2. *Personal Coaching/Orientation* should be completed within two weeks of recruiting. Coaching of new unit commissioners is usually done by ADCs or district commissioners, which helps develop good communication that extends beyond training.
3. *Commissioner Basic Training* should be completed within two months of recruiting. After completion, the commissioner wears a "Trained" badge under their badge of office.
4. *Arrowhead Honor* can be earned within one year.
5. *Commissioner's Key* requires at least three years.
6. *Supplemental Training* takes place every month/every year. Includes a training topic at each monthly district and council commissioner meeting, the annual commissioner conference, and other courses, including the national Philmont courses.

Commissioner Basic Training

Distribute copies of the *Commissioner Basic Training Manual* to all participants. Review the following sections.

1. *Planning the Basic Training Experience*—This section gives the trainer a good overview of the course.
2. *Materials and Equipment*—Be sure everyone understands the importance of checking the availability of these materials several weeks before the course so there is time to order any missing items.
3. *Three-Session Course*—This is the preferred format because it allows time for guided unit visits between training sessions. It allows participants to absorb the new material and put it into practice between sessions.

   Preopening—Have one of the participants explain the several types of preopening activity indicated in the manual.

   The group training outlines are written in such a way as to discourage trainers from reading word for word from the manual. Trainers must prepare in advance and put the material into their own words. Several different classroom methods should be used throughout the course to maintain trainee interest.

   Session outlines indicate the time for each topic of the session. Trainers should plan and rehearse their presentations to finish in slightly less than the allotted time. Time should always be allowed for participant involvement.

   The outlines should be viewed as a guide for trainers. Trainers should use their own creativity in presenting the material, without altering the basic *content.* The primary requirement is to meet the learning objectives.

Briefly walk the group through the outlines for each of the three sessions (maximum of five minutes).

4. *One-Day Course*—Often used when people must travel great distances or would strongly prefer a Saturday all-day course.

   Explain how this type of course is conducted and how to cut and paste copies of the lesson plans.

   Emphasize how the practice unit visits should be scheduled.

5. *Personal Coaching*—Explain that as trainers our mission is not simply to conduct courses, but rather to deliver training to those who need it. Illustrate how personal coaching can be utilized to bring basic training (part or all) to an individual. Explain how a session outline may be adapted to delivery by personal coaching.

Training the Chartered Organization Representative

Distribute copies of *Training the Chartered Organization Representative.*

The annual use of this course/conference is a requirement for the national Quality Council Award. Briefly review the agenda and course topics. Give special attention to the use of the case studies.

Key Scouter Training Workshop

This course is the basic course for members of the district committee. Briefly review the agenda and course topics.

Note: *The syllabus in use through much of 1994 is No. 4160. It will require some revision by the local council course director. A totally revised syllabus, No. 34160, should be available to councils by the end of 1994.*

Council Commissioner Conference

Distribute copies of *The Commissioner Conference.*

Divide your group into four teams to plan and make very short presentations to the group. Allow only ten minutes for teams to prepare.

Team 1—Three-minute presentation on the purpose of a commissioner conference and the conference options. (See page 3.)

Team 2—Three-minute presentation on "Planning Guidelines." (See pages 4-5.)

Team 3—Three-minute presentation on "Session/Classroom Techniques." (See page 6.)

Team 4—Three-minute presentation on conference promotion with implications for the promotion of all courses for district Scouters.

Mention the *College of Commissioner Science* book.

District Scouter Training Recognition

Using *Leadership Training—Plans, Procedures, Materials* explain the following:

- Commissioner's Key requirements
- District Committee Key requirements
- Scouter's Training Award requirements for roundtable staff

Summary

Summarize session in your own words, and answer questions about the training materials. STOP ON TIME.

Training Period 6

Presenting the Material—30 Minutes

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

As a result of this training experience, participants should be able to:

- List the steps of presenting the subject effectively
- Explain how physical behavior affects training presentations
- Describe various training techniques
- Explain how to use buzz groups in training
- Use questions in training as a means of obtaining feedback from participants

Technique

Flip chart or chalkboard talk

Materials Needed

Easel pad and marker; or chalkboard, eraser and chalk

"Presenting the Subject"—one copy for each participant

"Training Techniques"—one copy for each participant

"Buzz Group Techniques"—one copy for each participant

Preparation

Study "Presenting the Subject" found on pages 121–22 of this manual.

Also study page 127 on flip chart techniques or pages 133–34 on chalkboard and whiteboard techniques.

Presenting the Subject

Use "Presenting the Subject" as a basis for the flip chart or chalkboard presentation.

Then distribute copies of "Presenting the Subject" to all participants.

Physical Behavior

Include the following information in the flip chart or chalkboard presentation.

No matter how well prepared or interesting the subject may be, trainers are not effective unless they can get the message across. Through the skillful use of their voice, body, and whole being, they can project their ideas to the participants. In other words, the success of the presentation depends, in large part, on how well it is put across.

Eye contact. Watch the audience for reactions such as a raised eyebrow or a questioning glance. If there is any indication that the audience misunderstands or disagrees, the trainer should immediately clarify any doubt or misunderstanding before proceeding any further. To be able to deal with audience reaction is a great asset to a trainer.

Body movement. A trainer who is communicating sincere ideas and thoughts uses some kind of body action. The absence of action usually indicates one of three things.

- The trainer has no deep feelings or convictions about the subject.
- The trainer is self-conscious.
- The trainer is ill.

Just as the trainer can read the audience's body language, so they can read the body language of the trainer. Show how you feel about Scouting. Show that you believe in our purposes. Show that it is a lot of fun and worth spending time at.

Voice. Contrast in the pitch of your voice will add interest and emphasis to what you are saying. Variety in the rate of speech also adds emphasis. A pause is an excellent means of holding attention, or allowing time for an idea to be absorbed. Never allow the pitch of your voice or the speed at which you speak to become monotonous. Speak loudly enough to be heard by those in the back of the room. Speak distinctly and pronounce words correctly so everyone will understand.

Attitude. This is important because it is what the participant senses and feels. The attitudes of trainers are reflected in their body movements and voice. People are quick to sense the emptiness of a listless presentation. They are also quick to respond to enthusiastic and sincere presentations.

Answer questions.

Training Techniques

Use the material in "Training Techniques" and which follows as a basis for the flip chart or chalkboard presentation.

Encourage trainers to use good techniques. Remember, no technique in itself is either effective or ineffective. The technique used depends on:

- The purpose of the presentation
- The ability of the trainer
- The knowledge of the participants

- The size of the group
- The time available
- The facility
- The equipment available

Hand out copies of "Training Techniques" to all participants. Discuss briefly. Point out that the following usually applies:

Small Group (fewer than ten people)

- Case Study
- Demonstration
- Simulation
- Group Discussion

Large Group

- Workshop
- Round Robin
- Lecture

Any Size Group

- Brainstorming
- Buzz Groups
- Lecture
- Panel
- Role Playing
- Questions/Answers

Buzz Group Techniques

Use "Buzz Group Techniques" as a basis for the flip chart or chalkboard presentation.

Afterward, hand out copies of "Buzz Group Techniques" to all participants.

Questioning Techniques

Use the following material as a basis for the flip chart or chalkboard presentation on questioning techniques.

Questions are used in training to:

- Review
- Cause people to think

• Focus attention

• Stimulate discussion

• Arouse curiosity

• Find out what else you need to cover

• Guide the group into thinking through a problem

• Summarize

A good question should:

• Be clear and concise

• Be a single question with only one meaning

• Stimulate thinking—not to be answered by "yes" or "no"

• Lead to the use of good judgment and knowledge

• Begin with "What . . . ?" "Why . . . ?" or "How . . . ?"

Point out that discussing questions that affect only a small percentage of the participants is a waste of time.

Tips on using questions to obtain feedback

1. Know what the question should ask. Ask it slowly and distinctly.
2. Give the participants time to collect their thoughts. Don't be afraid of silence. A few moments of silence after a question will do wonders.
3. Reword the question if necessary. Be sure everyone understands what you mean.
4. Do not embarrass yourself or anyone in the group by suddenly calling on someone. Let answers be volunteered.
5. Be glad when a question has a party-line reaction; that is, when one question leads to another or when the replies lead to related questions.

Stop, Look, and Listen

Point out that the trainer who *stops* to allow the participants to ask questions on information they don't quite understand; who *looks* at their facial expressions to discover whether or not they understand; and who *listens* carefully to what they are saying is on safe ground in training.

Explain that "curiosity is the pilot light of understanding." A leader's question is the signal of curiosity. A trainer's answer or technique in answering is the path to leader understanding. A positive answer, a cheerful encouraging reply, all are tools that a good trainer uses to motivate leaders and satisfy their curiosity.

Confirm Learning

Time permitting, ask the following questions to gauge the level of understanding of the group:

- Why are eye contact and body language important to the trainer?
- How do they affect the participant?
- How can you use eye contact and body language to make your job as a trainer easier?
- How do you think you can use eye contact to gain the support of participants?
- How do you feel about communicating your sincere ideas and thoughts through body language?
- What are the effects of your use of voice in training?
- Why is the use of voice important?
- What about attitude? Why is it important?
- How can you use buzz groups to create interest and involvement in training?
- Why is involvement by participants important?
- Why should you use questions as part of training? What do we mean by "stop, look, and listen" as a training technique?
- Why should you be open to questions from the group?
- How do body language, eye contact, voice, and attitude relate to your training style?
- How can focusing on these techniques improve your effectiveness as a trainer?
- What are some specific things you can do to improve your own training techniques?

Summary

Summarize the session, then close with these remarks:

Effective trainers "sell" the program with confidence and enthusiasm. A trainer who is knowledgeable about the program and can enthusiastically share it with others is a valuable asset to any training team.

TRAINING PERIOD 7

VISUAL AIDS ROUND ROBIN—70 MINUTES

Note: *Use the Presentation Plan to prepare the session.*

Learning Objectives

As a result of this training experience, participants should be able to:

- Identify the characteristics of a good visual aid
- Explain and use flip charts, posters, flannel boards, chalkboards and whiteboards
- Give a demonstration
- Explain the use of videocassettes and slides

Procedure for Round Robin

1. Five stations are set up in different locations. A staff member is at each station.
   - Flip charts and posters
   - Using videocassettes and making slides
   - Giving a demonstration
   - Flannel boards
   - Chalkboards
2. Participants are divided into five groups (or fewer, if the size of the total group makes it necessary). Each group is assigned to one of the stations to begin.
3. Presentations last thirteen minutes each, including time for moving from station to station.
4. Participants move from station to station until they have seen all five demonstrations.
5. Each staff member gives the same presentation as many times as there are groups.
6. After the round robin is completed, the total group meets together again.

Note: If the size of the total group does not lend itself to dividing into smaller groups, the five presenters can make their presentations from a central location, one after another, to the total group. However, this should be avoided if at all possible!

INTRODUCTION

Technique

Overhead projector talk or homemade slide presentation.

VCR and monitor with videotape.

Materials Needed

Overhead projector, prepared transparencies, and screen

Or, homemade slides and slide projector.

"Overhead Projector Techniques"—one copy for each participant. (See Appendix.)

Preparation

See page 118 of this manual for help in making homemade slides and page 119 for using videocassettes.

Visual Aids

Begin by explaining that the group will be participating in a round robin of demonstrations in the use of visual training aids and training skills.

Point out that there is some basic information about visuals that needs to be discussed at this time. Explain that you will be using an overhead projector (or slide projector) to make this presentation. Describe how the projector operates and how the visuals were made.

Visual training aids are used to:

- Attract attention
- Arouse interest
- Make more learning possible in less time
- Clarify spoken explanations
- Give unity to an idea
- Aid in retention

Remind participants that they have seen a variety of visual aids during this conference. Give some examples such as posters, flip charts, flannel boards, etc.

Characteristics of a good visual aid

1. It is used to explain an idea, show a method, or explain a procedure.
2. It should be large enough to be clearly visible by everyone in the audience.
3. The lettering should be large and bold.

4. Important points should be accentuated—either by bright colors or underlining.
5. Only the main points should be listed—not a lot of detail.
6. It should be made of good materials so it can be used repeatedly in training.
7. It should be portable so it can be easily handled.

Distribute copies of "Overhead Projector Techniques" to all participants.

Explain the round robin procedure.

1. Each presentation lasts thirteen minutes.
2. Each participant will see five presentations.
3. Explain the signal for moving to the next station.
4. After the round robin, the group will return here.

Divide participants into groups, and assign each group to their starting location.

The next best thing to knowing something
is knowing where to find it.

CHARTS AND POSTERS

Techniques

Talk and demonstration

Materials Needed

Prepared flip chart, materials for making flip chart, marking pens

Assorted posters that show a variety of letter types, blank poster board, sample lettering patterns and stencils, assortment of glue—spray adhesive, white glue, rubber cement; sample training posters

"How to Use Charts and Posters"—one copy for each participant

Preparation

Study "How to Use Charts and Posters." (See Appendix.)

Procedure

1. Show prepared flip chart and explain how it is used.
2. Demonstrate how to make a flip chart from scratch.
3. Show samples of training posters.
   a. Cardboard posters such as Training Awards.
   b. Paper posters that have been mounted on cardboard for a permanent display.
4. Show various posters and describe how they were made.
5. Demonstrate how to make a poster using lettering patterns. Either trace patterns onto poster board and color with marking pens, or cut out letters from construction paper and glue to poster board. Let some of the participants try it out.
6. Talk about letter size.
7. Talk about color contrasts. (See page 137.)
8. Answer questions.
9. Distribute copies of "How to Use Charts and Posters" to all participants.
10. Dismiss group at appropriate time. Get ready for next group.

Using Videocassette and Making Slides

Technique

Demonstration

Materials Needed

Materials or equipment needed for teaching "Using Videocassettes" and "How to Make Slides for Training"

"Using Videocassettes"—one copy for each participant

VCR and monitor, video connecting cable, slide projector and some homemade slides

Preparation

Study "Using Videocassettes" and "How to Make Slides for Training" as they appear in the Appendix of this manual. Reproduce copies for participants. Have and be able to use a VCR/monitor with videocassette, as well as a video connecting cable.

Procedure

1. Have a slide projector set up and quickly demonstrate how to use it with some homemade slides.
2. Demonstrate the proper use of video and show how to use a connecting cable that will enable the trainer to connect two or more video monitors together for use when training large groups.
3. Answer questions.
4. Distribute copies of "Using Videocassettes" and "How to Make Slides for Training" to all participants.
5. Dismiss group at appropriate time. Get ready for the next group.

Knowledge is knowing a fact.

Wisdom is knowing what to do with that fact.

GIVING A DEMONSTRATION

Technique

Demonstration

Materials Needed

Materials or equipment needed for demonstration of your choice

"How to Give a Demonstration"—one copy for each participant

Preparation

Study "How to Give a Demonstration." Do not make the demonstration the important element! Stress the importance of "how to give a skill." Make the demonstration simple so that participants can concentrate on the ***process*** of ***teaching***.

Procedure

1. In advance, select a skill that can be demonstrated in the time available, and which will fit the audience. Suggestions include how to build a campfire, or how to conduct a ceremony.
2. Follow the suggestions in "How to Give a Demonstration."
3. Answer questions.
4. Distribute copies of "How to Give a Demonstration" to all participants.
5. Dismiss group at appropriate time. Get ready for the next group.

Flannel Board Demonstration

Technique

Demonstration

Materials Needed

Flannel board, blanket, cardboard cutouts with various types of backings, colored yarn.

"How to Use the Flannel Board"—one copy for each participant

Preparation

Study "How to Use the Flannel Board." (See Appendix.)

Procedure

1. Explain how the flannel board was made. Identify the various materials that can be used.
2. Emphasize that material should be stretched tightly over the board and fastened with tacks or staples.
3. Show cutouts with various types of backings. Discuss which type is best.
4. Show how to place cutout on board correctly.
5. Show how colored yarn can be used to join ideas.
6. Talk about the size of lettering.
7. Talk about desirable color combinations.
8. Give a brief flannel board presentation, showing how to arrange cards in order, and how to remove them from the board in reverse order.
9. Answer questions.
10. Distribute copies of "How to Use the Flannel Board" to all participants.
11. Dismiss group at appropriate time. Get ready for next group.

CHALKBOARD/WHITEBOARD DEMONSTRATION

Technique

Demonstration

Materials Needed

Chalkboard, chalk (white and colored), eraser, yardstick, cloth for cleaning board, knife or sandpaper pad

"How to Use the Chalkboard"—one copy for each participant

Preparation

Study "How to Use the Chalkboard" and "How to Give a Demonstration." If you have access to the "Expo" boards or the white erasable plastic coated boards, you may wish to mention them here.

Procedure

1. Show how to sharpen chalk and hold it correctly. Let some of the participants have a chance to try.
2. Demonstrate the differences between white chalk and colored chalk on the board.
3. Show the correct method for erasing the chalkboard.
4. Show how to draw guidelines with a yardstick.
5. Use a template to trace an object on the board.
6. Select sections from the training manual and print the main points on the chalkboard. Use as many as time will permit.
7. Show how to cover sections of preprinted material with poster board or strips of paper to reveal information step by step.
8. Demonstrate the proper method of cleaning the board.
9. Distribute copies of "How to Use the Chalkboard" to all participants.
10. Answer questions.
11. Dismiss group at appropriate time. Get ready for next group.

TRAINING PERIOD 8

REFLECTION

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

At the end of this session, participants should be able to:

- Explain the four steps of reflection
- Explain the types of questions used in leading a reflection
- Explain the use of a game plan
- Lead a reflection on an initiative game or cooperative activity

Materials Needed

Flip charts (prepared), easel, and markers

Handouts: "Leading the Reflection," "A Model for Reflection," "Using Games and Skill Events," and "Game Plan" (See Appendix)

Preparation

Before this session, prepare flip charts, games, equipment, and questions

Note to Staff

As participants arrive, put them in teams of approximately eight to fourteen people. Assign each group a staff person that has been pretrained during staff development in Ethics in Action and understands the use of Initiative Games and the Reflection Process.

Have the participants play the game, then lead them in a reflection.

Staff Resource Materials

Reflection material to assist staff in preparing to play game and conduct Reflection.

- Video: AV-01V003, Ethics in Action; *Ages and Stages* (part one) and *Reflecting* (part two).
- Boy Scout Leaders Continuing Education 1993 Update, No. 18-980, "Part III Scouting Is a Game with a Purpose: An Introduction to Ethics in Action"
- Ethics in Action in Exploring, No. 23-521
- Video: "Moments in Common," AV-03V005

- Pamphlets "Moments in Common," No. 23-520

Play a Game

Note: *This game is called "Tangle Knot." It works well with eight to fourteen people. Break larger groups into several smaller groups. The group must create a human knot by grasping hands, and then must untangle the knot they have created. Variations of this game and similar "initiative games" can be found in the* Project COPE *manual, No. 34365.*

Ask the group to form a tight circle. Each person extends both hands into the center of the circle and grasps the hands of two other people.

Tell the group that the object of the game is to form a human knot by grasping hands, and then to untangle the knot they have created without breaking contact. The group should end up standing in a circular pattern.

Explain the rules:

- Hand-to-hand contact may not be broken to untangle the knot. Grips may change, and palms may pivot on one another, but contact must be maintained.
- Then the knot is untangled, some participants' arms may be crossed. This is an acceptable solution to the problem.

Note: *Depending on the number of participants and whose hands they grasp, it is possible to end up with two or three circles linked together.*

Tell the group to start. Allow approximately five minutes.

Lead the Reflection

After the group is finished, ask the group to sit in a circle so that they can see each other, and ask them to agree not to interrupt. Ask them to speak one at a time and not comment on the other person's answers at this time.

Note: *As you lead the reflection, some of the concepts to develop are problem solving, teamwork, cooperation, and trust. For a more detailed explanation of leading a reflection, see pages 163–64 of the* Scoutmaster Handbook *(1991 or later printing).*

You may wish to use the following questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this game?
- How did the group decide to solve the problem?
- Did anyone become the leader?
- How did the leader emerge?

- What things did you have to think about before you started? Did you have a plan? Did the group?
- How did you feel when things didn't go as well as you wanted?
- How did you deal with the feelings?
- What did you do to be sure that everyone was included?
- What could you have done differently?
- What did you like best about this activity?
- How could you apply what you have learned in working with your training group?

After you bring the reflection to a close, be sure to thank the group for their participation.

Understanding Reflection

Make the comment: We just played a game. What was different about what we did afterward?

Look for a response that leads into a discussion of reflection (e.g., "We talked about the game after we finished"). If no one uses the specific term, identify the process as reflection. Ask: "Why do we reflect?"

Write the group's answers on the flip chart. Look for answers that touch on understanding, learning, etc.

Ask: "What was the first question I asked the group when we finished the game?" ("What was the purpose of this game?")

A Game With a Purpose

Make the point that years ago, when Baden-Powell first developed his scheme for Scouting, he described Scouting as "a Game With a Purpose." Tell the group: "That's what we just did. We played a game. The objective was simply to unravel the knot and get everyone in a circle. But the purpose was more than that. We talked about many things, the least of which was unraveling the knot. We learned from our experience, and by talking about it, we gained a better understanding of what we learned. That applies to the game we played. It also applies to the game of Scouting."

A Model for Reflection

Point out that the reflection process is not haphazard. It is organized into a series of steps to help guide the process. We call these steps a model for reflection. There are four steps.

Display the flip chart and present each step to the group using the following outline.

A Model for Reflection:

- Discuss what happened.
- Make a judgment.
- Generalize the experience.
- Set goals.

Use the flip chart to highlight each point.

Discuss what happened. Begin by directing open-ended questions towards specific incidents. For example:

Who took the lead?

What did he do that made him a leader?

How did decisions get made?

Make a judgment. Next ask the group to decide if what happened was good or bad. Try to focus on good things first. Direct attention to specific skills. For example, you might ask "What was good about the way decisions were made?"

Then ask: "What didn't work so well about the way decisions were made?"

Generalize the experience. Again, direct open-ended questions toward specific incidents. Try to get the group to see the connection between the game or activity and other Scouting experiences.

Ask: "How could we use the ideas we learned today in our den?" Be as specific as you can: "How can we use what we learned about decision-making in our troop?" Or "How can we use what we learned in making decisions about post activities?"

Set goals. To bring the reflection process to a close, try to get group members to set goals based on what they have learned. Begin with the positive.

Ask: "What skills did you use today that you'd like to keep using?"

Then ask: "What things do you need to change to work together better?"

Summarize. Distribute the handout "A Model for Reflection" (reproduce from the Appendix). That's the process—now, how do you do it?

Leading the Reflection

Display the flip chart listing the three steps in the reflection process:

1. Lay the ground rules.
2. Facilitate the discussion.
3. Ask thought-provoking questions.

Lay the Ground Rules. Point out that when you started to talk you laid some ground rules.

- We sit where we can see each other.
- We agree not to interrupt or make fun of each other.
- There are no put-downs.
- There is no such thing as a stupid answer.
- You are free to keep silent if you wish.

Facilitate the Discussion. Make the following points:

Our role is to facilitate the discussion. Facilitate comes from the *facile,* meaning "easy." To facilitate means to make something easy. So our role is to make the discussion or reflection go more easily.

As a leader, you should avoid the temptation to talk about your own experiences.

Reserve judgment on what the participants say.

Encourage them. Help the discussion get going, then let the participants take over with limited guidance from you.

If you describe what you saw, be sure your comments don't stop the participants from adding their own thoughts.

Above all, be positive. Have fun with the activity and with the reflection.

Ask Thought-provoking Questions. In reflection, we try to use questions that ask the participants to think about their experiences. The following types of questions are useful.

Open-ended questions avoid yes and no answers. Examples are "What was the purpose of the game?" and "What did you learn about yourself?"

Feeling questions require participants to reflect on how they feel about what they did. For example: "How did it feel when you started to pull together?"

Judgment questions ask participants to make decisions about things. For example: "What was the best part?" or "Was it a good idea?"

Guiding questions steer participants toward the purpose of the activity and keep the discussion focused. For example: "What got you all going in the right direction?"

Closing questions help participants draw conclusions and end the discussion. For example: "What did you learn?" or "What would you do differently?"

Open-ended questions. Write *Open-Ended* on the flip chart. Ask: "Why are open-ended questions important and what do they do for the participant?"

Look for the following responses:

- They help participants to think about their own ideas rather than relying on what they believe the leader wants to hear.
- They help participants take responsibility for their own behavior and learning.

Feeling questions. Write *Feeling* on the flip chart. Ask: "Why are feeling questions important and what do they do for the participant?"

Look for the following responses:

- They help participants talk about their feelings and be honest with each other.
- People who can talk about their feelings are usually more sensitive to the needs of others.
- Feeling is a part of thinking. If you can understand your feelings you can generally think better.

Judgment questions. Write *Judgment* on the flip chart. Ask: "Why are judgment questions important?"

Look for the following response:

- They help participants decide what is good or bad.

Guiding questions. Write *Guiding* on the flip chart. Ask: "Why are guiding questions important?"

Look for the following response:

- They direct the discussion to specific issues.

Closing questions. Write *Closing* on the flip chart. Ask: "Why are closing questions important?"

Look for the following response:

- They help participants set goals and make decisions.

Distribute a copy of the "Leading the Reflection" handout (from the Appendix) to each staff member.

Important Points

Leadership style. "Do you notice anything special about the approach the leader takes in leading a reflection?"

Look for the following responses:

- The leader helps participants figure things out themselves rather than just telling them.
- The leader guides more than directs.
- The leader is more concerned with the individual than with the task.

Emphasize the point that you are helping participants learn how to make sense of experiences, solve problems, make decisions, and work together themselves, rather than letting them depend on the leader for all the answers.

Reflection. Make the following points about reflection.

- Reflecting on an activity should take no more than ten to fifteen minutes.
- The more you do it, the easier it becomes for both you and the participants.
- Remember that the purpose of the game is often much more significant than the game itself.
- Remember that the value and the values of Scouting often lie beneath the surface.
- Reflection helps ensure that these values come through to participants.

Final Thoughts

Write the following points on the flip chart. Discuss briefly.

- KISMIF (Keep it simple, make it fun)
- Reflection is Scouting, not psychotherapy
- Reflection—talking about experience—adds a dimension of understanding
- Reflection builds on learning. It helps each of us grow in knowledge, skills, and attitude.

A game with a purpose. Turn to the final page of the flip chart and remind everyone of B-P's words:

"Scouting is a game with a purpose." —Baden-Powell

Thank Participants

Thank the participants for their interest and have them go to the next session.

TRAINING PERIOD 9

EFFECTIVE TEACHING—40 MINUTES

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

At the end of this session, each participant should be able to:

- Identify the skill of effective teaching as one of the major ways to help Scout leaders be successful
- Explain the steps usually needed for effective teaching
- Explain the importance of hearing, seeing and doing in effective teaching
- Demonstrate effective teaching methods
- Help someone else learn a skill

Materials Needed

One adhesive bandage per participant, plus 6 extras

Easel pad and felt pens

Chalkboard, chalk, erasers

Method of hanging posters—wall and masking tape or clothesline and clothespins

"How to Teach a Skill"—Reproduce from Appendix and distribute one per person

Preparation

As the participants enter the meeting area, distribute one regular-size adhesive bandage to each. Tell them that this is a mini-first aid kit and ask them to put it safely away somewhere on their person ". . . so it'll be handy in an emergency."

Warmup

Warm up the group with a lively stunt or action song. Announce that the subject to be covered is effective teaching. Explain that all of us in leadership positions are involved in teaching things to the members of our troops or patrols.

A Demonstration

Ask one of the participants to come forward. Give them an adhesive bandage, ask them to pretend that they have scraped the knuckle of their index finger and ask them to apply the bandage to the knuckle. Unless they have seen this demonstration before, they will almost always stick the bandage across the finger.

Admire their work, then ask them to flex the finger. "What happened? Didn't the tape bunch up under the joint and gap open on top to let in all the germs?"

Ask them to remove the bandage and put on a new one. This time, suggest they stick it on a spiral over the knuckle. When they flex their finger the bandage stays neatly in place. "You learned something new, didn't you?"

(If the participant knows about the spiral bandage and applies it that way, point out the advantages to the group.)

Another Demonstration

Now, ask all the participants in the group who are left-handed to raise their left hand high in the air. Now all the right-handed participants raise their right hands.

"You have just deeply scraped the index finger knuckle of the hand that's in the air. It's all bloody and you can't use the hand. Remember your mini-first aid kit? Take out the bandage we gave you and apply it in a spiral to the injured knuckle. No fair using the injured hand!"

Since the participants are using their "wrong" hand, there will be lots of fumbling. Many will have placed their bandage in their wallet and will have a real struggle getting it out. There is bound to be lots of humor as the group struggles.

Make the Point

"What did we just learn?" Accept responses from the group and emphasize the following:

- A bandage on a spiral lets you bend your finger.
- It's hard to do something with only one hand; very hard when it's your "wrong" hand.
- A shirt pocket is a good place to carry a bandage—you can get to it with either hand.
- This is a good demonstration to use with a patrol or troop.

What We Really Did

Point out that what we really did was demonstrate how learning can be managed. "Wasn't it more fun than a lecture on bandages? You all got involved. Wasn't this better than the instructor just giving a speech or a demonstration?"

Explain that the real reason for this little exercise was not to learn how to apply a bandage. Any simple Scoutcraft skill could have been used—tying the taut-line hitch, splitting wood, or taking a compass bearing.

The Process of Effective Teaching

Explain that the most effective teaching is instruction from the point of view of the learner. Effective teaching consists of setting up (or taking advantage of) a situation that can be used to involve a group or individual in action that results in something being learned.

There are five parts to this process. (List them on the chalkboard.)

- Learning objectives
- Discovery
- Teaching—Learning
- Application
- Evaluation

Point out that these are parts of a process. With one exception, they are not necessarily steps that must be followed in any particular order. Let's look at each part.

Learning Objectives

Write *Learning Objectives* on the easel pad. "What do you think this means?" Accept suggestions and summarize by writing "What the person should be able to do as a result of the learning."

Point out that if you are making some sort of presentation at a troop meeting, the learning objectives should be written out in advance so you'll know what you want to achieve. For informal situations, the objectives wouldn't be written out but you would have them in mind.

Ask the group to assume that they're going to teach a patrol three knots used to tie a rope to a stake or pole. The clove hitch, two half-hitches, and taut-line hitch have been selected. "What would the learning objectives be?" Ask for suggestions. Aim for something like the following.

At the end of the session, each Scout should be able to:

- Properly tie the clove hitch, two half-hitches, and taut-line hitch
- Explain situations where these knots would be useful

• Use these knots in a real outdoor situation

Remove and post the easel pad sheet.

The Discovery

Write *Discovery* on the flip chart.

Tell the group, "The next step in effective teaching is the *discovery.* What do you think that means?" Accept suggestions and then summarize as follows (write this on the flip chart).

A discovery is any experience that has three results for the participant.

• Help the participant find out what he really knows

• Help him to find out what he doesn't know

• Give him a reason to want to learn

Often an instructor will set up a discovery—like the two demonstrations on bandaging we used to start this presentation.

Be sure to make the point that a discovery also has important results for the presenter. Ask the group, "What do you think these results might be?" Take suggestions and summarize (write these on the flip chart).

• You find out how much the participant knows

• You determine how much of the subject you need to cover

Teaching/Learning

Explain that based on the discovery, you have some choices to make. You could:

• Stop. You are certain that he knows and can do what's desired. The learning objectives have been met.

• Subtract what he knows already from what's desired and work on what he needs to know.

• Give the full session. He'll learn what he needs to know and will review what he already knows.

Point out that once you have made your choice, you can do some teaching, and he can do some learning.

And tell the group, "This is important!"

• Try to make the discovery as interesting as you can.

• Remember, you want to get the participant's attention and give him a reason to learn.

Write *Teaching/Learning* on the flip chart and state that this is the most important part of the process of effective teaching.

Tell the group: "We say that for teaching to be effective, learning must take place, so in teaching/learning, you teach and they learn."

How We Learn

Point out that people learn by hearing, seeing, and doing. In other words—tell them—show them—then let them try it.

Write the following on the flip chart.

Three basic ways that we learn

- Hearing—tell them
- Seeing—show them
- Doing—let them try it

Ask the group to keep in mind what has been talked about so far in this session.

Hearing

Write *Hearing* on the pad and ask for ways we learn by hearing. Aim for the following, and list their responses on the pad.

- Lecture
- Informal conversation
- Discussion
- Dramatization

Recall the session so far. "What were some of the things we learned by hearing?" (Response from group.)

Seeing

On the pad write *Seeing.* Ask for ways we learn by seeing. Aim for the following and list responses on the pad.

- Reading material
- Flip charts and posters
- Displays
- Demonstrations
- Visual aids, filmstrips
- Movies and TV

Doing

Write *Doing* on the pad. How do we learn by doing? Aim for the following, and list responses on the pad.

- Trial and error

• Experimenting

• Figuring it out for ourself

• Do what we've seen or heard others do

"What were some of the things we learned so far in this session by doing?"

Use Effective Communication

Make the point that good communication skills are vital in teaching/ learning.

Application

Write *Application* on the flip chart. This is the next step in effective teaching. "What do you think this means?" Accept suggestions from the group and summarize by writing the following: "Using what you've learned to see how it works."

In other words—LET THEM DO IT ON THEIR OWN.

Make the learning real. Let the participant practice the skill on his own. "What were some of the applications in the adhesive bandage experience?" (Response from group.)

Evaluation

Write *Evaluation* on the flip chart. "What do you think this means?" Accept suggestions and summarize by writing the following: "Review what happened to see if the objectives were met." In other words, check their work. "How did they do? How did I do? Did learning take place?"

State that evaluation is an important part of effective teaching—and many other things.

Evaluation is almost constant in everything we do. We are always checking to see, "Did it work? Do I understand? What do I do next?"

Recycling

Ask the question: "What do you do if you evaluate and discover that the person has *not* learned what you tried to teach him?" Accept suggestions and summarize by explaining the need to recycle—teach it again. The approach may have to be changed, you may have to go slower, the steps may have to be simpler, and the learning objectives may change.

Mini-Discoveries

Be on the alert for mini-discoveries. As you use effective teaching, there are many little discoveries. Each time you and the participant realize that something is worth teaching and learning a discovery takes place. These are sometimes called "Ah ha" moments. That's when the light bulb goes on. Use them, and apply the techniques of effective teaching to make sure that learning takes place.

An Important Concept

Point out to the group that there is an important idea they should always keep in mind when making a presentation, giving a demonstration, or teaching a skill.

For teaching to be effective, learning must take place.

Write this down on the flip chart. Ask: "Can somebody explain what we mean by this phrase?"

Look for an explanation in their own words. Once you get a good answer, ask them: "With that in mind, how do you measure whether or not your *teaching* has been *effective?*"

An Ongoing Process

Emphasize that effective teaching always starts with learning objectives, but the other steps seldom need to follow in an exact sequence. Learning will involve many discoveries, continuous evaluation, teaching/learning in several steps, and frequent applications—which will be evaluated, lead to further discovery, and so on.

Tell the group, "Remember, the purpose of Effective Teaching is to increase knowledge and skill and develop motivation and confidence in individuals and in a group. By effective teaching, a leader helps a group develop real capability—to work together—and to get the job done."

A Project

Explain that each participant should seek a way to put effective teaching to work.

Within the next four to six weeks each participant should review the program of a troop with which he or she is associated. Look for a skill or activity that would benefit the Scouts if they learned it. Then arrange to work with the participants in an effective teaching experience. Distribute copies of "How to Teach a Skill."

- Decide on the learning objectives.
- Devise a discovery experience that will capture the participants' attention.

- Teach the skill or activity using as many effective techniques as practical.
- Give the participants a chance to apply the skill or carry out the activity.
- Evaluate the result—both the participants' performance and how effective the teaching was.

Reflection

Tell the participants that you would now like to take a few minutes to reflect on what we've just been learning. Review the guidelines for reflection. Ask the following questions.

- Why is this skill important?
- What is the purpose of Effective Teaching?
- In your own words, explain what you think is meant by: Learning Objectives, Discovery, Teaching/Learning, Application, and Evaluation.
- Think about the bandage demonstration. Can you identify some examples of the steps of effective teaching? What are they? Be specific.
- How do you feel about being called on to make a presentation or give a demonstration to a group?
- What do you think will be the most difficult part about using this skill?
- How do you think using the skill of effective teaching can help you?
- How do you think using the skill of effective teaching can help your group?

Thanks

Thank the group for their interest and participation.

TRAINING PERIOD 10

MORALE FEATURES—20 MINUTES

Note: *Use the Presentation Plan to prepare this session.*

Learning Objectives

As a result of this training experience, participants should be able to:

- Describe why morale features are an important part of every training course.
- List some of the key factors in successful game leadership.
- Explain how to lead songs effectively.

Technique

Use a chalkboard, poster talk, or demonstration to present this session.

Materials Needed

Chalkboard, chalk, and eraser; or prepared posters

Game equipment, if needed

Preparation

Study pages 121–22 of this manual for tips on how to present the subject; pages 133–34 for information on using the chalkboard; or pages 127–28 for tips on making and using posters.

Be familiar with the *Cub Scout Songbook, Boy Scout Songbook, Games for Cub Scouts, Woods Wisdom,* and *Group Meeting Sparklers.*

Introduction

Open this session with an audience participation stunt from *Group Meeting Sparklers.*

Introduce the subject by explaining that high morale and good feeling are essential to the success of every training course. It is hard to say at what point morale features should be injected into a training session. The judgment of the training team must be relied on.

Signs of drowsiness, lack of interest, and restlessness on the part of the audience are all indications that a change in pace is necessary. Sometimes a short break, permitting people to move around, get a drink of water, and chat a few minutes can achieve the desired result.

Sometimes a break for a song, game, or stunt will accomplish the same results.

Stunts

Point out that there are many different kinds of audience participation stunts that get the whole group involved in doing something together. Some kinds let the people stand and take a stretch by going through motions under the direction of a leader.

In other types of stunts, the audience is divided into groups that respond to a key word read by the leader. These stunts are usually in the form of a story.

Applause stunts are short and snappy and lots of fun for everyone. Demonstrate an example of an applause stunt.

Show *Group Meeting Sparklers* and *Den Chief Handbook,* No. 3211, as resources for all types of stunts.

How to Lead Games

Explain that game leadership is a skill that can be learned. By following some basic steps, trainers can become quite adept at leading games.

1. Have a positive attitude.
2. Be enthusiastic.
3. Overlook mistakes and be lenient.
4. Include everyone in the game.
5. Don't wear a game out. Quit while they're still having fun.
6. Get enough leadership to handle the group.

Go on to explain that games leaders should:

- Know the game thoroughly.
- Have all equipment readily available.
- Make sure the space available is large enough to allow everyone to play.
- Explain the rules clearly and briefly.
- Teach the game by steps or demonstrations.

Teach a short game from *Games for Cub Scouts* or *Woods Wisdom,* following the steps just described.

How to Lead Songs

Point out that the attitude and spirit of a group can be greatly influenced by the use of music and songs during a training course. Songs help bring people closer together; they help people relax and be more receptive.

Note: *Have the following points written on a poster in advance or write them on the chalkboard as you go.*

Tips for Song Leaders

1. The *name* of the song. Announce each song clearly and name the tune if it is not an original song.
2. The *pitch* of key. Sing a few notes to give the pitch. Be sure the whole group has it. If you are too high or too low, stop and start again.
3. The *tempo—beating* time. Start everyone at the same time. Shout in rhythm with the time: "Let's go," or clap your hands or tap your feet and start on the next beat. Use simple hand motions; the up-and-down pump handle motion, to keep the group together.
4. *Information* about the song. The words, the tune. Be sure the whole group knows the song. If they don't, teach them. It is best to sing with songbooks closed
5. *Pep—enthusiasm.* Don't insist on volume, at least not at first. Let the group know that it's singing you want, not noise or volume.
6. *Leadership—control.* Plan your selections carefully. Choose songs that fit the group and occasion. Avoid parodies or songs that may offend someone. Don't ask the group what they want to sing—tell them.

Emphasize that it is important for song leaders to know the songs they are leading.

If time permits, lead a song from *Cub Scout Songbook* or *Boy Scout Songbook.*

Summary

Summarize with these words:

Trainers should be able to sense when the audience is becoming restless and a change of pace is needed. "Fun" is an important part of every training course. It helps unit leaders realize that fun is an important part of unit meetings, and it also provides a relaxed atmosphere for learning.

> The greatest reward for serving others is always the satisfaction found in your own heart.
>
> •
>
> Be content with what you have, but never with what you are.

Closing Period—15 Minutes

Note: *Use the Presentation Plan to prepare this session.*

Objectives

1. To recognize the trainers who have completed the Train-the-Trainer Conference.
2. To motivate trainers with a closing challenge.

Materials Needed

Training Certificate, No. 33767—one completed for each participant

"A Trainer's Creed"—reproduce locally for each participant. (Appendix, page 159.)

Training Session Evaluation form (reproduce from Appendix; distribute and collect)

Closing Remarks

The conference leader should make closing remarks such as the following:

The Train-the-Trainer Conference was aimed at the men and women who are charged with the responsibility for training leaders in Cub Scouting, Boy Scouting, Varsity Scouting, Exploring, and District/Council Service. We have presented ideas and information that should improve the quality of training courses and give each of you the confidence to do an effective job.

The continued progress of Scouting depends to a large degree on its leaders; and those leaders depend on you to provide the "skill-to-do" and the "will-to-do."

The knowledge and skills you have gained here will supplement the knowledge and skills you had when you came. As you train leaders, you will continue to learn.

We challenge you to inform, persuade, guide, and inspire leaders. Add that little touch of sparkle that will help them have fun with our youth. Provide the snap so that leaders, as well as young people and their families, will have a happy, worthwhile experience in Scouting.

Recognition of Trained Trainers

Call forward each participant to receive the training certificate, and a copy of "A Trainer's Creed" (can be reproduced from back of this manual).

Each person should be recognized individually and receive your personal congratulations.

A Trainer's Creed

Ask everyone to stand and repeat "A Trainer's Creed" with you.

A TRAINER'S CREED

I dedicate myself to influencing the lives of youth through the training of Scouting leaders.

I promise to support and use the recommended literature, materials, and procedures as I carry out my training responsibilities.

I promise to "Be prepared" for all sessions to assure an exacting and worthwhile training experience.

I will help leaders understand their importance to Scouting and will take a personal interest in their success.

In carrying out these responsibilities, I promise to "Do My Best."

Closing

Thank everyone for coming. Dismiss on time.

Appendix A

How to Introduce a Speaker

Proper introduction at a training course is important. Participants attending the course expect to hear and see qualified trainers in action and good introductions can help greatly to establish prestige for the staff. Here are some suggestions.

1. Give the full name carefully. Avoid the use of nicknames.
2. Tell about the trainer's Scouting experience: what Scouting jobs he has held, how long he has served, special recognitions or awards.
3. Tell about any family involvement in Scouting; i.e., children's Scouting ranks and ages, etc.
4. Tell what the trainer's function is in the training course and why he or she was selected for this particular assignment.
5. What is his or her occupation?
6. Avoid horseplay in making introductions.

Sometimes there will be guest speakers at training courses. They need a slightly different type of introduction.

1. Be brief. You are the introducer, not the speaker. Don't take up his or her time.
2. Avoid cliches and stale or stilted phrases such as "This speaker needs no introduction" or "We are gathered here tonight."
3. Briefly answer the following questions.
   - Why is the subject of interest in general?
   - Why is it of interest to this particular audience?
   - Why is this speaker the one to present it?
4. Give the speaker and his or her ability to handle the subject a sincere buildup but don't put him or her on the spot by overselling.
5. Save the speaker's name until last. The speaker's name is usually recognized as the signal for him or her to rise and come forward. Don't embarrass him or her by giving it before you are ready for him or her.
6. Make his or her name the climax of your introduction by pausing before it, saying it clearly, and raising your voice a bit. "I am pleased to present (short pause) Mr. *Donald Smith* or Ms. *Mary Jones.*"
7. Remain facing the audience until you have finished saying the name, then quickly turn to the speaker for their acknowledgment.
8. You will want to be sure to thank the speaker after he or she has finished, and if appropriate, offer congratulations on the presentation.

Appendix B

Eight Fundamental Requirements for Training Leaders

1. **Desire.** Unit leaders must want to learn how to operate a unit effectively.
   a. Adults resist learning something simply because somebody says they must.
   b. They learn best when they have a strong motivation to acquire a particular skill or to increase a particular knowledge.
   c. The desire to learn must be created by emphasizing the importance of the job to be done.
2. **Need.** Unit leaders learn only what they feel a need to learn.
   a. Materials presented in a training course should provide an immediate aid to unit operation.
   b. Try to use this idea: "This is what you do. This is how you do it. This is why you do it."
3. Unit leaders **learn by doing.**
   a. Provide immediate and repeated opportunities to practice or use what is taught.
   b. On-the-job training with a skilled trainer is excellent.
4. Situations presented in training courses must be **realistic.** Use actual unit situations as the basis for discussion.
5. **Previous experience** affects a leader's ability to learn.
   a. If new knowledge doesn't fit in with what leaders already know or think they know, they may tend to reject it.
   b. Training material should convince leaders of the best methods.
6. Leaders learn best in a relaxed, informal, comfortable **environment.**
   a. Provide opportunities for fun and fellowship.
   b. Encourage discussion and questions. Try to avoid arguments.
   c. Avoid arguments that relate to the policies of the Boy Scouts of America.
7. Use a **variety** of training methods and techniques. Change the pace often.
8. Leaders want **guidance** and help, not grades.

Appendix C

Help for Guiding Group Sessions

1. Clarify the learning objectives. Explain the objectives so they mean something to each participant.
2. Develop sensitivity to the desires of others to speak. It shouldn't be necessary for participants to raise their hands to get attention.
3. Respect other people and their opinions.
4. Don't go into shock when participants express "oddball" ideas. Learn how to survive the "pain" of a new idea. It just might work!
5. Learn to take criticism. Learn how to live through "But I disagree with you."
6. Learn with the group. Nobody likes a "know-it-all."
7. Express friendliness and understanding. Avoid being aloof, self-centered, restricted.
8. Encourage group discussion.
9. Learn to ask questions to get feedback. Learn to wait for answers.
10. Arrange the room for eye-to-eye communication. Informal arrangement encourages participation.
11. Keep the group small. If you have a large group, break into smaller groups periodically during the session. This encourages participation.
12. Use a variety of training methods and training aids.

APPENDIX D

EXHIBITS AND DISPLAYS

The purpose of exhibits and displays is to help introduce a theme or subject, to help set the tone of a training session, or to give ideas or information. An exhibit is a good way to introduce a talk, discussion or demonstration. It provides an interesting and informative preopening activity for a training session.

Consider these things.

1. Where do you put the exhibit? Where people will pass by it to get to where they are going, not in an out-of-the-way place.
2. Consider the background. If possible, use more than just the table surface. Use walls, ceiling.
3. Make it stimulating and challenging. Create an atmosphere with signs, streamers, color. Use giveaways. Use attention-getting devices such as pulling a string, a flashing light, peepholes, etc., to get the audience involved.
4. Make the material self-explanatory by labeling parts with cards containing clear, simple directions.
5. In arranging the material, cover the main points; omit details that may clutter or crowd the exhibit.
6. Make the exhibit as real as possible. Remember, exhibits are static and cannot talk. You must supply a voice.

LITERATURE EXHIBITS

1. Arrange literature in a logical order, with a continuity that tells a story.
2. Follow the suggestions for literature exhibits found in the training manuals.
3. Encourage people to look through the literature. Avoid "Do Not Touch" signs.
4. Don't just lay a lot of books flat on a table. Use pegboards, book trees, easels. Use wire coat hangers to make book holders.
5. Feature literature that relates to a particular training session.
6. Keep it simple and attractive.

Appendix E

Training Session Evaluation

To be completed by participants at the end of each training session.

1. Did we meet the learning objectives? Yes ___ No ___

   If no, why not?____

2. Did we provide information, ideas, materials and skills that will help leaders do a good job? If no, what was lacking? ________________________ Yes ___ No ___

3. Were all equipment and materials available? Yes ___ No ___

4. Did the session open and close on time? Yes ___ No ___

   If not, why? ____

5. Were the trainers well prepared? Yes ___ No ___

6. Did we use a variety of training aids and techniques? Yes ___ No ___

7. Did trainers cover the material in the training manual? Yes ___ No ___

8. Did we ever lose sight of our overall objectives? Yes ___ No ___

   If yes, how? ____

9. Did we use exhibits and displays to support the subjects which were presented? Yes ___ No ___

10. Were morale features included at proper places? Yes ___ No ___

11. Did we identify resource materials available? Yes ___ No ___

12. Did participants actively participate in the session? Yes ___ No ___

13. Did we lose the participants at any time? Yes ___ No ___

    If yes, how can we prevent this from happening again?________________________

    ____

14. Did everyone have fun? Yes ___ No ___

    If no, why not?____

15. Did we provide inspiration and motivation? Yes ___ No ___

16. Was the facility adequate? Yes ___ No ___

    If not, what was lacking? ______________________________

17. Was the room arrangement satisfactory? Yes ___ No ___

    If not, how can we improve? ______________________________

18. What action will be taken to improve the next session? ______________________________

    ____

APPENDIX F

HOW TO MAKE SLIDES FOR TRAINING

Slides of Program Activities. "A picture is worth a thousand words." Rather than trying to explain to Cub Scout leaders about a pinewood derby, show your own slides. Instead of trying to describe a troop campout to Boy Scout leaders, show your own slides. Slides are an effective means of clearly communicating information to Cub Scout, Boy Scout, Varsity Scout, and Exploring leaders.

You may be fortunate enough to already have such slides available, or you may be able to borrow some from a Scouting friend long enough to have duplicate copies made. Duplicate slides are relatively inexpensive. If not, begin now by making your own slides as special activities occur.

Slides are very portable; they can be economically processed, and can be used with any size group.

Using Slides Instead of a Flip Chart. Sometimes trainers have a tendency to rely too often on the flip chart. The same information can be transmitted by using slides.

1. Follow the rules for the flip chart, only make the flip chart pages on 8½" x 11" single sheets of light colored paper. Light colored construction paper or mat paper makes an attractive color background.
2. Lettering should be heavy or in bold colors. Commercially available transfer lettering works very well.
3. If you have or can borrow a copy board, your picture-taking will be a snap. Otherwise, do the best you can to frame the sheet of paper in your viewfinder and snap the picture. A single-lens reflex camera works best.
4. When you are ready to use the slides in training, just project a slide instead of turning a flip chart page. The narrative would be identical.

Slides can be used to show unit organization, building the organization progressively step by step with each additional slide. Cutouts or badges can be laid on the light colored background and moved or replaced as needed for each picture.

Slides of exhibits or displays can be used to show other trainers how to set up a variety of displays, particularly when there is no space to set up the actual displays in a training course or personal coaching session.

A Word of Caution. Don't make your presentation a personal slide show. Participants won't be interested in where you went on your vacation.

APPENDIX G

USING VIDEOCASSETTES

Videocassettes provide an excellent audiovisual training and have been chosen by the Boy Scouts of America as the preferred way of ensuring that leaders receive a consistent training message. But a complete training *program* is designed to do three things: Increase knowledge, develop skills, and improve attitude. Videotapes can be used by an experienced trainer to effectively increase knowledge and to develop skills. However, the extremely positive attitude of an enthusiastic trainer can't be created by simply viewing a videotape. Viewing is a passive activity-molding attitude is active.

THINGS TO DO:

1. Be sure you are thoroughly familiar with the content of the tape. View it several times before you attempt to use the aid in a training course. Take notes.
2. Videotape instruction rarely stands alone—it usually *supplements* other materials that the learner takes home. For example, the Fast Start Viewer Guide is an integral part of Fast Start training and should be distributed to all participants before viewing the tape. Be sure you have enough materials for all participants and extra paper for note taking.
3. Be familiar with the videocassette player you will be using. Most players have a tape position indicator that you can use to keep track of where on the tape various training sections are located. But these indicators are not necessarily consistent from one machine to another. Make a "table of contents" that gives you the numbers of various important sections of the videotapes so that you can replay sections if necessary.
4. Remember that when using a tape, it is difficult to jump around from topic to topic (as you can do when using a training syllabus). The positive aspect of this is that leaders get a consistent message—the negative aspect is that you cannot easily locate the precise portion of tape containing the message your participants need; nor can you keep a visual frame in front of the group for an extended time. Important points can be summarized on charts or handouts.
5. Provide moderate room lighting—do not view the tapes in a completely darkened room.
6. Many videocassette players have a remote control. This allows the trainer to stop and start the tape with ease. Use it, but see below.
7. When you stop a videotape, the screen usually fills with "white noise"—random dots—and there is a distracting level of static heard from the monitor. It is best to turn down the volume and darken the picture. This can often be accomplished simply by turning off the monitor—not the cassette player. Most monitors *don't* need warmup time when you turn them on, so this trick doesn't waste your time.
8. Be sure you have an extension cord (usually a three-prong grounded plug is required) and a small converter plug (from old two-prong outlets to three-prong).
9. If you are using two monitors, a good idea when you have more than ten people, be sure you have the appropriate lengths of video cable and a splitter (that allows *one* input signal to be split into *two* outputs).
10. Arrive at the training site in plenty of time to check out all equipment. Some video training can be done more conveniently in private homes—again, be sure someone is familiar with the equipment.

THINGS TO AVOID:

1. Most videocassette units are highly reliable—but they are technically complicated. Do not try to fix the machine if it is not operating. Revert to "plan B" (flip charts, chalkboard, etc.).
2. Do not play one tape segment immediately after another. The maximum viewing time per segment should be no longer than twenty minutes, after which it is important to have an activity that permits the participants to exercise their eyes. Viewing at a fixed depth too long will cause eye fatigue.
3. Never allow the videocassette equipment to become the focus of attention. Avoid statements that put down the trainer, such as, "I never could get this machine to work right."
4. Avoid exposing tapes or videocassette players to dust; store tapes and players in dust-proof boxes.
5. Do not "pause" the tape for extended periods of time (more than a minute). Although this eliminates the annoying static, the playback heads continue to rotate, causing unnecessary wear on the tape. Also, small oxide particles might be knocked off the tape surface and clog the tape player heads.

APPENDIX H

PRESENTING THE SUBJECT

These are some tips to help you make your training presentations more interesting, worthwhile, and fun for both you and your audience.

1. PREPARE your presentation.
   a. Size up your audience, considering the sort of people they are and what they probably know and want to learn about the subject.
   b. Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered.
   c. Research the subject, taking brief notes.
   d. Talk with others who know the subject and make notes of their ideas.
   e. Outline your presentation, including only the most important points–usually the fewer the better–and put them in a logical order.
2. PRACTICE your presentation.
   a. Rehearse your presentation until you have it well in your mind. Some trainers like to use a tape recorder so they can hear themselves.
   b. Write in your notes the time allotted to major points. This will help you stay within the time limits.
   c. Put your outline in final form so that it will not be cluttered with discarded ideas.
   d. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word for word.
   e. When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.
3. PERSONALIZE your presentation.
   a. Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
   b. Watch the group's reaction as you go along. Stay close to their interests.
   c. Use thought-provoking questions. This will help stimulate everyone's thinking. It will also help you get feedback from participants, which will tell you whether or not they understand what you are saying.
4. ILLUSTRATE your presentation.
   a. Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make your presentation more interesting and reinforce the learning process. Not only do the participants hear, but they see as well.
   b. Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
   c. Show the equipment and materials needed to do what you are talking about.
   d. Show literature resources on the subject.
   e. Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps.

5. PACE yourself.
   a. Stay within the time limit.
   b. Stay on the subject. Don't get sidetracked.
6. CLINCH your presentation.
   a. Summarize the subject by restating its main idea or problem, its importance, and the major points you have made.
   b. Give your listeners a chance to ask questions, either during the presentation or at the end.

APPENDIX I

TRAINING TECHNIQUES

Variety in the type of training techniques used adds interest to the session. Some subjects can be adapted more easily to certain training techniques than others. Select the technique best suited to the subject to be presented.

Buzz Groups are used to promote a quick exchange of ideas. Participants are divided into small groups that meet for a short period of time, usually as part of a longer training session. They consider a simple question or problem, offering ideas and solutions. The ideas are then presented to the total group by each of the small groups to promote further discussion. Buzz groups are usually kept within the same room so they can be recalled easily.

Brainstorming is a method of problem solving in which group members suggest in rapid-fire order all the possible solutions they can think of. Criticism is ruled out. Evaluation of ideas comes later.

Case Study. Where a realistic situation or a series of actual events is presented to the participants, either orally or by a handout, for their analysis and possible solution to problems they identify.

Discussion. Where a group examines or explores a topic by means of an exchange of ideas or viewpoints. Requires an experienced discussion leader to keep conversation on the track.

Demonstration. Where a person or several people show participants how they should carry out a task or tasks. These tasks usually relate to skills. After the demonstration, the participants practice the skills themselves.

Lecture. Where one person conveys information to the participants by talking to them and sometimes by using training aids. There is no participation by those listening and consequently there is little feedback.

Role Playing. Where members of a group are presented with a situation where they are required to act out the roles represented in the situation. Participants are more inclined to express their true feelings when they are playing the role of someone else. The way in which the situation is resolved is analyzed and evaluated by other members of the group.

Simulation. Used to recreate the environment in which the participants would normally carry out a job and the situations that might arise. Role playing is a simple form of simulation.

Talk. Similar to the lecture, except that there is usually involvement by participants and some feedback through questions and answers or brief discussion. Often presented with the help of visual training aids such as those listed below.

- Bulletin boards
- Flannel boards
- Posters
- Slides
- Exhibits
- Chalkboards
- Photographs
- Flip Charts
- Filmstrips
- Scrolls
- Sketches
- Publications
- Charts
- Videotapes
- Films

APPENDIX J

BUZZ GROUP TECHNIQUES

At times there is a definite advantage to dividing a large group into smaller discussion groups of six-ten people to generate thinking in specific areas. The groups discuss assigned topics, usually for the purpose of reporting back to the larger group.

USE BUZZ GROUPS . . .

- When the group is too large for all members to take part
- When exploring various areas of a subject
- When some group members are slow to take part
- When time is limited
- To create a warm, friendly atmosphere in the group

ADVANTAGES OF BUZZ GROUPS

- Encourages the shy participants
- Creates a warm, friendly feeling
- Allows for sharing of leadership
- Saves time
- Develops leadership skills
- Provides for pooling of ideas
- May be used easily with other training methods
- Provides variety in training
- Helps build small-group spirit

LIMITATIONS OF BUZZ GROUPS

- May result in pooling of ignorance or misinformation
- Groups may "chase rabbits"
- Leadership may be poor
- Reports may not be very well organized
- May require study beforehand if reliable conclusions are to be reached

THINGS TO REMEMBER . . .

- Keep buzz groups small. This will require participation from all group members to develop points or arrive at conclusions.
- Keep discussion time short so only key points or emphasis are brought out.
- Organize groups so a minimum of moving around is required.
- All buzz groups use the same topic. This provides a basis for a variety of thinking.

Appendix K

Overhead Projector Techniques

The overhead projector combines the advantages of the slide projector, flip chart, and chalkboard, all rolled into one.

1. Most overhead projectors are designed for the projection of transparencies up to 10" × 10" in size. In addition, opaque objects may be silhouetted on a screen very effectively for a shadow-picture effect.
2. Projection can be done in a normally lighted room. A darkened room is not necessary.
3. The trainer faces the audience. By keeping eye contact with the participants, the trainer is able to maintain control of the group while at the same time serving as projectionist.
4. A large image is projected at a short distance. If the projector is 12 feet from the screen, the projected image is approximately 8 feet square.
5. Transparencies are easily prepared and economical. They can be prepared in advance.
6. A roll of clear acetate can be used on the overhead projector with felt-tip pens to create the presentation as you go. Write or create pictures as you speak. Simply roll up the film for the next frame.
7. It is possible to write or draw on prepared transparencies with grease pencil to emphasize a point. Marking can be erased with a soft cloth.
8. Strips of opaque paper or cardboard can be used to cover sections of the transparency to progressively disclose information.
9. Overlays can be used for a step-by-step buildup or breakdown of a layout.
10. The trainer can use a pointer to call attention to details or important points on the transparencies.
11. Using a Thermofax copying machine, excellent transparencies of typewritten copy, pages, or books can be prepared in seconds.
12. *Caution:* Lettering on an overhead projector transparency should be no smaller than ⅛ inch.

Note: *Many council services centers, churches, and schools have overhead projectors.*

APPENDIX L

HOW TO GIVE A DEMONSTRATION

There is a difference between just using a skill or method and demonstrating it so others can learn. A few suggestions are outlined here.

PREPARE FOR THE DEMONSTRATION

1. Plan in advance the steps you will use in giving the demonstration.
2. For a long demonstration, make a written outline of these steps.
3. Collect and prepare the necessary materials or equipment.
4. Practice the demonstration from beginning to end until you do it smoothly and with ease.
5. Plan it to appear as natural as possible, even if you can't perform the skill exactly as you would in use.
6. Size up your audience to determine their present knowledge and learn how much detail you will need to give them.

GIVE THE DEMONSTRATION

1. Briefly tell your audience the major points to watch for during the demonstration.
2. Adjust the speed of your demonstration to the difficulty in learning the various steps.
3. Watch for the participants' reactions. Fit the amount of detail and pace the action to your audience.
4. If necessary, repeat any difficult or important steps, either as you go along, or after all steps are completed, to assure that everyone understands.
5. If you warn against the wrong way by showing it, always demonstrate the right way both before and after you show the wrong way.

SUMMARIZE THE DEMONSTRATION

1. Briefly review the important steps in order. Use a chalkboard or poster as a visual aid in summary.
2. Give the participants a chance to ask questions, or better still, give them a chance to practice while you coach.

Appendix M

How to Use Charts and Posters

Charts and posters are used to:

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview
- Add variety to discussion
- Speed up learning
- Increase retention

How to Make a Flip Chart

1. Although excellent flip chart pads are available commercially, you can make your own with a tablet of newsprint, an artist's pad, or even sheets of construction paper, newsprint, or brown wrapping paper.
   a. If paper is not in pad form, reinforce the top of the sheets with a double fold of paper or cardboard. Staple sheets together or fasten with lightweight bolts and thumbscrews.
   b. If the flip chart is not self-supporting, tie it to the top of a stand, an easel, or movable chalkboard. You can improvise a stand by using the back of a chair or an upended table.
2. It's a good idea to write out the flip chart in miniature while you are planning it. Changes or corrections can be easily made before you make the actual chart.
   a. The first page should be the title page.
   b. The second page should define the subject.
   c. The following pages should explain the subject.
   d. Then offer proof that your explanation is sound.
   e. And finally, summarize and ask for action on the last page.
3. Use large lettering that can be easily seen.
   a. Use wide-line marking pens.
   b. Use plastic stick-on letters.
   c. Use lettering patterns or stencils to trace letters.
   d. Emphasize or underline key words.
4. Use colored marking pens or watercolors to emphasize key points.
5. Don't try to crowd too much on one page. Limit yourself to only one idea per page.
6. To provide the presenter with a cue sheet, duplicate in miniature on the back of the preceding page what the audience is seeing. Then you can stand slightly behind the flip chart, face the audience, and explain what they see.

How to Make Posters

You don't have to be a sign painter or artist. Just follow these simple rules and your posters will carry a terrific punch.

1. Select the main idea. Jot down a few simple words that explain it.
2. Decide on the effect you want to create: funny, dramatic, serious, or factual.
3. Try out different ideas. Put them all down on scratch paper.
4. Lettering
   a. Block out the chart using lightly penciled guidelines.
   b. If you aren't an artist, use plastic stick-on letters, pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
   c. Use plain block letters. Make them a little taller than they are wide.
   d. Don't squeeze the letters together or place them too far apart.
   e. Avoid fancy or difficult-to-read lettering.
   f. Follow this guide for determining letter sizes.
      10–15 people (10 ft. away) Use letters ½" high, ⅛" thick
      15–30 people (25 ft. away) Use letters 1" high, ⅛" thick
      30–60 people (45 ft. away) Use letters 1½" high, ¼" thick
      60–100 people (75 ft. away) Use letters 3" high, ½" thick
5. Color and Illustrations
   a. Color adds interest to posters. Use colored ink or poster paint to fill in letters.
   b. Select colors that contrast sharply to the background color.
   c. Cut out pictures from *Boys' Life* or *Scouting* magazine.
   d. Trace pictures from magazines.
   e. Pictures or diagrams from magazines can be enlarged by using an opaque projector.
   f. Make the main idea the largest and brightest. Use lots of white space. It makes the main idea stand out.

Other Types of Charts

Pinboard Chart–Word strips or sentence strips rest on pins stuck in a pin-up board.
Sentence Holder Chart–Word strips rest in a shallow pocket made from cardboard and fastened to board.
Folded Word Chart–Word strips are folded in center, then opened during the presentation.
Strip Chart–Strips of paper are used to hide the points until time to show them.

Appendix N

How to Teach a Skill

The two conditions of teaching are: (1) That none can teach more than he knows; (2) That none can teach faster than the scholar can learn. (Ralph Waldo Emerson)

There are five basic steps in teaching a Scouting skill.

1. **Preparation**

   The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so the skill can be demonstrated, taught, and practiced. For demonstration and teaching purposes, simulated or makeshift equipment is never adequate.

2. **Explanation**

   The explanation serves two purposes: (1) To introduce the subject by giving some background about its usefulness and application; (2) To describe the subject in detail, technical enough to be complete but not confusing.

   The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.

3. **Demonstration**

   This is the showing process. It is the first step in actual teaching. The demonstration should be done so well and simply that the participant will have confidence in his own ability to achieve success. Demonstration of a skill is not the opportunity for the trainer to show his proficiency, but should be used primarily to show the steps in acquiring the skill.

4. **Practice**

   Hearing and seeing aren't enough. The learning process begins to finalize itself when students have the opportunity to try to do the skill themselves under the guidance of a trainer. The coach and pupil method works well at this point. Nothing can beat the learn-by-doing method.

5. **Teaching**

   People often learn best those things they teach to others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others. Occasionally a summary of review and examination are desirable. The extent to which they are used depends on the type of skill and how well the student has learned.

Time Balance in Teaching a Skill

No one can learn a skill except by doing it, therefore most of the time must be spent in practice. The proper time balance is:

Explanation (hearing) 10 percent of the time

Demonstration (seeing) 25 percent of the time

Practice (doing) 65 percent of the time

Tips on Coaching a Skill

1. Be able to perform the skill well yourself.
2. Review your own experience in learning it, and work out a series of steps for teaching it.
3. Keep the instruction personal by working with an individual or small group, and letting them teach others.
4. Size up your audience, both as to abilities and personality traits that affect their learning the skill.
5. If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
6. Don't interfere with learners trying to do it on their own. Don't interrupt their efforts unless they bog down or go off on the wrong track.
7. Let them make mistakes, if this will help them learn, but do point out mistakes tactfully.
8. Never make corrections sarcastically or for the benefit of any onlookers.
9. Encourage the learners by making remarks on their progress, pointing out the completion of each step and remarking on the steps they have done well.
10. Urge them to practice and to teach someone else.

APPENDIX O

HOW TO USE THE FLANNEL BOARD

WHAT IS A FLANNEL BOARD?

A flannel board is a living chart that grows one idea at a time. It is used as a demonstrative method of teaching. By controlling the display, the participants' attention can be directed to specific key points. It is especially useful in building up, visually, the principal parts of a concept. It is also possible to rearrange ideas during group discussion.

Use the flannel board during training sessions to get across key points, to demonstrate steps in making a craft, to help show relationships of one set of things to another, or to help make announcements of coming events.

MAKING A FLANNEL BOARD

1. The background
   a. Use plywood, masonite, stiff cardboard, or wallboard for backing. A large chalkboard or upended table can also be used.
   b. Cover the backing with tightly stretched rough-napped flannel or felt. In an emergency, a blanket can be used.
   c. Dark blue, green, or black (or other dark colors) are best.
   d. The size of the board will need to be proportioned to the size of the display. Don't squeeze everything together.
2. The display
   a. Use lightweight cardboard or construction paper for single-use displays. A heavier poster board should be used for displays that will be used repeatedly.
   b. Use light, bright colors. Make sure the color does not dominate the board or the visual effect will be lost. Display color should be a good contrast to the background color of the board.
   c. Generally speaking, use only one idea or word to a card.
   d. Consider the size and type of lettering, as well as group size and room size. Letters should be a minimum of one inch tall. Be sure letters are large enough for everyone to see.
   e. The best backing for the cards or cutouts is a hook-and-loop material such as Velcro. Use as much as needed to support the weight of the card when it is placed on the flannel board. The hook-and-loop materials can be purchased in various widths, with or without adhesive on the back.

Preparing the Presentation

1. Outline your talk. Plan your key points and words.
2. Make a checklist of needed supplies.
3. Divide presentation into sections. Only one section should be used on the board at a time.
4. Keep the presentation simple. The flannel board itself will help add a dramatic effect.
5. Use big cutouts and big letters. Consider the room size and group size. Flannel boards are best used with small groups.
6. Check visual effect. Use contrasting colors.
7. Practice putting the presentation on the board until you are able to place each item in the right location at the right time. Place cutouts or cards against the board and press down firmly. Avoid touching it again, as this may cause it to fall off.
8. Check for spacing, color, and readability. Were any key points omitted?

Making the Presentation

1. Arrange the display strips in the order you plan to use them–no last-minute scrambles to find the right card.
2. For identification, number and title the cards on the back also. Then if you happen to drop them all on the floor, they will be easy to put back in order.
3. If the audience is not familiar with the flannel board technique, take a few minutes to explain how it works. Otherwise, they may miss points while they are trying to figure out what makes items stay on the board.
4. Face the audience as much as possible, standing to one side of the board.
5. Balance what you say with what you do. The flannel board cannot carry the entire weight of the presentation. It is only an aid.
6. Ideas can be "tied" together with strips of colorful yarn, or use arrows from one point to another.
7. Remove the items from the board in reverse order so you have them in the right sequence to use again.

Color on Color

(Ranked from most visible to least visible.)

1. Black on yellow
2. Green on white
3. Blue on white
4. White on blue
5. Black on white
6. Yellow on black
7. White on red
8. White on orange
9. White on black
10. Red on yellow
11. Green on red
12. Red on green

APPENDIX P

HOW TO USE THE CHALKBOARD/WHITEBOARD

Chalkboard work should be simple and brief. Copying lengthy outlines or lists of subject matter is a waste of time to the trainer and the participants. If it is important for the participants to have a copy of the material, it should be duplicated and distributed.

The chalkboard is similar to a store window. Everyone knows that an overcrowded, dirty, or untidy window has little appeal as compared to one that is clean, neat, and displays a few well-chosen items. **Note:** The same principles apply to chalkboards and whiteboards—a whiteboard is a compressed fiber board coated with a baked white finish; you use a dry marker for writing instead of chalk.

USE CHALKBOARDS . . .

- Often! They are the workhorses of training aids
- When the group is recording ideas
- When a permanent record is not needed
- To secure learner participation
- To attract and hold attention
- To add interest to a presentation
- To increase retention
- To speed up learning

ADVANTAGES OF CHALKBOARDS

- Cost minimal
- Are usually available
- May be used in a variety of ways
- Are simple to use
- Attract and hold attention
- Deepen interest
- Increase retention
- Speed up learning
- May be used to secure participation from the audience

Limitations of Chalkboards

- Do not provide a permanent record
- Can become commonplace
- Are usually stationary
- Cannot be used with large groups
- Few people use chalkboards creatively

A few rules for using the chalkboard will increase its effectiveness as a visual aid.

1. Words should be printed instead of written. Draw a pair of light guidelines to make the top and bottom row of letters. Form the letters in a clear, simple Gothic style. Avoid fancy scripts or print that is difficult to read.
2. Use chalk sharpened with a knife or sandpaper pad. It is easier to control the printing with pointed chalk. To keep chalk from breaking, grip the chalk so that your forefinger extends over the tip of the chalk.
3. Put the chalkboard where it can be seen by everyone, or use a section of a permanently located board that is similarly easy to see.
4. Don't crowd the chalkboard. A few important points make a vivid impression.
5. Make the material simple. Brief, concise statements are more effective than lengthy ones.
6. Plan chalkboards ahead. Keep the layouts in your training manual.
7. Get together everything you need for the chalkboard before the group meets—chalk, ruler, eraser, and other items.
8. Use color for emphasis. Yellow and pale green chalk are more effective than white chalk.
9. Print all captions and drawings on a large scale. The material must be clearly visible to all participants.
10. Erase all unrelated material. Other work on the chalkboard distracts attention. Use a chalkboard eraser or cloth, and not your fingers.
11. Keep the chalkboard clean. A dirty chalkboard has the same effect as a dirty window.
12. Prepare complicated chalkboard layouts before the group meets. Work can be covered with poster board until you are ready to show it.
13. Check for glare and eliminate it by tilting the board or by removing or blocking off the offending light.
14. Keep erasers clean. Learn to erase with straight up-and-down strokes rather than swishing the eraser in circles.
15. Templates can be used to trace a reproduction of an object.
16. Strips of paper can be fastened over printed material on a chalkboard so that information can be revealed step by step.
17. Stick figures and designs can be traced on a chalkboard by using an opaque projector.

Make and Use a Homemade Whiteboard—Secure a 4' × 8' sheet of "Marlite" from a lumberyard and have them cut it into several sheets (approximately 2' × 4') Drill two holes at the top of each piece and string with a piece of cord. It can be hung wherever you want it. Write on it with a dry marker and erase with a piece of cloth. "Marlite" is a pressed composition board with a baked white finish used to line showers and other places requiring a waterproof finish.

APPENDIX Q
LEADING A DISCUSSION

A group discussion is a planned conversation between three or more people on a selected topic, with a trained discussion leader. The purpose is to express opinions, gain information on the topic, and learn from the other group members.

USE GROUP DISCUSSION:

- To share ideas and broaden viewpoints
- To stimulate interest in problems
- To help participants express their ideas
- To identify and explore a problem
- To create an informal atmosphere
- To get opinions from persons who hesitate to speak
- With ten or fewer people

GROUND RULES FOR A DISCUSSION

1. Be an active part of the group.
2. Work to solve common problems.
3. Discuss completely, but do not argue.
4. Contribute ideas related to the subject.
5. Ask questions to clarify ideas.
6. Be clear and brief—no speeches.
7. Listen and learn.
8. Write down good ideas.

PREPARE FOR THE DISCUSSION

1. Preferable seating arrangement is a circle, semicircle, U, or hollow square so that each person in the group can see every other person.
2. Make the room as comfortable as possible. Check the ventilation and lighting.
3. Have paper and pencil ready to record main points.
4. Start the discussion on time. Close on time.
5. Encourage informality and good humor. Permit friendly disagreement, but on the point under discussion, not between personalities.

Leading the Discussion

1. Help the group feel at ease. See that everyone knows everybody else.
2. Give everyone a chance to talk. Let the person talking remain seated. More people will participate and those talking will feel more at ease.
3. Be careful of the person who tries to monopolize the discussion. Interrupt the "speechmaker" tactfully and lead the discussion to another person.
4. Call on individuals who seem ready to talk, rather than going around the circle.
5. Direct rather than dominate the discussion by easing yourself into the background when the group gets into the swing of it.
6. Keep the discussion general so that it is of interest to all present.
7. Keep the discussion on the track. If it gets sidetracked, bring it back to the main subject by suggesting there are some more-important points which need to be covered in the limited time.
8. If you feel that some important point is being neglected, mention it.
9. Summarize periodically. Stop occasionally to review the points that have been made.
10. Stick to the time limit. If there doesn't seem to be sufficient time to cover the subject, mention this in your training session evaluation, and take action to correct this before the next session.
11. Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag or get boring.
12. Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in that discussion.

Points to Remember

- Prepare for the discussion.
- Get the group to feel at ease.
- Give everyone a chance to talk.
- Keep the group on the track.
- Summarize periodically.

APPENDIX R

THE COMBINATION BOARD (FLANNEL AND MAGNETIC)

Objective: The multipurpose board gives you another teaching tool. It expands the use of the flannel board by simply adding a lightweight sheet of ferrous metal (tin) behind the cloth. This adds the possibility of attaching three dimensional objects to a flat surface.

Materials: When flannel is attached directly over the tin, magnets will hold through the cloth. Sources for this tin backing can be the side of an old metal cabinet, a part of a dryer, the top of a TV table, a metal tray, etc. A sheet of coke tin is excellent as it is lightweight. Coke tin is available at a metal shop and should be glued directly to a piece of panel or masonite. The edge of the board must be suitable to attach a hinged leg unless you plan to use an easel. An excellent base is a flat baker's pan which measures 17½ × 25½ inches. This is about the right size to use in small groups. Small magnets are available at most hardware stores as is the sandpaper. Get #40, D weight and open coat paper which is 9 × 11 inches and will cost around fifty cents a sheet.

Use of the Multipurpose Board: About 99 percent of your teaching will be done in small groups, therefore a board about one and a half by two feet is sufficient. This combination board is superb for problem solving as both magnetic and sandpaper items can be used at the same time. This three dimensional effect has a much greater impact than is possible with just a flat flannel board. Possibilities are endless. It all depends upon the individual's imagination. Perhaps this will now stimulate your thinking and open new avenues of exploration in the exciting area of instruction. Always keep in mind, teaching tools such as the flannel board, the chalkboard, charts, etc., are merely aids to help you do a better job. They can't take the place of a well prepared teacher.

Appendix S

Styles of Training Profile

Instructions: As you read the statements in the Styles of Training Profile, think about how each statement fits with the way you might conduct a training course. Some of the statements ask for your ideas on how training ought to be conducted. If you have not yet taught a course, try to respond to each statement the best you can. **Do not look at Part 2 until you complete the questions in Part 1.**

Put the number of your response on the line to the left of each statement.

Note: *This information is for your benefit only. You will not be required to show it to anyone.*

Part 1

____ 1. I follow lesson plans exactly to keep the course on schedule and to make sure that all parts of the program are covered.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 2. I give the participants a copy of the course outline so that they will know what is happening and when.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 3. When a participant disagrees strongly with something that I say in the course, I check with other participants to find out if the disagreement is shared by others.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 4. I think that participants should be tested on the facts covered in the course.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 5. If a participant were to fall asleep in my course, I would ignore him or her since there is probably good reason for his or her being so tired.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 6. Participants should be able to see how the material being taught will help them with their Scouting position.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 7. Participants should be graded by the trainer.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 8. I use group participation methods like role playing and discussion groups in my courses in order to get the participants involved.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 9. Some participants have to be motivated by negative methods.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 10. Instructors cannot do a good job unless they are experts in Scouting.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 11. The local council should be given reports on how a participant does in the course.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 12. I go into depth in those parts of the course where participant interest is high, even if other parts of the course will have less time.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 13. I find that the best teaching methods for my courses are discussions with open-ended questions that have no "wrong" answers.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 14. When a participant in the course disagrees with an idea from the lesson, I repeat the concept so that he or she will agree with it.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 15. One of the primary benefits of training is to inspire participants for Scouting.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 16. If the trainer is interesting, tests should not be necessary.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 17. I spend a great deal of time at the beginning of each course helping the participants get to know each other.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 18. If a participant falls asleep in my course, I feel that I should reprimand him or her to set an example for the rest of the participants.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 19. If someone in the course disagrees strongly with something I have said, I should deal directly with this challenge to my authority so that the course will not get out of hand.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 20. In my courses, I feel strongly that a personal, one-on-one interaction between me and the participants is extremely important.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 21. When a participant disagrees with something I have said, I ask for his or her point of view so that the other participants can decide for themselves which ideas are correct.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 22. The chartered organization (sponsor) should not be told how participants are doing in the course.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 23. When a participant disagrees with something that I have said, I restate the point in question, perhaps using different words or different examples so that he or she will better understand the point.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 24. I should follow the course outline exactly as it is written since it is BSA national policy.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 25. I do my best job of training when I'm working from a very loose outline—going with the direction shown by the participants' questions and discussions.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 26. It is often necessary to criticize one participant quite strongly in order to get an important point across to the rest of the class.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 27. The main purpose of training is to get the subject matter across to the participants so that they know it well.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 28. I prefer self-evaluation exercises in which only the participant sees the results.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 29. When a participant is doing something different from what the rest of the class is working on (e.g., reading other material), I feel it is necessary to get that participant to join the course activity.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 30. In general, it is unnecessary for the participants to introduce themselves to each other at the beginning of the course.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 31. Getting the subject matter across is more important than whether or not the participants enjoy the session.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 32. A trainer must believe in the importance of the subject matter he or she is teaching. If the participants in the course do not share the belief, it is the trainer's job to convince them of its value.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 33. I find that tests are a necessary motivational device. Participants learn more when they know they will be tested.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 34. In general, participants are not capable of accurately evaluating the job done by the trainer.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 35. All in all, lecture is still the best method of covering the subject properly.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 36. When a participant is engaged in an activity different from the rest of the class (e.g., reading other material), I overlook it and work with the rest of the group.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 37. In my courses, I work with each participant in a different way in order to meet their individual needs.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 38. The most important factor in deciding which teaching method I will use in a course is what I feel comfortable with.
(3—Strongly agree; 2—Agree; 1—Disagree; 0—Strongly disagree)

____ 39. I believe the primary purpose for training is to get the leaders ready to meet their group's needs.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 40. When a participant disagrees very strongly with something I have said, I listen carefully to try to find something that he or she says that I can agree with.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

____ 41. I try to make sure that the participants enjoy the course I am conducting.
(3—Very much like me; 2—Much like me; 1—Somewhat like me; 0—Hardly like me)

Do not open Part 2 until you have answered all of the questions in Part 1.

Part 2: Scoring Instructions

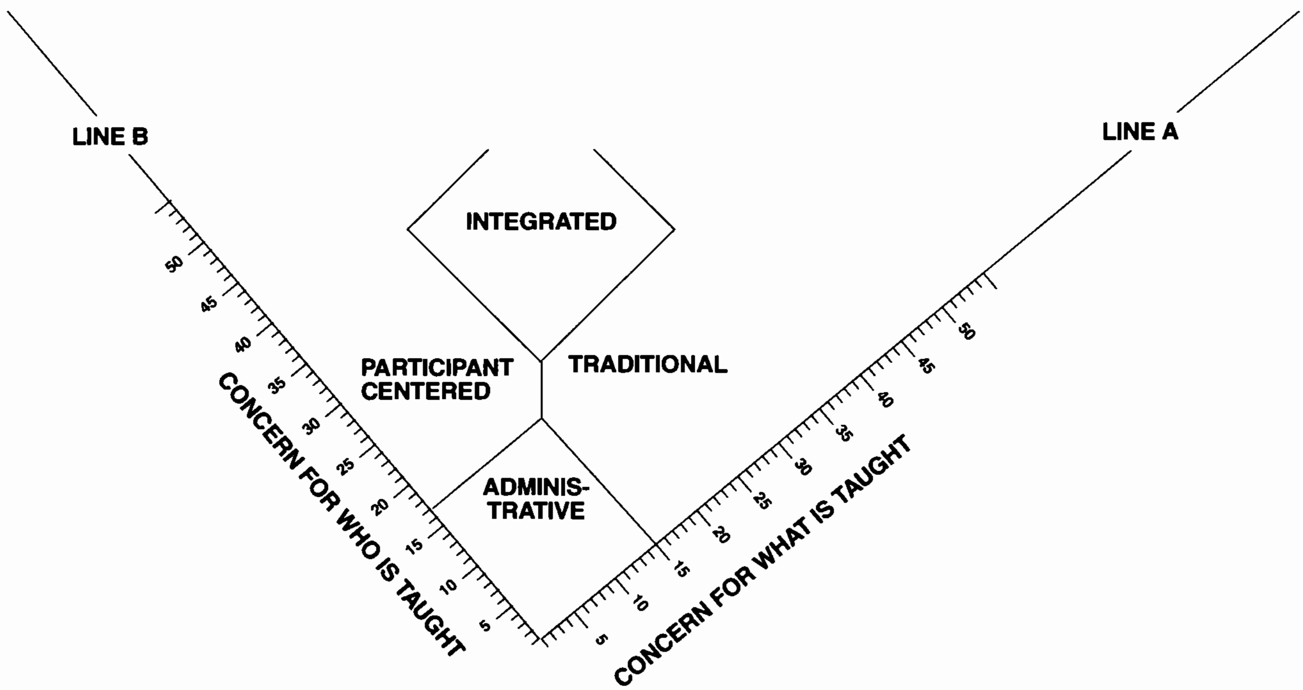
1. Transfer your answers from the questionnaire to the appropriate spaces below.

A	B
1. ________	2. ________
4. ________	3. ________
7. ________	5. ________
9. ________	6. ________
10. ________	8. ________
11. ________	12. ________
14. ________	13. ________
18. ________	15. ________
19. ________	16. ________
23. ________	17. ________
24. ________	20. ________
26. ________	21. ________
27. ________	22. ________
29. ________	25. ________
30. ________	28. ________
31. ________	36. ________
32. ________	37. ________
33. ________	40. ________
34. ________	41. ________
35. ________	
38. ________	
39. ________	TOTAL

2. Enter the total of the scores in Column A:________ This is your "WHAT" score.

3. Enter the total of the scores in Column B:________ This is your "WHO" score.

4. Plot your "WHAT" and "WHO" scores on the graph below.
   a. Put a dot on line A on the point that represents your "WHAT" score (the total of column A).
   b. Draw a line through that dot perpendicular to line A.
   c. Put a dot on line B on the point that represents your "WHO" score (the total of column B).
   d. Draw a line through that dot perpendicular to line B.
   e. The point at which these two lines cross indicates your Training Profile.



How to Interpret Your Scores

There are many ways to look at styles of training. This profile is designed to help you identity your training style in terms of two concerns:

- *what* is being taught
- *who* is being taught

These two concerns are independent variables. For example, you may have a high concern in one area and a low concern in the other, a high concern in both areas, or a low concern in both. By taking each possibility, we are able to identify four general styles, or orientations of training.

Administrative Style

This style is characterized by a low concern for both *what* is being taught and *who* is being taught. It is essentially an "uninvolved" style. The trainers simply pass the required material on to the participants, adding little of themselves to the presentation. Evaluation from the participants receives a minimum of interest or involvement. These instructors tend to do everything "by the book."

Traditional Style

This style is characterized by a high concern for *what* is being taught and a low concern for *who* is being taught. It is essentially an "autocratic" style. The trainers make all major decisions for the participants, usually dictated by the subject being taught. They often make negative assumptions about the participants. As experts in their subjects, these trainers see their role as transmitting as much of their knowledge as possible to the participants. In the extreme, trainers with this style are seen as cold and callous.

Participant-centered Style

This style is characterized by a high concern for *who* is being taught and a low concern for *what* is being taught. It is essentially a "warm, friendly" style. The trainers give up most of the decision-making authority to the participants. They generally have a very positive set of assumptions about the participants. Often experts in "human relations," these trainers see their role as helpers, providing whatever assistance the participants might need. In the extreme, trainers with this style are seen as naive and soft.

Integrated Style

This style is characterized by a high concern for both *what* is being taught and for *who* is being taught. It is essentially an "involved" style. These trainers assume that the responsibility for learning is shared by themselves and the participants, and generally have developed a realistic set of assumptions about the participants. They see the need for a balanced emphasis on the subject being taught and the interests of the participants. Participants believe strongly in the possibility of change, and tend to regard each participant as a unique individual.

TRAINING EVENT BUDGET WORKSHEET AND REPORT

District____________________ Council____________________

Training Course Title:________________________________ Date(s) of Training Course________________

INCOME				**ESTIMATE**	**ACTUAL**
Participant fee	1.____	Scouts	@ $________	$__________	$__________
	2.____	Scouters	@ $________	$__________	$__________
	3.____	Public	@ $________	$__________	$__________

OTHER INCOME:

4.	________________________	__________	__________
5.	________________________	__________	__________
6.	________________________	__________	__________
7.	________________________	__________	__________
8.	TOTAL INCOME	$__________	$__________

EXPENSE

9.	________________________	__________	__________
10.	________________________	__________	__________
11.	________________________	__________	__________
12.	________________________	__________	__________
13.	________________________	__________	__________
14.	________________________	__________	__________
15.	________________________	__________	__________
16.	________________________	__________	__________
17.	________________________	__________	__________
18.	________________________	__________	__________
19.	________________________	__________	__________
20.	________________________	__________	__________
21.	________________________	__________	__________
22.	________________________	__________	__________
23.	________________________	__________	__________
24.	TOTAL INCOME	__________	__________

Surplus (deficit) $ ________________________	$__________	$__________

Signed ________________________ (Preparer) Approved ________________________ (Scout executive)

Prepare three copies with Estimate columns filled in, before any expenditures are made. Send one copy to Scout executive for approval, one copy to event director or training committee, and one copy for your files. Prepare three copies with Actual column filled in, as soon as possible after event and no later that 30 days following activity.

(Reproduce locally.)

APPENDIX U

LEADING THE REFLECTION

LAY THE GROUND RULES FOR DISCUSSION

Have participants sit so they can see each other and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

FACILITATE THE DISCUSSION

As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the participants say to avoid criticizing them. Help the discussion get going, then let the participants take over with limited guidance from you. If you describe what you saw, be sure that your comments do not stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the session.

USE THOUGHT-PROVOKING QUESTIONS

The following types of questions are useful in reflecting:

- **Open-ended questions** avoid yes and no answers. "What was the purpose of the game? What did you learn about yourself?"
- **Feeling questions** require participants to reflect on how they feel about what they did. "How did it feel when you started to pull together?"
- **Judgment questions** ask participants to make decisions about things. "What was the best part?" or "Was it a good idea?"
- **Guiding questions** steer the participants toward the purpose of the activity and keep the discussion focused. "What got you all going in the right direction?"
- **Closing questions** help participants draw conclusions and end the discussion. "What did you learn? What would you do differently?"

Remember, reflecting on an activity should take no more than 10 to 15 minutes. The more you do it, the easier it becomes for both you and the participants. Remember that the value and the values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to Scouting participants.

A MODEL FOR REFLECTION

Discuss what happened. Direct open-ended questions toward specific incidents. For example, you might ask, "Who took leadership? What did they do to make them a leader?" or "How did decisions get made?"

Make a judgment. Ask the group to decide if what happened is good or bad. Try to focus on the good things first. Direct your attention toward specific skills. For example, you could ask, "What was good about the way decisions were made?" Then you could ask, "What didn't work so well about the way you made decisions?"

Generalize the experience. Try to get the participants to see the connection between the game and regular Scouting experiences. You could ask, "How can we use the ideas we learned today in our own units?" If you can, be more specific. "How can we use what we learned about decision making on a unit campout?"

Set goals. Begin with the positive. Ask the participants what skills they used today that they would like to keep doing. Then ask what things they need to change to work together better.

APPENDIX V

USING GAMES AND SKILL EVENTS

Consider these steps in playing games, Scoutcraft events, or cooperative activities.

BE PREPARED

- *Familiarize yourself with the activity* you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.
- *Plan a strategy* ahead of time so you can help participants if they get into trouble with the game.
- *Figure out space and equipment requirements.* If you're planning an activity for a large group, try it ahead of time in a small group to avoid last-minute snags.
- *Think of some questions* you can use in reflecting following the activity. Jot down some notes. That way each activity has a few questions to get you started. In planning a game or skill event, use a game plan.

PRESENT THE GAME

- *Make the rules clear.* Be sure the participants understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be no put-downs or harassment during the activity.
- *Stand back.* Let the participants solve the problem themselves. Even though you may know a better solution, let them figure it out for themselves. They will learn the most from an experience they have worked through on their own.
- *Observe.* Look for processes that help the group accomplish the task: leadership, decision making, planning, effective following, and evaluation. Note processes that help relationships in the group: encouragement, expressions of concern, listening, soliciting ideas, building consensus, trust, etc.

LEAD THE REFLECTION

Use the guidelines for leading a reflection and try to follow the model for reflection, but do not follow the process rigidly. Remember: "Keep it simple, make it fun."

EVALUATE

After you lead a reflection, pause for a few minutes and evaluate what you have done. Think in terms of the "job" and the "group." You know the questions to ask yourself. Always remember that a key objective of evaluating is to improve performance.

GAME PLAN

Title: ______________________________

Objective: ______________________________

____

Procedure: ______________________________

____

____

____

Rules: ______________________________

____

____

____

____

Reflection: ______________________________

____

____

____

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____

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Materials: ______________________________

____

____

APPENDIX W

A PLAN OF ACTION FOR EFFECTIVE DISTRICT TRAINING

I. A fully staffed district training committee, a function of program.
   A. District training chairman
   B. Vice-chairman
   C. Coordinator of Cub Scout leadership training
   D. Coordinator of Boy Scout leadership training
   E. Coordinator of Explorer leadership training (if the district has the Explorer responsibility)
   F. Registrar of training records
   G. Additional personnel as needed

II. Instructor Pool

   Composed of trained instructors, available to assist as course faculty members and for personal coaching.

III. Keep accurate training records in the district
   A. Maintained by a volunteer registrar of training records
   B. Suggested record keeping systems:
      1. Unit roster sheet backed with Unit Inventory of Training, No. 34482
      2. Recorded as a part of the council computer system
   C. Suggested recording procedure
      1. Course director completes Training Attendance Report, No. 34413. (This should **never** be used as a sign-up roster. Use a blank sheet of lined paper at **each** session. Course director completes the Training Attendance Report from these session rosters.)
      2. First copy of report goes to council service center for filing and computer entry
      3. Second copy goes to district registrar of training records for posting to the unit record
      4. Third copy goes to district executive for the district files

IV. Building an effective training plan to train the untrained
   A. This starts with a meeting of the following people:
      1. Coordinator of leadership training for the appropriate program area
      2. Registrar of training records (with current copy of the records)
      3. District executive
      4. Commissioners (most knowledgeable of units to be discussed)
   B. A prospect list is built of unit personnel not **fully** trained
      1. Unit leaders not fully trained
      2. Den leaders and Webelos den leaders not fully trained
      3. Assistant unit leaders not fully trained

4. Unit committee chairmen not fully trained

C. This prospect list is evaluated for priorities

1. The unit leader's is **always** top priority. The next priority is leaders who work directly with youth.
2. Consider the expected tenure of the registered leader. If you expect a change soon, train a replacement.
3. Consider the health and production records of units to see if particular units need special attention.
4. When priorities are established, you will have a working prospect list for building your course.

D. Review the prospect list for leaders, although not fully trained, who operate effective units.

1. Consider inviting these high performance leaders to serve as patrol or den leaders.
2. Recruit them on the basis that they have much to offer to the new or inexperienced leader.
3. Ask them to assume a responsibility to:
   a. Assume leadership of their den or patrol.
   b. Recruit the membership of their den or patrol from the working prospect list.
   c. Follow up on the attendance of their den or patrol members, coaching or makeups where possible.

E. Recruit and train a strong faculty for the course from the members of the instructor pool.

F. Promote attendance thoroughly. This is a training committee responsibility!

G. Conduct the finest training course possible.

1. Follow the course outline closely. Your council is chartered to conduct the training course of the Boy Scouts of America, not someone's version of the way **they** think it should be. If you have con cerns about the national material, write: Director, Boy Scout Training Service.
2. Don't cut corners! If there was an easier way to train effectively, we'd be recommending it.
3. Follow up on missed session within **24 hours.** Offer makeups by personal coaching.
4. Train with enthusiasm and high morale.

V. A plan for personal coaching

A. Coaches recruited and trained to:

1. Train leaders in the new unit as a step in organization.
2. Train new leaders in the existing unit.
3. Train leaders unable to attend group training courses.
4. Arrange makeup sessions where needed.

B. See section of appropriate leader training manuals for applying course content in a coaching situation.

C. Train coaches in the use of supplemental units of training that they may "plug in" as needed.

D. Maintain close liaison with the membership committee for new-unit training and with commissioner staff for training newly appointed leaders.

VI. Evaluate Results (for every training course)

A. Was the material well presented?

B. Did attendance remain steady?

C. Did the training result in a stronger unit program?

D. What can be done to improve the quality of training?

Appendix X

Reaching Training Goals—District Training Evaluation

Leadership Training Profile Study

Figures to the left of each statement indicate a numerical value. Select one of the three statements that applies under each heading and make a mark in the column to the right corresponding to the numerical value of that statement. Draw a line connecting these marks.

1 2 3

Committee

1. The district has no committee responsible for leadership training.
2. The district has a leadership training committee chairman.
3. The district has a leadership training committee chairman and enough people to do the job.

Needs

1. No up-to-date records are kept.
2. Some records are kept.
3. Up-to-date, complete records are kept.

Goals

1. No goals have been set.
2. Realistic goals have been established.
3. Quarterly goals have been achieved.

Plans

1. There is no real planning.
2. Planning is based on interest shown by Scouters.
3. A complete plan is scheduled a year ahead, including provision for personal coaching.

Trainers

1. There are no trainers or instructors.
2. Trainer pool is small.
3. Trainer pool is adequate, completely developed, and active.

	1	2	3

Promotion

1. There is little promotion of any kind.
2. Promotion is inadequate to get the job done.
3. Promotion is well planned, timed, and effective.

Follow-through

1. No follow-through is made to complete learning sessions missed.
2. Occasional makeup opportunities are scheduled.
3. Leadership training plans provide for effective makeup opportunities, including personal coaching.

Recognition

1. Recognition is given by mail.
2. Recognition is given only at a learning event.
3. Recognition is prompt and given impressively at appropriate occasions.

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Eight Elements of Successful Training

Reference—Leadership Training Manual, No. 34169

TRAINING COMMITTEE	—	Volunteer, informed, active, enthusiastic, effective
TRAINING NEEDS	—	An inventory showing who needs training and what kind. Include assistants as well as unit leaders.
TRAINING GOALS	—	Realistic goals established for trained unit leaders.
TRAINING PLANS	—	Plans to meet needs and achieve goals.
INSTRUCTORS	—	Trained to do a training job where it is needed in group training sessions and personal coaching.
PROMOTION	—	To sell the entire training program to Scouters through every medium possible.
FOLLOW-THROUGH	—	Personal coaching and makeup opportunities.
RECOGNITION	—	Impressive, presented promptly in institutions and roundtables as well as district events.

Formula for Establishing Training Goals

Current Record	Proposed Minimum Improvement
80% or above	5%
60% to 79%	6%
45% to 59%	10%
20% to 44%	15%
Below 20%	

Example: A district now has 39 percent of its top unit leaders completely trained. It would set a goal of 49%. This would bring them up to the next bracket, so that for the following year they would add 6 percent to bring them up to 55 percent.

	District's Current Record Percent Top Unit Leaders Trained	Goal	Number to be Trained
Cubmasters			
Scoutmasters			
Explorer Advisors			

REACHING TRAINING GOALS—DISTRICT TRAINING EVALUATION

Outline definite steps to be taken to correct weaknesses.

APPENDIX Y

REACHING THE UNTRAINED LEADER

"A Matter of Attitude"

BACKGROUND. In 1988, 65.6 percent of top unit leaders in the Boy Scouts of America were reported to be trained. That is good you say? Yes, that is good for Cub Scouts, Boy Scouts, and Explorers in 65.6 percent of the units, but what about the members in the other 34.4 percent? What kind of program are they likely to be having?

The same type of question was under discussion with several advisory members of the council training committee in one of the larger councils in America a few years ago. Their "percentage trained" was even a better figure reaching about 70 percent.

After much discussion, the chairman finally stated, "Why not 100 percent? Why must we always look upon 70 percent as a goal to be reached? In my book, this number is failure."

More discussion on what relationship training would have to the total program of the district followed. Would it raise the quality of unit program? Would it increase general community interest? Would it raise roundtable attendance? Would it enhance the enthusiasm of the district?

The brand new idea was presented to the entire training committee at its next monthly meeting and some most interesting, and rather discouraging, remarks were soon spoken:

"It would seem impossible to get 100 percent at least now!"

"Seems to me an unattainable goal."

"It would be difficult!"

"The biggest trouble is the constant turnover!"

"You cannot force people to take training!"

"It is probably worth fighting for, but the membership committee might be a big handicap."

"The idea is great, but who could develop a program that would accomplish this objective?"

Discouraging? Yes, but not entirely!

A MATTER OF ATTITUDE

"IT CAN BE DONE," said one district training chairman. With this statement he accepted a new challenge. The council training committee immediately designated his district as a pilot operation for this training project.

The district executive committee also approved, and with this backing, it soon became a managed activity—having a purpose, action, standards, and a plan.

THE PURPOSE. To help provide the Cub Scouts, Boy Scouts, Varsity Scouts, and Explorers in the district with the best experience possible in Scouting.

The district training committee accepted the challenge and developed the action, standards, and a plan.

THE ACTION. Increase the number of training experiences through regular training courses, and where needed, provide special and personal coaching sessions.

THE STANDARDS. Never sacrifice the high quality of the district training program to increase the percentage of trained unit leaders. Take no shortcuts. Use the training materials provided by the national office.

THE PLAN. To work out every detail carefully in order to have a trained leader at the head of each unit by the end of the year.

1 **Survey.** A complete survey of all unit leadership was made to find out the training status in all units. All training records were brought up to date. This was done both through a district bulletin and telephone follow-up by members of the district training committee.

2. **Recruiting Trainers.** A selection process to recruit the additional instructors needed to carry on a project of this size.

3. **Train-the-Trainers.** Several training sessions were held for the instructors to make sure all were telling the story correctly. Help and guidance were given on how to instruct; manners and dress were also covered. A properly worn uniform was mandatory.

4. **Advertising/Promotion.** Advertising of the training course, dates, times, and place, along with the course titles, became a standard procedure with every bulletin, newspaper, and radio station in the district. Special fliers were developed and handed out at district meetings, roundtables, and other events. A follow-up mailing was begun. All who had missed a session or two in previous courses were notified.

5. **Letters.** A personal letter went to each new person or unit leader who had no training. He was advised of the value of training and the responsibility he had in making himself available for training.

6. **Chartered Organization Involvement.** Each head of a chartered organization was alerted as to the current status of their unit leader's training and they were urged to follow up with the unit leaders to see that they completed training.

7. **Commissioner Involvement.** The commissioner's staff kept the district leadership training committee alerted on changes of unit leaders. As changes occurred, the training committee started the promotion immediately.

8. **Charts.** A "Chart That Talks" was used at each meeting of the district. It listed each unit number, the unit leader's name, and his current status.

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9. **Roundtables.** At every roundtable, the training committee secured time to whip up enthusiasm and promote a feeling of pride in trying to do something for the first time—reaching 100 percent of the unit leaders with training.

10. **"Hitchhike Promotion."** A rubber stamp was made and every piece of district mail that left the council service center had "100% Trained" stamped in red on the envelope.

11. **Emphasis—Continuity—Follow-up.** The project became an item on every district agenda to check details, progress, and what effect it was having. National material for course content, visual aids, and other equipment were used as prescribed in the manuals for the course. "Stick to the book" became the byword by every instructor.

THE RESULTS. By now you are wondering what results were achieved. The picture cannot possibly reveal all of the gains that were made in the district. The percentage of trained leaders leaped from a plateau of between 60 and 70 percent to almost 100 percent—98.6 percent to be exact. This was achieved in a district that has more units than many councils.

Related to the progress made in the training of unit leaders were many other benefits to the district:

1. Information was reaching the unit level at a faster pace and with a greater degree of clarity. Unit leaders understood the purpose of Scouting, having set their goals, and boys were receiving a rich and full Scouting experience.
2. A broader understanding was reached on the part of unit and district personnel as to the purpose and procedures of Scouting.
3. Chartered organizations became more aware of the reasons for Scouting and what it was all about. They developed a broader program of unit recognition by organization heads.
4. District committee meetings went from an average attendance of 15 to an average attendance of 150 people.
5. Roundtable attendance grew 10 times! From a hopeful attendance of 25 to 30 dedicated few to an interested 250 people giving broader unit representation.
6. Participation in district and council activities where the largest number of people from the district became a matter of district pride.
7. The recipients of Scouter's Awards and Keys almost tripled. Scouters stayed in the program and finished their total training.
8. A marked difference was shown in the unity and morale of the district committee. Members were working together for a common cause.

This is a true story! It happened because a group of Scouters in Detroit said it could happen. It could happen to you, in your district, starting right now.

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No. 4482
1993 Printing

Appendix Z

UNIT INVENTORY OF TRAINING

BOY SCOUTS OF AMERICA

____________ No. ____________		Date ____________
Type of unit*		
Community ____________		State ____________
Council ____________		District ____________
EXPIRATION DATE OF UNIT ____________		

*Indicate pack, troop, team, or post

INSTRUCTIONS: This form is used for showing the record of an individual unit. Information on use of this form may be found in the pamphlet *Leadership Training—Plans, Procedures, Materials,* No. 4169.

NAME	Registered Position in Unit	TENURE	TRAINING Check (✓) Courses Completed												RECOGNITION
		DATE REGISTERED													A Scouter's Award K Scouter's Key WB Wood Badge CS Cub Scouter Award CM Cubmaster Award DL Den Leader Award DC Den Leader Coach Award TC Tiger Cub Group Coach Award WL Webelos Den Leader Award Indicate code and date.

APPENDIX AA

DISTRICT SUMMARY OF TRAINED LEADERS

INSTRUCTIONS: Make entries in pencil and erase when status changes. Completion of Fast Start and basic training is entered. See other side for details. Use more than one page if necessary, or one page for packs, one for troops, one for teams, and one for posts.

DISTRICT_______________________________

REGISTERED / TRAINED TYPE OF UNIT AND NUMBER	TOTAL REGISTERED LEADERS AND ASSISTANTS	CUBMASTERS	ASSISTANT CUBMASTERS	DEN LEADERS	TIGER CUB GROUP COACHES	DEN LEADER COACHES	WEBELOS DEN LEADERS	SCOUTMASTERS	ASSISTANT SCOUTMASTERS	VARSITY SCOUT COACHES	ASSISTANT COACHES	EXPLORER ADVISORS	ASSOCIATE ADVISORS
Subtotal or TOTAL													

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The Trainer's Creed

I dedicate myself to influencing the lives of youth through the training of Scouting leaders. ______

I promise to support and use the recommended literature, materials, and procedures as I carry out my training responsibilities. ______

I promise to "Be Prepared" for all sessions to assure an exciting and worthwhile training experience. ______

I will help leaders understand their importance to Scouting and will take a personal interest in their success. ______

In carrying out these responsibilities, I promise to "Do My Best." ______

··BOY·SCOUTS·OF·AMERICA··

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