The Trainer's EDGE







BOY SCOUTS OF AMERICA®

Rev 2009-10-08; Printed 2009-10-08
©2009 Boy Scouts of America

Contents

Contents 1
Schedule 2
The Trainer's EDGE 3
Arrival / Check-in 4
Welcome / Opening / Announcements 4
Scouting Charades 5
Course Overview 6
Module 1—Communicating 9
Module 2--Training Preparation-Logistics, Media, and Methods 18
Module 3—Directing Traffic and Thoughts 25
Module 4—Participant Platform Time! 35
Closing 36
Appendix / Handouts 37
Sample Staff Assignment Sheet 38
Sample Invitation Letter 39
Sample Certificate of Completion 40
Quotations for Wall Posters 41
Scavenger Hunt (Optional) 42
I AM/WHO IS? Questions and Answers 43
I AM/WHO IS? 45
Scouting Charades 49
The EDGE Model 50
Tools of a Trainer 51
Communication Self-Assessment 52
Body Language 53
Managing Situations with Body Language 54
The Gift of Feedback 55
Communication Skills Checklist 57
Physical Arrangements 58
Using DVDs 59
Making Computer Presentations 60
Tips on Effective Visual Aids 62
Buzz Groups 63
How to Give a Demonstration 64
How to Enhance Presentations and Training 65
Summary of Training Methods 66
Challenging Behavior Cards 68
Rules for Discussion Leaders 70
Reflection 72
Managing Questions for Effective Training 74
Trainer's Code of Conduct 76

Schedule

8:00 AM – 8:30 AM	Arrival/Check-in
8:30 AM – 8:40 AM	Welcome/Opening/Announcements
8:40 AM – 8:55 AM	Scouting Charades
8:55 AM – 9:05 AM	Course Overview
9:05 AM – 10:05 AM	**Module 1**— Communicating
10:05 AM – 10:15 AM	Break
10:15 AM – 12:00 PM	**Module 2**— Part 1 Training Preparation-Logistics, Media, and Methods Part 2--Presentations
12:00 PM – 12:45 PM	Lunch
12:45 PM – 1:45 PM	**Module 3**— Directing Traffic and Thoughts
1:45 PM – 2:00 PM	Break
2:00 PM – 4:00 PM	**Module 4**— Participant Sessions
4:00 PM	Wrap-up and Closing

The Trainer's EDGE

Purpose of the Course

The Trainer's EDGE replaces the Trainer Development Conference (BSA 500) as the required train-the-trainer course for Wood Badge and NYLT staffs. ***The purpose of the Trainer's EDGE course is to provide and help develop the platform skills of a trainer. It is meant to supplement the practice offered through Wood Badge and NYLT staff development, with a focus on the participant, while raising the level of skill a trainer brings to the staff experience.*** Only practice can polish these skills, but this course is intended to "train the trainer" on behaviors and resources while offering hands-on experience in methods and media.

Precourse Preparation

Staff Selection. The Trainer's EDGE course should be delivered by a staff of experienced trainers. Staff size will vary according to the number of participants, but an excessive number of trainers is not required or encouraged. One staff member should be assigned to each team, serving as a team guide. Diversity among staff members is strongly recommended. Staff should be correctly uniformed to set the example. Combining youth and adult staff is encouraged and highly desirable.

Team Size. Teams should be limited to no more than six members to ensure that participant practice sessions stay within the time allotted for the course.

Participant Presentations. In Module 4, participants will make a presentation to the team on a Scouting topic of their choice. The topic they select should be broad enough to allow the presenter to apply the learning from the morning sessions. The participants should have been told to bring any material or equipment they need for their presentation with them to the Trainer's EDGE course.

Arrival / Check-in

Arrival / Check-in. Participants should be pre-assigned to their teams. Each team will consist of a maximum of six participants. Upon arrival, they will be directed to their table. At their table, they will be greeted by their team guide who will have each team select a name and develop a short team yell. Select a team leader by having each participant add his or her birth date (day) and month; the person with the highest number is the team leader.

Team guide will ask participants to write their expectations on post its. As participants post these on a poster board or flip chart sheet, they will tell the team their expectations for this course. At the end of the course, team guides will revisit expectations to see if they were fulfilled.

Scouting Charades questions *(see Handout page 43)* and the schedule *(see page 2)* will be on the table. The team guide will direct team members to answer Scouting Charade questions. These questions will be used to play Scouting Charades after the Welcome/Opening/Announcements.

Handouts may be distributed in a packet containing all handouts for each participant when they arrive. Or they may be distributed one at a time as the course progresses.

If the group is large, consider playing Scouting Charades by team rather than whole group to utilize time more effectively. Make sure the staff knows they will be introducing themselves and playing Charades first to demonstrate the activity.

Welcome / Opening / Announcements

10 Minutes

Welcome (given by the course director)

Opening ceremony (can be a simple flag ceremony with a song added for pizzazz)

Announcements: Logistics, silence cell phones, miscellaneous housekeeping, restrooms, etc. (Establish a chart page or a space on the wall for parking lot items that may be covered if time permits.)

Scouting Charades

15 minutes
(Whole group activity for smaller groups / Team activity for large groups)

Tell participants: You are going to play a game of **Scouting Charades**. You will be acting out the answer to one of the questions on this handout.

Allow a few more minutes to write answers, if needed.

Tell them: First, tell us your name. Indicate which question you choose by holding up that number of fingers. Then act out the answer to one of the questions. Each person will have two minutes. The staff will go first. *Establish a pattern for who goes next. It can be by teams or whoever guesses the Charade.*

If the group doesn't guess the Charade, the facilitator should move on by having them tell their answer.

When everyone has had a turn, debrief the game with questions like:

Did you have fun?

How did you feel when it was your turn?

Were you nervous? Why/why not?

What did you do to get your message across?

Did you think your audience understood what you were doing? Why/why not?

What if anything made that change?

Was two-way communication used? Is it important?

Why do you think we played this game?

Make sure these points are covered while you capture answers to why we played this game.

Fear-most people feel some level of fear when facing an audience

Two-way communication-even when you couldn't talk, you found ways to communicate.

Non-verbal communication is as important as what you say.

Reading the audience-for this game the group had to be with you. You had to think quickly of ways to get them to understand your meaning.

These things and more will be covered in the course.

Course Overview

10 Minutes
(Whole group)

Purpose of the Course

The purpose of the Trainer's EDGE course is to provide and help develop the platform skills of a trainer. This course is intended to "train the trainer" on behaviors and resources while offering hands-on experience in methods and media. You will have the opportunity to be in front of the group. The group will offer feedback that will help you improve your skills as a trainer. Feedback is a gift. We want to make sure it is given in a positive, helpful way.

Being Comfortable in Front of the Group

Many people put public speaking as their No. 1 fear, above even death! Why is this, and what can we do about it? People are afraid they might make a fool of themselves or that the audience might catch them in a mistake. The first thing to realize is that the audience is not there to critique you or make fun of you. They are there to learn and see you as a source of knowledge. Your role is to teach them and to help them. You both agree! Once you really understand that and get to see the audience as just a group of interested folks, a lot of the fear goes away. You begin to connect with them, and that opens the door to true communicating---two-way communicating. Just imagine them all sitting in front of you eating really messy spaghetti! They, too, are human and are not going to think you are a failure if you are not perfect.

Adding small FUN things like simple games can help keep the energy level high. Use your sense of the audience and understanding of the syllabus. Maintaining course energy is the role of a good trainer. No BSA syllabus says, "Insert fun here!"

Don't worry about insulting a group's maturity level. We are all kids in big bodies. It is OK to do weird things and to acknowledge people with simple recognitions when they give a correct response.

Knowing the Material

Knowing the material is usually the difference between good trainers and ***GREAT*** trainers. If you can genuinely explain the content of your session in a conversation, without referencing the pages of the syllabus, chances are you know the material. But what about props to remind you of the details of the content you deliver?

How many of you need note cards when you train? An advantage of using note cards is to help you cover all the content in the session. Note cards can be great trainer's aids, but be careful not to use them as a crutch. As you get comfortable with material, the note cards will probably sit there unused.

Knowing the material also goes a long way toward overcoming the fear factor. Many new trainers are faced with a bit of trepidation over being at the front of the room. It may vary from butterflies to stage

fright, but experience and a comfort level with the material will help most trainers relax, deliver the content, and tune in to the audience.

PowerPoint slides can be used to remind you what content to be sure to cover. This does NOT mean reading a PowerPoint slide word for word! However, a well-placed bullet or picture can help you be sure you have covered all the salient points of your topic.

Practice is important. Actually making yourself say your presentation ***out loud,*** even if to yourself, results in a far better delivery than one that you think through in your head. This is especially important for the beginning of your presentation, as this is when you are most likely to be nervous and when you set the stage with your audience for the information to come. Practice your entire talk at least once, but give special attention to your first 5 to 10 minutes. You may want to rehearse the beginning a few times to get it to flow easily.

Scripting a presentation word by word, or simply memorizing the material, is the skill of an actor, not a trainer. You must KNOW and UNDERSTAND your material. You are a facilitator of learning—you need to interact with your participants to get their thoughts, confirm their understanding, and secure their engagement. (This is LEARNER-FOCUSED training.) You can't do that if you are trying to think of your next memorized word.

Culture

Culture is the atmosphere or ambience that we create for our trainings. The culture of Trainer's EDGE is a focus on the participants. This learner-focused training must carry forward to all the courses we train. We'll talk more about that in Module 3, but this focus on participant learning may be different than the total focus on presenting and presentations you've experienced in the past. ***Presenting is important, but a good trainer is more than a good presenter. A good trainer imparts knowledge, attitudes, and behaviors in a classroom****.*

Ask, How do you do this as a trainer?

Capture their answers, ensuring that they clearly include:

1. Listen to participants. Make sure they understand you and that you get what they are saying.
2. Work with each individual to ensure his or her success.
3. Be sensitive and responsive to learners' needs.
4. Go beyond technical competence of knowing the material to ensuring that the knowledge you are sharing is received, and you will have a positive impact on participants' attitude toward trainers.
5. Know your audience. Learning styles, age differences, and skill levels of the group vary and affect learning.

This learner focus in the classroom can come only if you also have the technical (platform) skills we will talk about later in this course. At the center of it all is a commitment to follow the syllabus and a mastery of the material to the degree that you understand it and can explain it in several ways. STUDY the syllabus and perhaps even the source material it references.

The trainer has a significant impact on content. It is important that you bring your personality, your energy, and your experiences to the syllabus. Personalizing the content makes it real. A syllabus is only words on a page, but the trainer brings it to life! Find a balance between real-life examples that the audience can relate to and "boring war stories" that can get the session off track and take away the participant's ability to empathize.

Introduce the Trainer's EDGE by briefly reviewing the key modules.

- **Module 1—Communicating.** Review the basics of verbal and nonverbal communication for a trainer, introduce the EDGE model, and give the participants an opportunity to use the model.
- **Module 2—Training Preparation—Logistics, Media, and Methods.** Review the steps to take in preparing a presentation. Review media and methods a trainer uses to deliver a syllabus.
- **Module 3—Directing Traffic and Thoughts—**Review how to developing a course culture, facilitation, participant focus, and managing the group.
- **Module 4—Participant Session (2½ hours)—**Provide practice in delivering participants' prepared presentations and feedback.

Briefly review the schedule for the day.

Module 1—Communicating

60 Minutes (Whole group)

Session Outline

Four trainers are recommended to present this session:

1)	Purpose and Model of Training	10 minutes
2)	Introduction of the EDGE Model	15 minutes
3)	Platform Skills of a Trainer	10 minutes
4)	Body Language and Wrap-up	13 minutes
	"Communicating Well" DVD	12 minutes

Session Materials

Props

- Two different colored water glasses (12-ounce or larger works well) and some water
- Two pieces of paper for each participant (can be a different color for each team)
- "Communicating Well" DVD, (No. AV-02DVD20), DVD player and projector

Visual Aids

- Flip chart page with "What prevents the learner from receiving the information?"
- Flip chart pad and easel
- Markers for flip charts (must be wide enough and dark colors to let them practice effective chart pad writing)

Handouts for each participant *(see Handout pages in Appendix)*

- The EDGE Model
- Tools of a Trainer
- Communication Self-Assessment
- Body Language
- Managing Situations with Body Language

Learning Objectives

At the end of this module, participants will be able to:

- Explain the purpose of training.
- Identify barriers to communication and learning.
- Explain the EDGE model.
- Utilize communication skills and body language to facilitate learning.

General Notes to the Faculty

You are setting the tone for the day. Keep this session fast-paced and high-energy.

Purpose and Model of Training **(10 Minutes)**

(Trainer 1)

Purpose of Training

The primary purpose of training is to transfer knowledge and skills from one person to another.

Water Transfer Analogy

Hold up two glasses, one full of water, the other empty, and say in your own words: Let's say I wanted to get the water from this glass [the full one] to this glass [the empty one]. What would I need to do? *[Wait in silence for one or more answers.]*

The simplest answer I heard was to just pour the water from one glass to the next. *[Do so while talking. Put the glass down and walk to a person near you who is likely to have experience in the BSA.]* Let's say I wanted to get the knowledge about Scouting, or some Scouting topic, out of THIS person's head and into THIS person's head? *[Walk to and gesture toward another person.]* Could I just pour the information from one to the other? *[Wait for "no" responses.]* It's not that simple, is it*? [Wait for nonverbal responses—head nods, etc. If no one responds, ask again:* Do you agree that it's not that easy? *It is critical to set the tone that they must be engaged and participate.]*

This is one of the purposes of training: to get information from one person to another person. It is basic communication, and it's a critical part of training and learning.

It's the trainer's role to organize the information and give it to the learner.

It's the learner's responsibility to receive the information and let the trainer know that the information was received. A learner should be expected to participate, engage in the training, ask questions as necessary, and provide feedback to the trainer that indicates they comprehend the material.

Communication Roles

Run a Team Buzz Group Activity

Have teams select a scribe and take two minutes to write down their ideas on the following question.

What prevents the learner from receiving the information?

After two minutes, call on one team to give ONE answer and have this scribed quickly on a flip chart. Move to the next team. Get one new idea (no repeats) from each team until all the unique answers/ideas have been shared.

Answers should include:

- Environment
- Skills of the trainer
- Media
- Participants' readiness to learn
- Participant engagement.
- As trainers, we also need to be aware of visual and auditory impairments and challenges among the participants.

Comment on their lists. This exercise is meant to raise our awareness of barriers to learning so that we can take action to avoid them. AWARENESS is key. There are likely to be more barriers in given situations, and a trainer who is aware and tuned in to the kind of things that get in the way can take steps to avoid them.

You are already aware of the challenges that trainers have to overcome. The rest of the day will be focused on ways to address many of these issues through use of EDGE and other trainer techniques and skills.

Introduction of the EDGE Model

(Trainer 2)

The EDGE Model

(15 min.)

Ensure that each participant has two pieces of 8.5-by-11-inch paper. (Different colors may be used for each team.) Read the following complex explanation (or add your creativity) on how to build a paper airplane without tipping participants off that you are talking about building a simple paper plane.

Explain

The Explain stage should take about 10 percent of the allotted time for the exercise.

Tell participants: **"**We are now going to convert refined pulp into an aerodynamic mechanism that sustains flight. It will require precisely constructed foil that will, with the aid of external thrust, create lift. IF the air pressure above the foil is less than the air pressure below the foil, and IF the thrust is applied with a measured velocity that will not impede that lift, you will have engineered a mechanism that will sustain flight."

Ask: "What did I just describe?" *Give them the opportunity to answer and affirm the paper airplane as being the correct response.*

Demonstrate

The Demonstrate stage should take roughly 25 percent of the allotted time for the exercise.

Begin to demonstrate to the class how to make a paper airplane. A four-fold airplane will work fine. (The Webelos Science activity badge is a good resource on how to make a paper airplane.) Keep it simple.

Explain what you are doing and why.

Hold the airplane so everyone can see what you are doing as you do it.

While making various folds, explain what happens if the fold is left out, made too shallow, made too deep, etc. Use any mystical engineering jargon you can muster!

Note: You may want to use additional staff to help.

FLY the airplane.

Explain why it flew the way it did, such as it nosed down because the body was too small, dipped to the right because the folds were not symmetric, etc.

Guide

The Guide and Enable stages should consume about 65 percent of the exercise.

Distribute sheets of paper to the participants. Ask the participants to follow your lead as you build another airplane, again explaining as you go. Complete the planes and allow the participants to fly them. Mark off the longest flight.

Comment on the planes that go the farthest and on those that may have demonstrated acrobatic ability. Have some fun with this!

Enable

Now tell the participants to make their own plane. When all have completed their planes, have them launch together at the count of three!

Comment on individual improvements, and maybe hold a contest for accuracy and distance.

Write EDGE vertically on the flip chart. Does anyone know what these letters stand for? *If they don't know, tell them. Write the words beside the letters.*

EDGE is an effective process for training that guides two-way communication between the trainer and the learner.

1. It starts with ***Explain,*** which is typically a trainer-led activity.
2. Next, the trainer ***Demonstrates*** the concept or skill correctly so the learner has a clear image in his or her mind of what success looks like.
3. Then, the learner gets fully engaged by giving it a go under the watchful eye of the trainer, who provides instant feedback to ***Guide*** him or her toward success.
4. Lastly, the trainer ***Enables*** the learner—giving over control and supporting the learner by giving him or her a chance to fly solo. This means that the learner can successfully use the new knowledge and skills.

That's an overview of the EDGE model, a training model developed originally to standardize the way youth leaders transfer (teach) a skill in Scouting. Most of the syllabi we are currently using are not written in the EDGE model. NYLT is the exception. EDGE has considerable reapplication in training, but we need to follow the style and format of the particular syllabus.

Distribute and briefly discuss The EDGE Model handout (see Handout page 50).

Platform Skills of a Trainer **(10 Minutes)**

(Trainer 3)

Tools of a Trainer—Overview

To be able to **Explain** something, a trainer must have good communication skills. We use so many references to communicating in our literature that it is sometimes hard to keep track of our specific context. As trainers, much of our time is spent in the front of the room (No, not behind a podium, which can be an anchor!), in front of the group—"on the platform." So let's start working on **communication** and those front-of-the-room platform skills to give you an EDGE in your next training session. The difference between self-study reading and a live training session is that the trainer communicates much more than just the words on the page.

Trainers come with built-in tools for communication: their voice, ears, eyes, and body. Scouting Charades demonstrated how we can use our body to communicate. Let's discuss how we can use the voice, eyes, and ears.

Distribute and briefly discuss the Tools of a Trainer handout (see Handout page 51).

Sing the following song (or choose an appropriate Scout song) and vary the volume and emotion from normal to boisterous to soft and reverent.

I've Got That Scouting Spirit

I've got that Scouting spirit up in my head.
Up in my head, up in my head.
I've got that Scouting spirit up in my head,
Up in my head to stay.

2. I've got that Scouting spirit deep in my heart.
3. I've got that Scouting spirit down in my feet.
4. I've got that Scouting spirit all over me.

Just as the volume and emotion we use in singing conveys different meanings, the same is true when we use our voice.

Secondary Messages and Emotion

A trainer's voice communicates much more than just the written message. As trainers, we convey a secondary message with vocal emotion, whether we mean to do so or not. Great trainers choose the secondary communication message and use their voice to get that message across.

Secondary messages can be such things as

- This is important content.
- I (the trainer) deeply believe this.
- This is a skill I (the trainer) sincerely want to help you master.

Practice and feedback can help us see through the eyes of others to find out what secondary messages we are *really* communicating. ***Remind them that they will practice this afternoon.***

The emotion or underlying message has to be real, not faked. The two emotions that are most effective in helping learners/receivers to receive a message are:

- **Caring** (I, as a trainer, care about my participant's success.)
- **Confidence** (I, as a trainer, have confidence in my knowledge of this topic.)

Think about how you might apply some of these techniques in your afternoon practice session.

Distribute the Communication Self-Assessment handout (see Handout page 52). Ask learners to take a few minutes to evaluate themselves using this list.

These will not be collected and are for your use. These are points you should consider as you do your practice this afternoon. Strive to improve your self-assessment. You will have the opportunity to get feedback from your peers.

Body Language and Wrap-up **(13 Minutes)**

(Trainer 4)

Basic Trainer Body Language

Distribute the Communication: Body Language handout (see Handout page 53).

These are the basics for effective body language for trainers. Read the good and bad habits. Circle two good habits you want to include in your training style this afternoon and check off one bad habit you want to avoid in your afternoon practice.

When most appear to be done reading, transition by asking them rhetorically:

Are you ready for the advanced body language skills training?

Managing Situations With Body Language

Body language is a powerful tool that you can use to overcome many of the problems that interfere with the learner receiving the information you are sending in a training session. (Refer back to their earlier brainstorming list.)

*Pick three or four of the items from the following table for a **Demonstration** of body language communication. Demonstrate the body language (column 1) while asking the question to the class (column 2), and draw out a response similar to column 3.*

Be aware and sensitive to the fact that there are cultural differences in body language.

1. **Body Language**	2. **Question to Class**	3. **Elicit this Answer**
Your hand is open and turned up toward a person. Then point toward a person.	If I call on you like this (hand up), how does that feel versus if I call on you like this (point)?	The hand up is welcoming and encouraging. Pointing is direct and can be threatening.
Hand down to a person and look away.	What if you had your hand raised and I did this? What does that tell you?	Wait; not now; or be quiet please.
Stand close to a person and look at him or her as if you are listening intently.	If you had raised your hand and were answering a question, and I came to you like this, what does that mean to you?	Trainer is interested in them. Everyone in the room should be focused on this person. The person is honored by attention.
Stand close, but turn your side or back to the person and look away toward someone else.	If you were talking and I did this, what would that tell you?	Be quiet; or you've talked enough; or I'm not interested in what you have to say—I'm more interested in someone else.
Move from the individual to the center of the room.	If I'd been talking for three or four minutes and suddenly moved to the center of the room, what might that tell you?	We're switching subjects and want their focus.
Stand in front of the room. While continuing to train/talk, move toward the talkers, place your hand face-down on the table in front of them, and keep your face to the class. (They will likely stop talking.)	What if I'm standing up here training and two people start talking to each other? (Ask two people to talk and keep talking.) *(To talkers)* How does that feel? Do you feel like you can continue to talk? Did I have to SAY anything? *(To the class)* Do you feel I care enough about YOUR learning by managing the situation?	Talkers don't feel they can continue talking. They know what you want. Learners feel that you will manage these disruptions for their sake.

These are simple but powerful tools to communicate with learners; they are simple enough that every potential trainer in the class should be able to use them.

Distribute the Managing Situations with Body Language handout (see Handout page 54). This is take-home material for further review.

Wrap Up and Summarize

Summary and Review of Session Objectives

Let's review what we've covered.

Ask: What is the role of the trainer in a training session?

- Trainer transfers information and skills to learners.
- The trainer has significant responsibility to assure that the learner receives a clear communication of the information/skills being sent.

Ask: What are some barriers to communication?

- Environment
- Skills of trainer
- Media
- Participants' readiness to learn/engagement
- Visual/Auditory impairments

Ask: What is the EDGE model?

- A training model used to help trainers transfer knowledge

Ask: What are the built-in tools of a trainer?

- Eyes, ears, voice, body (optional)

Ask: How can a trainer use body language to be more effective in sending and receiving information during training?

- Open hand toward person
- Hand down and look away
- Stand close to person/look at him/her intently

Congratulate them on their depth of knowledge, and then move on.

Show the "Communicating Well" video (12 minutes).

Module 2--Training Preparation-Logistics, Media, and Methods

1 hour and 45 minutes

Session Outline

Part 1—Preparation	
Two trainers recommended to present this session.	45 minutes
1) Training Preparation	15 minutes (Whole group)
2) "I Am, Who Is" Activity	
Start, Stop, Continue/The Gift of Feedback and Verbal Fillers	15 minutes (Whole group)
3) Preparation-Team Guides	15 minutes (Team-small group)
Part 2--Presentation--Team Guides	60 minutes (Team-small group)

Session Materials

Props

- "I Am, Who Is" cards – Cut the cards and laminate if desired *(See page 45)*
- "I Am, Who Is" question and answer sheet for facilitator *(See page 43)*

Visual Aids

- Markers scissors, glue, stapler, staples for each team
- Copy paper for making simple media slides
- Flip chart with questions for Buzz Groups

Handouts for each participant

- The Gift of Feedback *(Handout page 55)*
- Communication Skills Checklist *(Handout page 57)*
- Physical Arrangements *(Handout page 58)*
- Using DVDs *(Handout page 59)*
- Making Computer Presentations *(Handout page 60)*
- Tips on Effective Visual Aids *(Handout page 62)*
- Buzz Groups *(Handout page 63)*
- How to Give a Demonstration *(Handout page 64)*
- How to Enhance Presentations and Training *(Handout page 65)*
- Summary of Training Methods *(Handout page 66)*

Learning Objectives

At the end of this module, participants will be able to:

- Prepare a presentation using media slides.
- Explain methods, media, and logistics used in presentations.
- Give feedback using Start, Stop, and Continue with Communication Skills Checklist as a guide.

The purpose of this session is to detail steps a trainer takes in preparing a presentation and to review media and methods. Additionally, the trainer will prepare and present a short presentation using simple media. Team members will give feedback to the presenter using Start, Stop, and Continue with the Communication Skills Checklist as a guide.

Part 1--Training Preparation (Trainer 1)

15 minutes (Whole group)

Being prepared is vitally important to trainers. As trainers we show our respect to the learners by being organized, knowing our subject well, maintaining an attitude of caring, and stopping on time. So let's explore how trainers prepare.

Assign each team a topic from the list below. If you have a large group, give the same topic to more than one group. If you have a small group, give more than one topic to a group.

How do you prepare for a presentation?
Why do you use media?
What media do you use?
How do you practice?
How do you manage time during a presentation?
How do you enhance a presentation?

Allow 3- 5 minutes for buzz groups. Then get feedback from each team and list on a flip chart, or use sticky notes. Make sure these points are covered:

Preparation

- Overview – read over the material so you get an understanding of the session
- Prepare by:
- Outlining
- Looking for places to ask questions
- Timing each section
- Making notes for yourself

Media—Why we use it

- Generates interest
- Helps the learner
- Helps us know where we are
- Helps us know where we are going

Media—What we use

- Flip books
- Flip Charts
- DVDs and Computer Presentations
- Simplicity

Practice

- With an audience
- Talk naturally
- Don't read or memorize
- Be aware of posture and body language
- Be prepared

Time Management

- Have a personal timing device/system
- Have a timer who gives you signals—flags, hand signals
- For presentations with larger audiences, display a large clock behind or to the side of the audience

Enhance a Presentation

- Vary the method of presentations. Try something besides computer presentations.
- Involve the participants by asking questions
- Use props, magic, songs, activities
- Give positive feedback with words, stickers, or simple recognitions

Review Training Methods and Media/"I Am, Who Is" Game (Trainer 2)

15 minutes (Whole group)

In a few moments each of you will be preparing and giving a presentation on Training Methods and Media, but first let's review Methods and Media with the "I Am, Who Is" activity.

This activity is typically used to review material already learned or to introduce new information that learners may not know. There are 24 cards. (You can add more if you wish.) If you have fewer participants, some will get two cards. If you have more than 24 participants, select volunteers. For a small group have them stand in a circle facing each other. For a larger group, have them stand around the perimeter of the room so all can see and hear. Hand out the "I Am, Who Is" cards to participants (see page 43, page 45). Someone starts by asking the question on their card. Another participant will have the answer. They say the answer, then read their question. When both parts of the card have been read, place it on the table or give it to the facilitator to make sure it is out of play. The question/answer process is repeated until all are given. If for some reason you get stuck, then just have someone start with a new question. Collect cards when activity is complete.

Start, Stop, Continue/The Gift of Feedback

For the training methods and media presentations you will have fifteen minutes to prepare and then you will have five minutes to present the topic to your team. The topics are Physical Arrangements, DVD, Computer, Visual Aids, Buzz Groups, and Demonstrations. Your presentation will use simple media to transfer the information for these topics to your team. Not only will you be presenting, but you will receive feedback from your team. The evaluation tool you will use is Start, Stop, and Continue. *Distribute The Gift of Feedback handout (See handout page 55).*

We use this tool because we want the feedback experience to be positive. Start, Stop, and Continue starts with a positive and ends with a positive. What does the presenter need to start doing to be a better trainer? What does s/he need to stop doing that isn't helping? And finally, what should the presenter continue doing, what's working well? When you are observing the trainer, it will be helpful to look at the Communication Skills Checklist as a guideline for desired behaviors. *Distribute Communication Skills Checklist (See handout page 57).*

The trainer should be standing in the neutral position. The feet should put the trainer in a position for all in the audience to see him/her. The trainer should change positions, but be careful not to pace or move in such a way as to distract the audience. The hands should be inviting and open. The trainer should speak loud enough for everyone to hear and vary the tone. The eyes should make contact with everyone. Finally, the ears should listen to responses so the trainer can adjust their communication for the learner's benefit. Your team guide will facilitate this practice and presentation exercise.

Before we start the preparation and practice time, there is one barrier on which we need to focus briefly, verbal fillers.

Verbal Fillers

What are verbal fillers? Give me some examples. *(um, uh, you know, so, okay, again).* When trainers are unsure of what to say or are nervous, verbal pauses fill the void. Often the trainer isn't even aware they are using verbal fillers. This activity should help you become aware of your verbal fillers. Each team member will write verbal filler on the paper at your table. (*Instead of paper, you can use a tennis ball size rubber ball or a beach ball.)* While you are presenting, if you use verbal filler, your team guide will quietly raise the paper (or ball) to make you aware.

Prepare to Present (Team Guides)

15 minutes (Team-small group)

You will have fifteen minutes to plan and five minutes to deliver your presentation. We will assist you in preparation. The media you will be making will be a homemade version of a flipbook. S*how a flipbook from a spiral notebook on a stand or folder that has plastic sleeves for slides and velcro for support.* You may want to staple pages together. Quickly read over the information. Pick the main points for each topic. Using markers, scissors, glue, and paper, design three to five media slides to enhance the presentation. Use paper to make simple slides to emphasize the points of the presentation. You can cut and paste the bullet points on the back of your media for speaker notes, if you wish. All team members will prepare and ALL team members will present the material. No work is permitted while another team member is presenting. *Without letting the team see the topics, distribute the handouts by having each team member pick a paper (fanned out like cards, printed side down) or have the team guide just pass the copies randomly (Physical Arrangements, DVD, Computer, Visual Aids, Buzz Groups, and Demonstrations – see handouts pages 58-64).*

The intent is for the participant to use media to enhance their presentation much like they do for small groups in Wood Badge and NYLT. They are, in addition, following the steps to prepare a presentation. Team guides and other staff should coach participants during the preparation process.

Give a two minute warning at the end of 13 minutes. Stop participants at 15 minutes.

Part 2—Logistics, Media, and Methods—Presentations (Team Guides)

60 minutes (Team-small group)

Team guides will explain the Time Management/Verbal Filler and Gift of Feedback process. When complete, start presentations.

Time Management / Verbal Fillers

Each presentation should last no more than 5 minutes.

I (team guide) will be the timer and ensure that presentations stick to the time limit.

Team guide will give one minute warnings with hand signals or flags and stop the presenter at 5 minutes. If team guide hears a verbal filler, discretely raise the paper or ball to make the presenter aware.

Feedback- Communicating Skills Checklist

Presenters will receive feedback. Team members will use the Communicating Skills Checklist *(see handout page 57)* as a resource of desired behaviors for a trainer. With the team as the audience and feedback group, each of you will give a 5 minute presentation. Following each presentation, the team will prepare a Gift of Feedback form for the presenter *(use the presenter's form, handout page 55).* The team will verbally give feedback. One member of the team will be the recorder and write down the feedback on the presenters form. Then give it to the presenter when the team is finished with the feedback. When you are giving feedback, take time to provide quality feedback. Feedback is a gift only if it is *packaged* that way. All participants have the right to honest, well-crafted, tactful, and actionable feedback on their efforts. SSC feedback is not intended to be an open discussion.

Summary

After all presentations have been given, ask:

Were you comfortable?

How do you feel you did?

Acknowledge their feelings. Another purpose of this exercise was to expose you to the material in the handouts. It is there to be read and should be considered an integral element of content.

Distribute handouts How to Enhance a Presentation and Summary of Training Methods (see handout page 65).

Let's review the major points in Module 2:
What are some important components for preparing a presentation?

- Preparation
- Media
- Practice
- Time Management
- Enhancing a Presentation

Name some training methods.

- Lecture
- Demonstration
- Discussion
- Buzz Group, etc.

What tool do we use to give feedback?

- Start, Stop, Continue

What guideline for trainer skills?

- Communication Skills Checklist

Regroup teams to whole group setting for Grace and lunch.

Break for Lunch

Run Scavenger Hunt (see handout page 42) if desired as a fun exercise/icebreaker during lunch. Check items for the winner when you return from lunch.

Module 3—Directing Traffic and Thoughts

60 Minutes (Whole Group)

Session Outline

Three trainers are recommended to present this session:

1)	Culture and Leading a Discussion	15 minutes (Whole group)
2)	Leading and Modeling a Reflection	15 minutes (Whole group)
3)	Managing Group Behavior for Effective Training Managing Questions for Effective Training Summary	30 minutes (Whole group)

Session Materials

Props

- Challenging Behavior Cards *(see handout page 68)*

Handouts for each participant (see appendix)

- Rules for Discussion Leaders *(see handout page 70)*
- Reflection *(see handout page 72)*
- Managing Questions for Effective Training *(see handout page 74)*

Learning Objectives

At the end of this module, participants will be able to:

- Define culture and tell its importance in training
- Facilitate a discussion
- Lead a reflection
- Utilize techniques to manage a group

Culture (Trainer 1)

15 minutes (Whole group)

Ask: What is culture? And why is it important in training?

After participant responses make these points:

Earlier we said that culture is like the atmosphere or ambience of a training session.

Culture has many meanings:

- Intellectual and artistic refinement
- A specific group, such as Greek culture
- Cultivate and grow

When we talk of a culture in training, each of these definitions applies. The specific group for us is the Scouting culture, because we have shared values, goals, and practices. For our training culture we want to refine the intellectual understanding by sharing our knowledge effectively. We do that by cultivating and growing a learner focused environment, based on our shared values, goals and practices. So the desired training culture puts the needs of the learner first. This others-first focus applies to leadership, as well. Leading by putting the needs of others before your own is called servant leadership. In Scouting, servant leadership is the desired leadership style. In training, servant leadership is also our training style.

With this learner focus in mind, we want to explore ways a trainer directs traffic and thoughts.

Leading a Discussion (Trainer 2)

Leading a discussion is a talent that requires thought, practice, and a thorough knowledge of the material. This technique is used several times in the Wood Badge and NYLT courses. The tone needs to be positive. Managing the discussion so it stays to the content is critical. For Wood Badge and NYLT, the troop guides need to hone this skill through *practice* in staff development sessions and through working with another member of the staff for coaching. There is no magic here. Practice is required.

Model Leading a Discussion

Lead a five-minute discussion on the following question: **What are best practices for promoting a Wood Badge or NYLT course?**

Distribute and review Rules for Discussion Leaders handout.

The trainer who leads a discussion has several roles that include multiple elements.

Preparation for the Discussion

- Let the whole team know the subject in advance so they can think about it.
- Talk with team members individually to find out their ideas.
- Read about the subject.
- Write an outline of the subject so you have a pattern of ideas you want to cover.
- Pick a comfortable location. Consider lighting, heating, and ventilation.
- Have paper and pencil ready to record the main points.
- Start the discussion on time. End on time.

Help the Team Feel at Ease

- Arrange the team comfortably so they can see each other. Configure the team in a circle, a semicircle, a U-shape, or a hollow square.
- Be sure everyone is introduced.
- Encourage informality and good humor.
- Permit friendly disagreement, but only on the point being discussed and not between personalities.
- Keep spirits high. Let everyone have a good time. Don't let the discussion drag, get boring, or go off on a tangent.

Give Everyone a Chance to Talk

- Draw out less-talkative members by asking them questions or for suggestions.
- Be careful of the person who tries to monopolize the discussion. Interrupt the speechmaker tactfully and lead the discussion to another person. If necessary, remind the speaker of the limited time, or suggest that he or she cut it short until others have a turn.
- Call on individuals when you see they are ready to talk, rather than going right around the room.
- Lead, rather than dominate, the discussion. Ease yourself into the background when the teams really get into a good discussion.
-

Keep the Discussion on Track

- If the discussion gets sidetracked, bring it back to the main subject by suggesting that there are some more important points that need to be covered in the limited time available.
- Stretch a point if necessary to give individuals credit for ideas developed in the discussion.

Summarize Periodically

- Stop occasionally to review the points that have been made.
- If you feel that an important point is being neglected, mention it.
- Close with a quick summary covering the team's conclusions so that everyone will remember the important facts brought out in the discussion.
- When appropriate, shelve questions or topics that should be dealt with later.

Reflections

15 minutes (Whole group)

Leading a Reflection

(Trainer 3)

Line Up

Tell the participants: We have a team challenge. When you have completed the task, the team leader needs to raise his or her right hand.

In silence, sort yourselves by date of birth (month and day), starting with January.

Then by shoe size (least to greatest),

Then by height (tallest to shortest).

Have team guides verify their order. Now with your eyes closed, order yourselves by number of siblings.

Then order yourselves alphabetically by last name.

Give simple team recognitions as they complete each task.

Model Leading a Reflection

Lead a reflection using skills to be covered below. Some sample questions:

- Which was more difficult, not speaking or not seeing?
- What did you do to accomplish the tasks?
- Would you do anything differently next time?
- What skills did this activity focus on?
- How did you feel during the challenge?
- Was there teamwork?
- What will you remember from this exercise?
- What did you learn that you might use again?

Now let's talk about reflections and how we can use them.

Distribute the Reflection participant handouts.

The leader of a reflection is the consummate learner-focused trainer. The objective of a reflection is to get participants to articulate learning from an experience or topic.

What

- Thinking about the meaning of a topic or experience in a larger context. A team or group talks about "what it all means." Leaders direct the reflection by asking questions that encourage participants to do the thinking, dig into their feelings, and build their own collections of observations. Leaders provide the atmosphere in which participants feel free to think and say what they think.

When

- At the end of an activity
- As a form of evaluation
- When connecting activities or when connecting an activity to a larger picture

How

- Leader uses questions to guide the group toward understanding and application of learning.
- Begin with concrete "what" questions: What happened; what was the sequence of events?
- Move to interpretive "so what" questions: Did everyone participate; did we stick to the rules?
- Conclude with the application of learning questions: Now what do we do; how can we apply what we learned during this exercise to something else?

Advantages of a Reflection

- Reflection gives everyone an opportunity for input.
- Leader provides structure, but the solution comes from the team.
- Reflection emphasizes present experiences.

Disadvantages of a Reflection

- Reflection requires a leader to think on his or her feet and to frame good questions.
- The process can be time-consuming.
- It can create a discomfort in some people who dislike being put on the spot.
- The process sometimes is difficult for people to understand and use.

Managing Group Behavior for Effective Training

30 minutes (Team-small group)

What are some challenging behaviors that might confront a trainer?
Acknowledge responses and perhaps add some of you own. Using some of these answers ask:

How does a trainer respond to these behaviors? *Acknowledge responses.*

Special Needs should be discussed, as well.

Special Needs

Special needs can be defined as someone who has an impairment that makes it difficult to hear or see information, may have an attention deficit disorder, or may have a learning disability.

Trainer actions could include:

- Placing those with seeing or hearing impairments at the front of the room
- Team guide coaching during sessions
- Follow up coaching after the sessions
- Varying presentation methods to fit needs of all learners

Included in directing traffic and thoughts is developing effective responses to challenging behavior. We should strive to improve our approach with platform skills that will meet the needs of the individual and the group. That can be a delicate balancing act. The desired outcome is to maximize the learning experience for everyone.

We are going to look at some challenging behaviors that you may encounter and design trainer responses.

Distribute the Challenging Behavior cards. Give one to each team. If there are more than six teams, some may have the same topic.

Each team will have five minutes to develop a list of constructive trainer actions and responses.

At the end of five minutes get a quick report from each team. Make sure these points are covered in each topic.

Challenging Behaviors

The Disruptive Questioner

Asks endless questions, seems to get stuck on one point, doesn't listen to answers given

- Ask group for an answer
- Ask the group if we should move ahead
- Ask to discuss later
- Emphasize the time factor
- Pull the questioner aside and have a talk

The Know-It-All

Tries to dominate the training, authority on everything, often answers aren't completely correct

- Direct difficult questions to Know It All
- Make special assignments so everyone participates
- Give positive reinforcement
- Point out incorrect responses

The Negative Personality

Cynical of others or the program, argues with trainer or others over various points

- Make light of negative responses
- Reinforce the positive
- Make it fun, keep it positive
- Talk privately about group needs for positive learning

War Story Teller

Has a story for every topic, "This is the way we do it," not interested in other's stories

- Point out limited time
- Hand out one "War Story" card at the beginning of training to each participant. Collect the card when the participant tells their war story. If they don't have a card, they can't tell any more.
- Emphasize importance of group participation

Jokester

Loves to get attention from group, may be loud and boisterous, comments may border the gray area, focus is completely on fun and getting a laugh which disrupts the learning process.

- Emphasize time factor
- Talk privately about group needs to focus on learning

Reluctant Learner

Feels forced to come to the training or perhaps missed a campout or activity with their unit or family because this training is required.

- Make it fun
- Stay on schedule

Conclude by making these points:

In keeping the balance between the individual and group, the culture we establish also plays an important part

- Emphasize Safe Haven
- Make it fun
- Show respect
- Set expectations
- Be positive and constructive
- Empower the group
- Think of Win-Win

Managing Questions for Effective Training

Questions can be a powerful method for learning. Here are some ways to use and manage unexpected questions to achieve effective training and learning.

Unexpected Questions or Answers from Participants

Pick three or four situations from the handout Managing Questions for Effective Training. Ask participants what their response would be making sure the responses in the handout are covered .Or assign a situation to each team and have them role play the situation and trainer response.

Distribute handout Managing Questions for Effective Training.

Summary

What training culture do we want to establish?

Learner focus or servant leadership

What are some of the main points to remember in leading a discussion?

- Prepare
- Help the team feel at ease
- Make sure everyone has a chance to talk
- Stay on track
- Summarize periodically

What is the objective of a reflection?

To get learners to articulate learning from an experience or topic

What is important to remember when managing group behavior?

Balance the needs of the individual and the group

Allow time here to adapt presentations that participants brought with them to reflect this morning's learning.

Module 4—Participant Platform Time!

2 Hours (Team – Small Group)

Learning Objectives

At the end of this module, the participants will be able to:

- Demonstrate platform skills in 10-12 minute presentations
- Receive Start, Stop, Continue feedback from Team

Team guides will facilitate this module in small group setting.

With the team as the audience and feedback group, each participant will give a 10- to 12-minute presentation on a topic of his or her choosing from the *Boy Scout Handbook* or another program element like Cub Scouting or Venturing. You may use any media you choose. The presentation may be a specific skills session that uses EDGE, but the broader skills of the trainer should also be demonstrated. A broad topic choice, such as uniform, advancement, high adventure, hiking, or camping, could be selected.

As in Module 2, presenters will receive feedback. Team members will use the Communication Skills Checklist as a resource of desired behaviors for a trainer. Following each presentation, the team will prepare a Gift of Feedback form for the presenter *(use the presenter's form – handout page 55).* The team will verbally give feedback. One member of the team will be the recorder and write down the feedback on the presenters form. Then give it to the presenter when the team is finished with the feedback. When you are giving feedback, take time to provide quality feedback. Feedback is a gift only if it is *packaged* that way. All participants have the right to honest, well-crafted, tactful, and actionable feedback on their efforts. SSC feedback is not intended to be an open discussion.

Closing

Bring the larger group back together.

Wrap up by thanking the class for their participation and offering brief inspirational closing remarks. Then present the certificates of completion (see page 40 for a sample).

Have all raise their hands in the sign of whatever program they are registered in and recite the Trainer's Creed (see handout page 76).

Appendix / Handouts

Sample Staff Assignment Sheet 38
Sample Invitation Letter 39
Sample Certificate of Completion 40
Quotations for Wall Posters 41
I AM/WHO IS? QUESTIONS AND ANSWERS 43
I AM/WHO IS? 45
Scavenger Hunt (Optional) 42
Scouting Charades 43
The EDGE Model 50
Tools of a Trainer 51
Communication Self-Assessment 52
Body Language 53
Managing Situations with Body Language 54
The Gift of Feedback 55
Communication Skills Checklist 57
Physical Arrangements 58
Using DVDs 59
Making Computer Presentations 60
Tips on Effective Visual Aids 62
Buzz Groups 63
How to Give a Demonstration 64
How to Enhance Presentations and Training 65
Summary of Training Methods 66
Challenging Behavior Cards 68
Rules for Discussion Leaders 70
Reflection 72
Managing Questions for Effective Training 74
Trainer's Code of Conduct 76

Sample Staff Assignment Sheet

(You may use this form or develop your own.)

	Assigned to	Backup	Notes
Before the Course			
Physical Arrangements			
Registration			
Lunch Arrangements			
Handouts/Props			
Registration and Gathering Period			
Arrival/Check in	Team Guides		
Welcome			
Sessions			
Scouting Charades Course Introduction/Overview			
Communication • Purpose and Model of Training • Introduce EDGE Model • Platform Skills • Body Language / Wrap up			
Training Preparation-Logistics, Media, and Methods • Preparation • Review Training Methods, SSC, Verbal Fillers • Prepare to Present Part 2 – Presentations and Summary	Team Guides		
Directing Traffic and Thoughts • Culture and Discussion • Reflection • Managing Challenging Behavior / Managing Questions and Participant Sessions			
Participant Sessions	Team Guides		
Closing			

Sample Invitation Letter

Dear _____:

We are glad you have enrolled in the _____ Council's Trainer's EDGE Course!

The Trainer's EDGE is a required course for Wood Badge for the 21st Century and National Youth Leadership Training staffs. The purpose of the Trainer's EDGE course is to provide and help develop the platform skills of a trainer and is meant to supplement the practice that is offered through Wood Badge and NYLT staff development. You will have the opportunity to give several presentations during the day.

The course is scheduled as follows:

Date:

Location:

Uniform:

Precourse Preparation: Please prepare a 10- to 12-minute presentation on a topic from any BSA material. Your presentation should allow you to demonstrate the skills of a trainer. You will receive constructive feedback on your presentation from the other participants.

[Include map, information on lunch, or any relevant housekeeping issues.]

If you have any questions, please feel free to contact:

Sample Certificate of Completion



Quotations for Wall Posters

1. Tact is the art of jumping into troubled water without making a big splash.
2. A poor plan implemented is better than a masterpiece ignored.
3. Character is what you do when nobody is looking.
4. The wise woodsman knows to pause to sharpen his ax.
5. Use the talents you possess, for the woods would be silent if no birds sang but the very best.
6. The shortest route has the steepest hills.
7. Stepping stones and stumbling blocks are made out of the same stuff.
8. Luck is preparation meeting opportunity.
9. Goals are dreams with deadlines.
10. When your work speaks for itself, don't interrupt.
11. Only those who attempt the absurd will achieve the impossible.
12. It is easier to explain the price than to apologize for the quality.
13. A 10-minute demonstration is more effective than an hour lecture.
14. For every hour of presentation, put aside 10 hours of preparation.

Scavenger Hunt (Optional)

Have your team collect as many of these 20 items as it can in five minutes.

1. Nail clippers
2. Paper clips
3. 73 cents
4. Brown belt
5. Book of matches
6. New toothpick
7. Rubber band
8. Pocket calculator
9. Ford ignition key
10. Library card
11. Wood pencil
12. Flashlight
13. Sunglasses
14. Photo of baby girl
15. Road map
16. Coffee mug
17. Lipstick
18. Aspirin
19. Mirror
20. Shoestring

I AM/WHO IS? Questions and Answers

What is a realistic situation or a series of actual events presented to learners for analysis and solution?

Case Study

What provides excellent audiovisual training?

DVDs

What are making sure there is a clear view of the presentation area, presenting against the long wall, covering or removing the podium, set up the night before, and checking for distractions?

Room Arrangements

What is a teaching model designed to facilitate learner-focused training?

EDGE

What is acting out roles presented in a particular situation?

Role-play

What is soliciting ideas from the team, allowing all ideas to be considered, then grouping like ideas to help the team plan?

Brainstorming

What is large chart paper with multiple pages used as a visual aid to take participant input or emphasize major points of a presentation?

Flip Charts

What is a way to promote the quick exchange of ideas on a single topic in a short period of time?

Buzz Groups

What is an opportunity for an expert to provide specific knowledge by responding to the direct questions from the group?

Question and Answer Session

What are small folder/notebooks that allow you to have an effective visual aid for a small group?

Flipbooks

What is a series of stations that accommodate small groups and teach related parts of a general topic?

Learning Centers/Round Robins

What is using theater, audience participation, breaking the ice?

Enhancing Presentations

What is a series of guided questions leading from the facts of what happened to interpretation and application?

Reflection

What is one person conveying information to a group of learners by talking to them, with or without visual aids?

Lecture

What is a tool to assess what the group needs to do to work better as a team?

Start, Stop, Continue

What is similar to a lecture except learners are more involved?

Informal Talk

Which typeface is the best choice for projected transparencies?

Sans-serif

What is a planned conversation on a selected topic?

Discussion

What presentation method combines the advantages of an overhead projector, a slide projector, a flip chart, and a whiteboard?

Computer Presentations

What is a more complex form of role-playing and case study which creates environments where participants experience potential situations?

Simulations

What is a person or team performing a task and explaining it to show learners how to do a task?

Demonstration

Which color on color is most visible?

Black on Yellow

What dresses up your presentation considerably?

Clip Art

What is organizing the room and all the media for the learner's benefit?

Physical Arrangements

I AM/WHO IS?

Question and Answer Session _____ What are small folder/notebooks that allow you to have an effective visual aid for a small group?	**Learning Centers/Round Robins** _____ What is using theater, audience participation, breaking the ice?	**Reflection** _____ What is one person conveying information to a group of learners by talking to them, with or without visual aids?
Start, Stop, Continue _____ What is similar to a lecture except learners are more involved?	**Simulations** _____ What is a person or team performing a task and explaining it to show learners how to do a task?	**Sans-serif** _____ What is a planned conversation on a selected topic?

Room Arrangements _____ What is a realistic situation or a series of actual events presented to learners for analysis and solution?	**DVDs** _____ What is acting out roles presented in a particular situation?	**Computer Presentations** _____ What is a more complex form of role-playing and case study which creates environments where participants experience potential situations?
Clip Art _____ What is organizing the room and all the media for the learner's benefit?	**Role-play** _____ What are making sure there is a clear view of the presentation area, presenting against the long wall, covering or removing the podium, set up the night before, and checking for distractions?	**Physical Arrangements** _____ What is a teaching model designed to facilitate learner-focused training?

Case Study _____ What provides excellent audiovisual training?	**Discussion** _____ What presentation method combines the advantages of an overhead projector, a slide projector, a flip chart, and a whiteboard?	**Black on Yellow** _____ What dresses up your presentation considerably?
Demonstration _____ Which color on color is most visible?	**Informal Talk** _____ Which typeface is the best choice for projected transparencies?	**Brainstorming** _____ What is large chart paper with multiple pages used as a visual aid to take participant input or emphasize major points of a presentation?

EDGE _____ What is soliciting ideas from the team, allowing all ideas to be considered, then grouping like ideas to help the team plan?	**Flip Charts** _____ What is a way to promote the quick exchange of ideas on a single topic in a short period of time?	**Buzz Groups** _____ What is an opportunity for an expert to provide specific knowledge by responding to the direct questions from the group?
Flipbooks _____ What is a series of stations that accommodate small groups and teach related parts of a general topic?	**Enhancing Presentations** _____ What is a series of guided questions leading from the facts of what happened to interpretation and application?	**Lecture** _____ What is a tool to assess what the group needs to do to work better as a team?

Scouting Charades

Team member's *name*_____

1. What is unique about you or something most people don't know about you?

2. How have you used a Scouting skill outside of Scouting?

3. What is your favorite movie?

4. What is your favorite hobby (besides Scouting)?

5. What is your favorite food?

6. What is your favorite sport?

7. What is your favorite activity?

The EDGE Model

Stages and Training Methods

Training Stage	What It Is
Explain	√ Tell them (talk, audiotape). √ Give written instruction or explanation (paper, book, Web page).
Demonstrate	√ Show (include role plays, videos, computer animations). √ Do it yourself as they watch. √ Use a diagram. √ Tell a story (can be fictional or real-life examples).
Guide	√ Watch them do it and give verbal hints and tips. √ Do it together (at the same time). √ Let them try it; then talk about it. √ Let them ask questions as they try it.
Enable	√ Give a memory aid. √ Give them a task that requires this learning. √ Ask them to teach someone the new learning. √ Give them the resources to do it again without you. √ Help them use the learning again in a new setting or situation.

Summary

Did you notice how easy it might be to combine Explaining and Demonstrating at the same time? Or Demonstrating and Guiding? While we show EDGE as separate steps, one step easily flows to the next. In fact, they are connected, and you can combine steps to accomplish the learning objectives and goals. You may need to go back a step if they don't get it.

Tools of a Trainer

Voice

- Learners should be able to hear without straining.
  Tip: Speak so someone standing behind the last learner in the room can hear.
- Adjust to accommodate the room's acoustics.
  Tip: Move the tables closer to you or use a microphone.
- Tone should be confident, enthusiastic, and pleasant, but never sarcastic.
  Remember: A Scout is friendly, courteous, and kind.
- Speed is important. Too fast reduces effectiveness, too slow is boring.
  Tip: Ask a co-trainer to signal you to go faster or slower.
- Be clear, and avoid slang, acronyms, and filler words.
  Tip: Ask a co-trainer to give you feedback

Eyes

- Be aware of all events in the room. Make a conscious choice to act on or ignore what you see.
  Tip: Act to assure that most learners are not distracted from the learning.
- Establish eye contact with everyone.
  Tip: Look at a learner for the length of one sentence, then look at another learner.
- Interpret what you see from eye contact, and decide any action.
  Tip: If they are squirming, give them a break.

Ears

- Listen with the intent to understand, not with the intent to reply.
  Tip: Summarize and repeat back the question before answering to confirm your understanding.
- Be aware of the learners' audible signals— judge whether or not to respond.
  Tip: Assure that most learners are not distracted from learning.
- Be comfortable with silence—not talking opens the door for others to participate.
  Tip: Many adults take three to five seconds to think of an answer. Teens typically take seven to 12 seconds.

Communication Self-Assessment

The following are things that people notice about a trainer. Rate yourself on these items.

	My Assessment (check one per row)			
Verbal Communications	**Want to Improve**	**Okay**	**Good**	**Great**
• **Volume:** I speak so that all learners can hear.				
• **Articulation:** I speak clearly so each word is understood.				
• **Smooth:** I avoid filler words (um, like, you know).				
• **Pace:** My pace is not too fast or slow. I change pace to signal importance or change in topic.				
• **Enthusiasm:** My voice reflects interests in the topic and the learners.				

	My Assessment (check one per row)			
Listening Skills	**Want to Improve**	**Okay**	**Good**	**Great**
1 **Attention:** I listen fully to others to understand them.				
2 **Understands:** I get the underlying meaning.				
• **Noise:** I am aware of and respond well to noise and other distractions.				

	My Assessment (check one per row)			
Visual Communications	**Want to Improve**	**Okay**	**Good**	**Great**
1 **Awareness:** I see all that is going on, acting if needed.				
2 **Reads nonverbal language:** I correctly respond to facial and nonverbal communications.				
• **Eye Contact**: I make eye contact for a full phrase or sentence. I shift eye contact regularly.				

	My Assessment (check 1/row)			
Body Language Communications	**Want to Improve**	**Okay**	**Good**	**Great**
• **Stance:** I use a neutral stance, with hands at my side most of the time.				
• **Gestures:** I use my hands, arms, and body to emphasize points.				
• **Position**: I stand so all can see me, without pacing.				
• **Confident**: I stay open—there are no papers, lecterns, or tables between me and learners**.**				
• **Controls Verbal Traffic:** I use body language to engage or control participation as needed.				

Body Language

Good Habits

- **DO** use a neutral stance. Be natural without doing anything to distract the group.
- **DO** use a happy, cheerful facial expression when training (unless the topic makes this inappropriate).
- **DO** stand in the best place to communicate effectively with the group.
- **DO** use your arms to "direct" verbal traffic.
- **DO** use the three trainer tools (voice, eyes, ears).
- **DO** command attention when you need to control the group.
- **DO** empty your pockets before you start to facilitate.

Bad Habits

- **DON'T** fidget (with objects, hair, or clothes). It distracts the learners.
- **DON'T** put your hands in your pockets.
- **DON'T** fold your arms (it's defensive).
- **DON'T** use your arms only from the elbow down (makes you look like a robot).
- **DON'T** move around the room unnecessarily.
- **DON'T** show you are tired, even if you are feeling exhausted. This reduces the group's energy level.
- **DON'T** lean on desks or furniture (it makes you look insecure).

Managing Situations with Body Language

Situation	Recommended Approach
Stop side conversations among learners.	• Physically move toward the people talking. • Put your hand out (toward the people talking). • Make eye contact. • Use individual's name in discussion (remember when Sally said…).
Project confidence.	• Stand in the middle of the room (don't stand behind things). • Stand in the neutral position—head high, shoulders back. • Pleasant look/smile on your face. • Make quality eye contact. • Project your voice. • Do NOT tell your learners you are nervous, ill, this is your first time, etc.
Inviting/receiving questions	• Silence. • Eye contact. (Watch learner's body language—confused? Wants to say something?) • Extend arm with palm up to an individual.
Stopping questions because you will cover the material later	• Hold hands in the air with palms up (stop). • Make eye contact around the room. • Tell learners the material will be covered in the next "X" amount of time. • Have people jot down their questions. • Tell group you will move on (arms extended, upward palms, eye contact, nod your head) to get the group to agree without ever asking them.
Shut down discussion and move on when learning points are covered	• Get group's attention (silence, loud voice, move closer, arms up for positive energy!). • Reinforce the critical learning points already covered. • Thank group for energy. • Tell them you are moving on (use the content to move forward).
Get the full group's attention after an exercise	• Get everyone focused on the front of the room (methods: silence, loud voice, strong body language, big arm movements). • Use the content to move the group forward.
Make a VERY important point	• Stand in the middle of the room (close to the group). • Lower your voice. • Make the point (tell the group it is very important). - Speak slowly, accentuate each word (make good eye contact with each person). - Accentuate with body language (use hands).
Get volunteers	• Ask for volunteers—better yet, ask for a "helper." • Use silence (and scan the room to make eye contact). • Extended arm, palm up, "special" eye contact at individual you want. • Have previous volunteers select next volunteers. • Spin the pen (or the gimmick, i.e., person with birthday closest to December or longest hair or "Everyone stand up! Last one at your table to stand is the volunteer.")
Co-trainer teamwork	• Have a predetermined signal to let your co-trainer know you want the floor. • Frequently ask your co-trainer, "Do you have anything to add?"
Co-trainer teamwork: "Off-stage" trainer is asked a question	• Direct your eye contact away from person asking the questions to your co-trainer who is leading the group. • "Lead trainer" walks into line of sight of person who is talking to seated co-trainer. • Co-trainer deflects the question to lead-trainer with a hand.

The Gift of Feedback

Name (presenter): _____

Name (person completing form): _____

Start

(These are things you are not doing that will make you more effective as a trainer.)

_____

_____

_____

_____

Stop

(Consider not doing the following, because they are not effective.)

_____

_____

_____

_____

Continue

(These are the great things about your presentation that you want to ensure to continue.)

_____

_____

_____

_____

Name of Presenter	Name of Person Providing Feedback
Start	
Stop	
Continue	

Name of Presenter	Name of Person Providing Feedback
Start	
Stop	
Continue	

Name of Presenter	Name of Person Providing Feedback
Start	
Stop	
Continue	

Name of Presenter	Name of Person Providing Feedback
Start	
Stop	
Continue	

Communication Skills Checklist

- **Neutral Position** The leader stands comfortably before the audience, hands at his sides. His posture is good.

- **Feet** The leader positions himself where everyone can see and hear him without distraction. If possible, the leader moves around during the presentation.

- **Hands** The leader uses his hands and arms as communicating tools, inviting the audience's participation while not distracting them with constant motion.

- **Mouth** The leader communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. He varies the tone of his voice as he talks.

- **Eyes** The leader makes eye contact with listeners.

- **Ears** The leader is aware of how listeners respond to what he says, and he adjusts his communicating to fit their needs.

Physical Arrangements

Room Arrangements

- Make sure there is a clear, unobstructed view of the presentation area.
- Present against the long wall whenever possible.
- Do not allow activity behind the presenter (check for doors and windows).
- Watch strong back or side lighting. Try to put windows at participants' backs.
- Remove or cover the podium. Presenters should move around the area.
- Have a clock mounted high on a back wall or a designated timer.
- Set up the night before the training. Monitor room temperature for comfort.
- Check for distractions like loud fans or seating with a blocked view.

Seating

- Seat participants in small groups of five or six.
- Try to have all seats facing the presenter.
- A fan arrangement is best so that no views are blocked.
- For a small group (one table), make the presentation from the head of the table or center of the longest side.

Training Aids

- Screens and monitors should be placed so participant view isn't blocked. Check location of video monitors and screens to avoid bright light—reflections or wash outs. Do not totally darken the room.
- Projector should be located to minimize traffic in front of its beam.

Power

- Ensure power is available. Assess beforehand and bring extension cords.
- Don't overload circuits and know where circuit breakers are.
- Check location and accessibility of outlets.
- Bring extra grounding plugs if they are needed.
- Ensure all cords are taped to the floor with visible caution markers and that they remain totally out of the path of any traffic.

Using DVDs

DVDs provide excellent audiovisual training. A complete training program is designed to do three things:

- Increase knowledge
- Develop skills
- Improve attitude

An experienced trainer can use DVDs effectively to increase knowledge and to develop skills. However, viewing DVDs cannot create the extremely positive attitude of an enthusiastic trainer. Viewing is a passive activity. Molding attitude is active and the role of the trainer, not the media.

Tips on Using DVDs in Presentations

- Be thoroughly familiar with the content of the video. View it several times. Take notes.
- It is difficult to jump around from topic to topic with a DVD (unlike when using a training outline). The positive aspect here is that learners get a consistent message. The negative aspect is that you cannot easily locate the precise portion of video that contains the message you want to emphasize to participants. You cannot keep a visual frame in front of the group for an extended time. You can summarize important points on charts or handouts.
- When you have more than 10 participants, use a projector or more monitors.
- Arrive at the training site in plenty of time to check your equipment.

Things to Avoid

- Most DVD players are highly reliable. They are, however, technically complicated. Do not try to fix the machine if it is not operating properly. Revert to plan B (flip charts, whiteboard, etc.).
- Do not play one DVD segment immediately after another. The maximum viewing time for a segment should be no longer than 20 minutes. Then it is important for you to have an activity that permits participants to exercise their eyes. Viewing at a fixed depth for too long causes eye fatigue.
- Avoid exposing the DVD player to dust. Store DVDs and the player in dustproof boxes.

Making Computer Presentations

Presentation Software

- A computer presentation combines the advantages of the overhead projector, the slide projector, the flip chart, and the whiteboard/chalkboard.
- A presentation can be made to audiences as small as five (using only a monitor) or as large as a full auditorium.
- Projection is best viewed in a semi-dark room.
- 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 controlling the presentation.
- Presentation software has a number of special effects available. Use them with care so they enhance the presentation and not distract from it.
- Computer presentations are easy to prepare and transport, but beware of "Death by Power point"—having too many computer presentations.

Clip Art

- Clip art dresses up your presentation considerably and is available from a number of sources, including many Internet sites. (Observe copyright ownership: Be sure the site includes a statement granting permission to use the material.)
- Additionally, the local council service center should have Scouting clip art.

Color on Color (Use with Caution)

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

Fonts and Type

Point Size

A large number of point sizes should be used. Some examples:

Titles **50 point**

Main thoughts **32 point**

Secondary points **28 point**

Third-level points **24 point**

Fourth-level; smallest recommended **20 point**

Serif and Sans-Serif Type

- **Serif** typefaces are commonly found in books. They are easy to read and information may be somewhat more readily remembered when presented in serif typefaces.
- In a computer presentation, serif typefaces are very acceptable if the presentation is to be viewed on a monitor.

  This is serif text. The strokes in each letter are capped with serifs that help the eye recognize the letters more easily.

- **Sans-serif** is the best choice for projected transparencies because it produces a more readable character when projected.
- If the presentation is to be projected from a computer or from transparencies printed from the presentation, then sans-serif typefaces are preferred.

  This is sans-serif text. The letters are not capped, and the look is smoother.

Tips on Effective Visual Aids

Flip Charts

- Ensure the chart is positioned so it is visible to all.
- Write neatly with letters about 2 inches high using lower-case lettering.
- Prepare charts in advance whenever possible.
- Leave a blank sheet in between charts to avoid show-through.
- Use dark colors (black, brown, purple, blue); avoid red, green, and yellow.
- When taking participant inputs, write down comments verbatim if at all possible (ask the participant to summarize if the comment is too long).

Flipbooks

- Make a color copy of computer slides of the presentation for participants to view. Make a second grayscale copy of computer slides for the trainer to view.
- Load the flipbook so that the learner and trainer are viewing the same page. Check to see if all slides are right side up.
- Write personalized speaker notes on the trainer side.

Slides—Flipbooks/Computer Projections

- Use materials and media that enhance the learning process.
- Limit text to 6-by-6 (six words per line, six lines per chart) and no less than 16 point type.
- Make the main point the focus of the graphic.
- Target content to the learner rather than as a trainer outline.
- Avoid distracting decorations.
- Aim for a high correlation between graphic and text.
- Use pictures to clarify complex subject matter.
- Avoid frequent changing of slides.
- Review the slides before the presentation to ensure they are easy to read.
- Leave instructions for any exercises visible throughout the exercise so all can refer to them.
- If slides are not relevant to the current discussion, turn off the projection unit.

Buzz Groups

What?

- Small groups given short periods of time to consider a simple question or problem. Ideas are recorded. Group ideas, then present them to the larger group for further discussion. Buzz groups are merely a starting point; they need to be followed by careful analysis that is reported to the large group. Sometimes buzz groups are done by the group as whole, sometimes by subgroup or separate committee.

When?

- The group is too large for discussion or brainstorming.
- The experiences of the group members can lead them to discover solutions themselves.
- Some members of the large group are slow or reluctant to participate.

Advantages

- Can be used spontaneously.
- Do not require multiple leaders.
- Allow all group members to participate.
- Lead to team consensus building.
- Allow sharing of leadership.
- Help build community (small group) sprit.

Disadvantages

- Group may get off track.
- Group may end up with pooled ignorance.
- Buzz groups alone cannot be relied on to reach viable conclusions.
- Reporting of results may get bogged down.

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

- Assess the audience to determine their present knowledge. Learn how much detail you will need to give them.
- In advance, plan the steps you will use in giving the demonstration.
- Make a written outline of the steps you will use for a long demonstration.
- Collect and prepare the necessary materials or equipment.
- Practice the demonstration from beginning to end until you can do it smoothly and with ease.
- Appear as natural as possible, even if you cannot perform the skill exactly as you would in use.

Give the Demonstration

- Briefly tell your audience the major points to watch for during the demonstration.
- Adjust the speed of your review demonstration to the difficulty of learning the various steps.
- Watch for the participants' reactions. Fit the amount of detail you give and pace the action to your audience.
- If necessary, repeat any difficult or important steps, either as you go along or after all steps are completed, to ensure that everyone understands.
- If you warn against the wrong way by showing it, always demonstrate the right way before and after you show the wrong way.

Summarize the Demonstration

- Briefly review the important steps. Use a chalkboard or poster as a visual aid in summary.
- Give the participants a chance to ask questions. Better still, give the participants a chance to practice while you coach.

How to Enhance Presentations and Training

Be yourself. Don't try to be something you're not.

Change your attitude about public speaking. Change fear of speaking to excitement about speaking. Think about your participants' needs, not about yourself.

Break the ice. Ask the audience questions and get them talking. Take a demographic check. Tell joke.

Find out what the participants want to know. Identify and address participant expectations.

Use theater. Incorporate costuming and/or props into the presentation. Magic aids retention and is entertaining. Tell a story.

Use audience participation. Involve the audience with participation stunts. Lead group discussions. Use small-group breakout discussions. Employ problem-solving activities.

Re-energize participants with pattern breaks. Change the tone of voice or pattern of speech. Move to a different part of the room, use videos, or music. Change the pace with stunts, games, or songs. Use upbeat music to start a meeting or when group returns to the room or at the end of a break.

Use simple prizes as participation incentives. Candy works well. Simple recognitions like life savers, buttons (panic button), stickers, handmade pocket dangles with a feather, bead, or bell attached.

KISMIF (Keep It Simple, Make It Fun).

Use humor. Don't be afraid to have fun. Create an atmosphere where people are free to laugh.

Summary of Training Methods

Method	What It Is	When to Use It
Lecture	One person conveys information to a group of learners by talking to them, with or without visual aids. There is no participation by the learners and little feedback to the lecturer.	In large groups where discussion is not practical. When an expert is relaying new information to learners who have no relevant personal experience.
Informal Talk	Similar to a lecture except learners are more involved through feedback and participation. Less formal.	In groups when ample time is available for questions and feedback. Material presented is not entirely outside the experiences of the learners. Most Scouting programs.
Demonstration	A person or team of persons actually performs a task and explains it to show learners how to do a task. Usually followed up by having learners practice the task.	Especially helpful for teaching a skill when plenty of time is available. Need to have enough instructors to limit learners to small groups.
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic. Guided by a trained discussion leader.	Where the ideas and experiences of the group help them to discover the point they are learning. Needs an experienced leader to keep things on track. Few major points.
Case Study	A realistic situation or a series of actual events presented to learners, either orally or by handout, for their analysis and solution.	Real-life situations get points across most effectively. Multiple points of view help learners to better understand concepts. No clear-cut solutions.
Role-Playing	Leaders or learners act out roles presented in a particular situation. Participants must supply their own dialog within the context of the role and the situation.	Where high learner participation is desired. The subject involves person-to-person communication.
Simulations	A more complex form of role-playing and case study. Used to recreate environments where participants experience potential situations that might actually develop during an assignment.	Excellent for disaster, rescue, first-aid, or other crisis-management situation training. When an elaborate role-play can best teach the subject.
Brainstorming	Group members write down their ideas on a sticky note. One idea per note. Trainer has each participant read his or her ideas and then posts them on a chart or wall. Similar ideas are grouped together. All ideas are considered. Criticism and editorializing are not allowed.	When the things to be learned involve pulling together shared ideas of the whole group for program planning. For an indecisive group.

Buzz Groups	A way to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion and solution.	When the group is too large for general discussion or brainstorming. When the experiences of the learners can lead them to discover solutions for themselves.
Question-and-Answer Session	An opportunity for an expert to provide specific knowledge, responding to the direct questions about the specific topic from the group of learners.	Near the end of a training session. When an expert is available whose knowledge is either superior or whose authority makes his answers correct.
Learning Centers	A series of stations/tables/corners. Each accommodates a small group. All stations teach related parts of the same general topic. Learners rotate through all the stations.	Excellent way to teach a lot of information in a short period of time. When the group is too large to effectively teach by the other training methods above.
Reflection	A series of guided questions leading from the facts of what happened to interpretation to application.	As a form of evaluation tool. When connecting activities or connecting an activity to a larger picture.
Start, Stop, Continue	A tool to assess what the group needs to do to work better as a team. What should they start doing to help the team, what should they stop doing that isn't helping, and what should they continue doing.	An evaluation tool to use periodically through a multi-day training, after team activities or outings, or any time the group needs to determine where they are and where they need to go.
EDGE	A teaching model designed to facilitate learner-focused training. Explain Demonstrate Guide Enable	Any time a skill is taught. NYLT syllabus is written using the EDGE model.

Challenging Behavior Cards

The Disruptive Questioner

Asks endless questions, seems to get stuck on one point, doesn't listen to answers given

What would a trainer do?

The Know-It-All

Tries to dominate the training, authority on everything, often answers aren't completely correct.

What would a trainer do?

The Negative Personality

Cynical of others or the program, argues with trainer or others over various points,

What would a trainer do?

War Story Teller

Has a story for every topic, “This is the way we do it,” not interested in any one else’s stories.

What would a trainer do?

Jokester

Turns everything into a joke, may be loud and boisterous, focus is completely on fun.

What would a trainer do?

Reluctant Learner

Feels forced to come to the training or have missed a campout or activity with their unit because this training is required.

What would a trainer do?

Rules for Discussion Leaders

Leading discussion is an art in itself. Leading is a talent that requires practice and care to be done in a positive manner. We make no attempt here to treat the subject exhaustively, but we do share a few important hints that should serve you as a guide.

Prepare for the discussion.

- Let the whole group know the subject in advance so they can think about it.
- Talk with group members individually to find out their ideas.
- Read about the subject.
- Write an outline of the subject so you have a pattern of ideas you want to cover.
- Pick a comfortable location. Consider lighting, heating, and ventilation.
- Have paper and pencil ready to record the main points.
- Start the discussion on time. End it on time.

Help the group to feel at ease.

- Arrange the group comfortably so they can see each other. Configure the group in a circle, a semicircle, a U, or a hollow square.
- Be sure that everyone is introduced.
- Encourage informality and good humor.
- Permit friendly disagreement, but only on the point being discussed and not between personalities.
- Keep spirits high. Let everyone have a good time. Don't let the discussion drag, get boring, or off on a tangent.

Give everyone a chance to talk.

- Draw out less talkative members by asking them questions or for suggestions. If possible, call everyone by name.
- Be careful of the person who tries to monopolize the discussion. Interrupt the "speech-maker" tactfully and lead the discussion to another person. If necessary, remind the speaker of the limited time, or suggest that he or she cut it short until others have had a turn.
- Call on individuals when you see they are ready to talk, rather than going right around the room.
- Lead, rather than dominate, the discussion. Ease yourself into the background when the groups really get into a good discussion.

Keep the discussion on track.

- If the discussion gets sidetracked, bring it back to the main subject by suggesting there are some more important points that need to be covered in the limited time available.
- Stretch a point if necessary to give individuals credit for ideas developed in the discussion.

Summarize periodically.

- Stop occasionally to review the points that have been made.
- If you feel that an important point is being neglected, mention it.
- Close with a quick summary covering the group's conclusions so that everyone will remember the important facts brought out in the discussion.
- When appropriate, shelve questions or topics that should be dealt with later or at another time.

Reflection

What?

- Thinking about the meaning of a topic in a larger context. A group talks about "what it all means." Leaders direct reflection by asking questions that encourage participants to do the thinking, dig into their feelings, and build their own collections of observations. Leaders provide atmosphere in which participants feel free to think and say what they think.

When?

- At the end of the activity
- As a form of evaluation
- When connecting activities or when connecting an activity to a larger picture

Advantages

- Gives everyone an opportunity for input.
- Leader provides structure, but solution comes from group.
- Emphasizes present experiences.

Disadvantages

- Can be time-consuming.
- Can create discomfort in people who dislike being put on the spot.
- Sometimes difficult for people to understand and use.

How?

- Leader uses questions to move group toward discovery and the application phase.
- Begin with concrete “what” questions: “What happened?” or “What was the sequence of events?”
- Move into interpretive “so what” questions: “Did everyone participate?” or “Did we stick to the rules we set up?”
- Conclude with the application “now what” questions: “How can we apply what we learned during this exercise to something else?”

Questions can be a powerful method for learning. Here are some ways to use questions to achieve effective training and learning

Reflections for an Activity or Exercise

Questions used for reflections on learning activities or exercises are a way to assure the learner internalizes the meaning of what was just learned. Here is a standard set of reflection questions to use at the end of an activity. Modify the questions to fit the situation.

Reflection Questions

1. How do/did you feel? (successful, confused ...)
2. What happened? (Let them summarize the events.)
3. What did you learn? (self-discovery, or point out the learning point if they missed it)
4. How does this relate to the real world? What if . . . ? (Reapply learning to other situations.)
5. What next? If we did it again… (How can you/we improve?)

Managing Questions for Effective Training

Situation	Suggested Trainer Response
A learner asks a question that was already answered.	• You don't always have to answer every question. The group should be answering for themselves. Boomerang the question back to the group.
A learner responds to questions with incorrect answers.	• Clarify the question; check for misunderstandings. • Ask the group for answers: *Can anyone help us by explaining differently?* • Check at break if the problem is serious. Maybe prerequisite knowledge is missing. Try to provide a resource to help the learner.
One learner acts as if he or she has all the answers.	• Let the person make the point, and reinforce the value of the comment. • Use open body language and ask: *What does the group think?* • Walk toward the person and use *stop* hand signals. Encourage participation and input from others with nonverbal body language. • *Stop* hand signals tell the person that their comment is beyond the scope of the course—offer to discuss during break or lunch.
A learner asks a question in so few words that you don't know how to answer.	• Clarify the question. Ask: *Could you say more about that?*
A learner provides a partial but unclear answer to a question.	• Encourage the leaner: *Could you say more about that?* or *Keep going. This is useful stuff.*
One learner is always the first one to answer the trainer's questions.	• Use body language to encourage others to speak prior to acknowledging this person. • Thank the people who are contributing, and encourage those who are not.
A learner asks the trainer to explain the idea again.	• Ask for clarification of what the learner does not understand. • Open the question to the group: *How would you address this question?* or *Would someone else like to explain this?*
A shy learner addresses questions to the trainer during breaks, not during the training session.	• If relevant to the course, when training resumes, comment that so-and-so raised an excellent point during break. Repeat the question and either answer it or ask the learners if they have any answers for this question. • If not relevant, deal with the shy learner's questions appropriately. Don't get drawn too deeply into a one-on-one conversations if it means ignoring all the other learners or your own needs to set up the next segment.
A learner asks a lengthy and entangled question. *Do these in this order.*	1. Use eye contact and "stop" hand signals to get them to stop talking. 2. Summarize the question and ask if that is what they are asking. If you can't get to a summarized question quickly, ask the group of learners if someone

	can help you understand the issue being raised; let that learner summarize for the first learner. If no one can help, suggest that the two of you talk at break. 3. Ask the group if they have an answer, or simply answer the question.
A learner keeps directing questions to the co-trainer who is not presenting.	• The non-presenting co-trainer nods toward the main trainer for response. • Lead trainer physically moves toward the questioner and responds to the question. • The lead trainer says, "That's an interesting question. Any thoughts on that?" and uses body language to open the question to the entire class.
The learners are not giving any nonverbal clues about their understanding.	• Ask: *Does this make sense to you?* Wait for head nods or a question. If no one responds, say, "This is the interactive part of the training. You move your head to indicate YES or NO." • Say, "I know this raises some questions. What are your questions?" Wait until someone is brave enough to respond.

Trainer's Code of Conduct

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.

Trainer's Philosophy

As trainers in the Cub Scout, Boy Scout, Varsity Scout, and Venturing programs, we are often the very first non-unit Scouters that many adults encounter upon joining Scouting. Trainers should strive to be the personal embodiment of the ideal Scouter. The image, attitudes, message, and example we portray can often mean the difference between adults remaining in and expanding their role in Scouting and losing them for good.

The information we convey to our participants during training sessions goes far beyond any syllabus. Our example speaks louder than any words we can present.

The core values of all we do in Scouting are the Scout Oath and Law. Connecting our roles as trainers to the Scout Law is a good road map for success.

A Scout (Trainer) Is:

Trustworthy

Trainers agree to present BSA material in accordance with the published policies, literature, and syllabi of the BSA. You have an obligation to present the material the way it was intended regardless of your personal opinions. You represent the BSA and will at all times conduct yourself accordingly. Trainers can be counted on to do what they say in regard to personal support of adult leaders. Follow through on locating information and requests. Be available for personal assistance.

Loyal

Trainers support other trainers in their work by being attentive and engaged during presentations. Trainers support the positions of the BSA in their presentations.

Helpful

A trainer's sole responsibility is to help adult leaders realize their full potential to the youth in their units and positions. Trainers look for opportunities to assist other trainers and leaders.

Friendly

A trainer always makes adult leaders feel welcome and part of the fraternity of Scouting. There is never a place for elitist attitudes. Trainers seek to remove barriers that keep adults from enjoying what Scouting has to offer them. Trainers are always looking to recruit and encourage new trainers and so share the experience of being a trainer.

Courteous

Trainers refrain from interjecting or interrupting another trainer's presentation. Trainers display good manners to all others. Trainers display a gracious attitude toward others.

Kind

Trainers always praise in public and correct in private. Trainers are mindful of adults who are shy, quiet, or intimidated and seek to put them at ease.

Obedient

Trainers carry out their assigned responsibilities to the best of their ability. Trainers adhere to the recommended BSA policy or procedure.

Cheerful

Trainers display a cheerful attitude, even when dealing with difficult situations or people. Trainers always remain cool and professional, even when under stress.

Thrifty

Trainers make valuable use of their assigned time. Trainers never waste their participants' valuable training time. Trainers prepare to provide the best training experience possible. Trainers seek to make the best use of their materials, handouts, and resources.