Course Outline and Assignments
Saturday, February 20, 2010
The Trainer's EDGE (nee TDC)

Topic	Leaders
8:00 AM Registration	C. Habenicht
8:15 AM Get acquainted icebreakers	R. Bragga
Opening ceremony	R. Bragga
8:45 AM Introduction to the Course	C. Habenicht
Module 1	
Communicating	
9:00 AM Purpose and Model of Training	C. Habenicht
Introduction of the EDGE Model	Dunnavant & Best
10:00 AM **Break**	
Platform Skills of a Trainer	P. Meadows
Facilitating Q & A	
Communicating Well video	DVD & Best
Wrapup	C. Habenicht
11:30 AM Feedback	all
Module 2	
Logistics, Media, and Methods	
11:35 AM Introduction	R. Bragga
Summary of Training Methods	"
Lunch & Patrol Preparation & cleanup	All
12:20 PM Physical arrangements	1
Using DVDs /Video	2
Making Computer Presentations	Best
Tips on Effective Visual Aids	3
Brainstorming	4
How to Give a Demonstration	5
How to Enhance Presentations and Training	6
The Gift of Feedback	R. Bragga
1:00 PM Wrapup	"
Module 3	
Directing Traffic and Thoughts	
1:05 PM Introduction	Gregory & Habenicl
Teach How to Lead a Discussion	
Lead a Discussion	
Patrol Challenge	
Lead a Reflection	
Teach How to Lead a Reflection	
Q&A, Wrapup	
1:30 PM **Break**	
Module 4	
You're Up	
1:45 PM Patrols in breakout areas	Habenicht
1 - Best	
2 - Gregory	
3 - Meadows	
4 - Bragga	
5 -	
6 - Habenicht	
3:45 PM National Convention video	Mazzzuca
4:15 PM Wrapup, Recognitions, and Close	DVD

THE TRAINERS EDGE – FEBRUARY 20, 2010
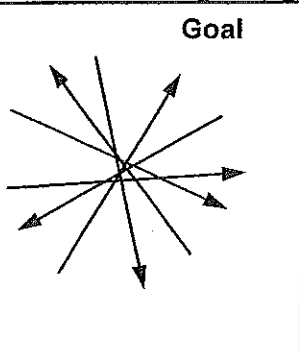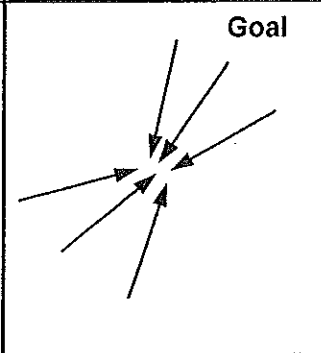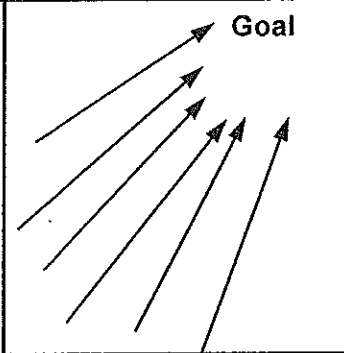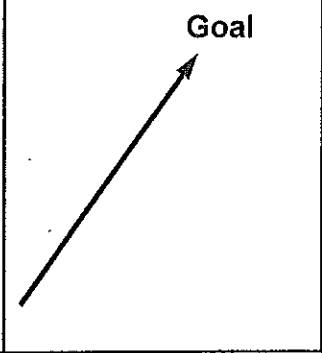
INDEX TO HANDOUTS

Stages of Skill Development
If the learner's goal is to develop a particular knowledge, skill or attitude, then:

⇨ What's the role of the trainer?
⇨ Answer: It depends.
⇨ It depends upon what?
⇨ Answer: the learner's training stage.

Let's back up. You're probably familiar with the stages of team development. There are a variety of ways to illustrate team development. We'll use the following:

Stages of Team Development

"Pickup Sticks" **Forming**	"At Odds" **Storming**	"Coming Around" **Norming**	"As One" **Performing**
Goal	Goal	Goal	Goal

The Relationship between Stages of Team Development and the Leading EDGE™
This framework provides a way to match each stage of team development with an appropriate leadership behavior.
   Similarly, we identify the current stage of skill development by accessing the learner's level of enthusiasm and skill, and select an appropriate teaching style to use.

The EDGE Model

(AKA The Teaching EDGE)

A learner responds best to skills instruction tailored to the stage of skills development the individual is experiencing at the moment. To provide an appropriate style of skills instruction the instructor must determine the level of enthusiasm and skill demonstrated by the learner.

Choose the preferred instruction style using the *stages* and *EDGE* models.

Training Stages

Forming
(High Enthusiasm, Low Skills)

A person is enthused about something new and motivated to learn, but has a low level of skill during the Forming stage. An instructor will need to do lots of careful **explaining**.

⇨ Tell exactly what to do and how to do it (talk, audiotape)

⇨ Give written instruction or explanation (paper, web page)

Storming
(Low Enthusiasm, Low Skills)

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must **demonstrate** the new skill to the learner, clearly showing him what to do and how to do it.

⇨ Show (role play, video, animation)

⇨ Do it yourself while they watch

⇨ Use a diagram

⇨ Illustrate with a story (fictional or real-life examples)

Norming
(Rising Enthusiasm, Growing Skills)

As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to **guide** the person – giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to the goal.

⇨ Watch them do it an give verbal hints and tips

⇨ Do it together (at the same time)

⇨ Let them try it; then talk about it

⇨ Encourage them to ask questions as they try it

Performing
(High Enthusiasm, High Skills)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor will need to **enable** the person—offer the learner plenty of freedom to make decisions on their own and to keep moving ahead.

⇨ Give them a task that requires this skill (actually, this knowledge, skill, or attitude)

⇨ Ask them to teach someone else this skill

⇨ Give a memory aid to reinforce understanding

⇨ Give them the resources to do it again without you

⇨ Help them see the connection between what they already know and this new situation

Explain, Demonstrate, Guide, or Enable?

Training Stage	Enthusiasm (Morale)	Skill Level (Productivity)	EDGE Behavior
Forming	High	Low	Explain
Storming	Low	Low	Demonstrate
Norming	Increasing	Increasing	Guide
Performing	High	High	Enable

A learner responds best to skill instruction tailored to the stage of skill development of the moment.

Connections

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.

Below is the front and back sides of the memory aids used in our Buckskin National Youth Leadership Training
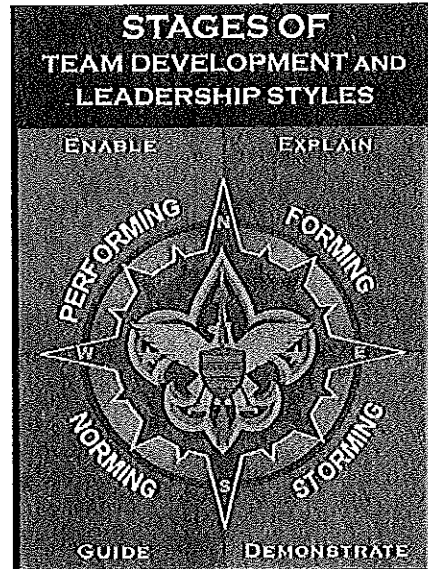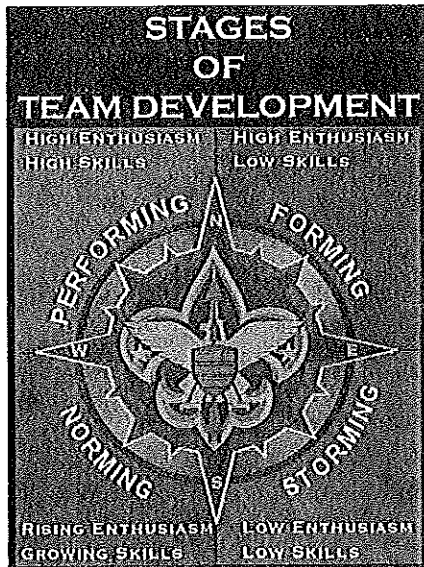
Tools of a Trainer

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.

Verbal Communications	My Assessment (check one per row)			
	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.				

Listening Skills	My Assessment (check one per row)			
	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.				

Visual Communications	My Assessment (check one per row)			
	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.				

Body Language Communications	My Assessment (check 1/row)			
	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.

Start, Stop, Continue
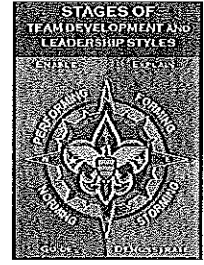
As we develop as trainers, it's useful to have quality feedback. Although it may be difficult, everyone has the right to honest, well-crafted, tactful, and actionable feedback on their efforts. Here is a brief outline of the steps to follow in using the Start, Stop, Continue worksheet.

1. **Think about what's happening – including what the instructor is doing and your reactions**

   Think about specific and helpful feedback that can impact future behavior. Be descriptive (what happened) before being evaluative (impact of the behavior). Speak from *your* point of view: It's helpful to phrase feedback as an "I message." One or two word entries like "very good" are not helpful. Ask yourself these questions:

   - What's missing? What additional thing could be done that would be more effective? (Something to *START*).

   - What could be left out? What barriers decrease effectiveness? (Something to *STOP*).

   - What is working well? What are the strengths? (Something to *CONTINUE*).

2. **Record your Start, Stop, Continue assessment**

   Use the *Start, Stop, Continue Worksheet* to:
   - List up to three (3) things to START doing that would improve effectiveness.
   - List up to three (3) ineffective things to consider STOP doing.
   - List up three (3) effective things that should CONTINUE.

3. **Consider using SSC any time**

   - Before, during, or after an activity you can always stop and use the SSC tool.

   - SSC feedback is not intended to be an open discussion. However, try to be open to clarifying questions.

08

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.

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.

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.

Lecture

Everyone has experienced lectures before, either in school, at work, or in the community. Some were positive experiences; others were not.

Cover these points about lectures:

What Is a Lecture?

- When one person conveys information to a group of learners by talking to them, with or without the use of visual aids.
- There is no participation by the learners and consequently there is little or no feedback to the presenter.

When to Use a Lecture?

- In large groups where discussion involving the learners is not practical.
- When topics are new to the learners, and they have no relevant personal experiences.
- When the speaker is a recognized expert in the field, and people are coming to hear what he or she has to say.

Ask the participants to describe or list the advantages and drawbacks to the lecture method of presentation. List the answers on an overhead transparency or flip chart. Use the points listed below as a guide.

Advantages of a Lecture

- The same information may be shared in a time-efficient manner with a large number of people.
- The information is not altered or sidetracked by comments from those in attendance.
- Expert information is shared.

Drawbacks of a Lecture

- To be sure learning occurs, question or discussion periods should be used to follow up.
- Visuals are necessary to make this training method workable. (Refer to "Some Data on Effective Teaching" in the NJLIC Staff Guide.) Even with visuals, the overall depth of learning and remembering will be low. However, a lecture is the preferred method of learning for some people.
- Success is contingent on the presenter's knowledge and skills.

Role Playing

Most young adults enjoy role-playing. Role playing can enable a person to see what it is like to be a Scoutmaster faced with tough choices. Adding a few inexpensive props (hats, fake mustache, coffee cup) helps to get actors in the mood, and makes the role playing more enjoyable for those watching, as well.

What Is Role Playing?

- Leaders or learners act out roles presented in an open-ended situation.
- Role playing is distinguished from drama because the lines are not pre-determined.
- The participants must supply their own dialog within the context of the roles and the situations, and develop their own ending or outcome to the scenario presented.

When to Use Role Playing

- When the subject being taught involves person-to-person communication.
- When you want all the learners to participate.
- To set a mood of fun and excitement for training.

Advantages of Role Playing

- It is excellent for exploring ethics and conflict resolution.
- Participants often get to see, experience, and/or feel a new point of view.
- Participants are more inclined to express their true viewpoints if they are playing a role.
- Participants listen better (learn more) because they are seeing the subject as well as hearing it.

Drawbacks of Role Playing

- It must be accompanied by a careful analysis of the situation and the roles played.
- It can be detrimental to free expression if learners are forced to participate instead of volunteering.

A Final Consideration

You must choose the theme, props, etc., carefully to avoid potential conflicts with the Scout Oath, the Scout Law, various religious teachings, and other programs.

Brainstorming

Say or paraphrase,

Brainstorming is an excellent tool for getting groups to work together to plan. However, the group gets nowhere without follow-up analysis of the ideas collected. Patterns begin to emerge, consensus is built, and initial ideas that might have seemed "off the wall" at first can be thought through carefully and built into something great.

Extensive leadership skills are required to build group consensus without offending the individual participants or destroying their creativity. Remember that the purpose of brainstorming is to build group consensus on ideas that affect the entire group, and not to impose the leader's or expert's ideas on the learners.

Ask the group to identify times when this training method is the most useful. And ask them for some of the advantages and drawbacks of brainstorming as a teaching method. List their responses on a flipchart or overhead transparency.

Make these first two points and then use those listed below them as a guide for discussion.

What Is Brainstorming?
Brainstorming is a method of problem solving. Group members suggest possible solutions, in rapid-fire order, either orally or on cards to be posted. All ideas are considered. Criticism and editorializing are not allowed.

When to Use Brainstorming
- For program planning.
- When the message to be learned involves pulling together shared ideas of participants.
- When a group is having a hard time deciding what to do.

Advantages of Brainstorming
- Everyone's ideas are listened to and no one is ignored.
- All ideas are accepted as valid.
- A lot of ideas are gathered quickly.
- Patterns of similar ideas begin to emerge.

Drawbacks of Brainstorming
- This must be followed up with honest evaluation (requires work on the part of both the leader and the group).
- Ideas are off the top of the head, and the group might miss the most reasonable solutions to problems.
- The recorder must be careful not to misinterpret or impose bias on any of the ideas presented.

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.

Running Buzz Groups

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

Use Buzz Groups . . .

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

Advantages of Buzz Groups

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

Limitations of Buzz Groups

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

Things to Remember

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

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.

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.

Leading a Discussion

A group discussion is a planned conversation between three or more people on a selected topic, with a trained discussion leader. The purpose is to express opinions, gain information on the topic, and learn from the other group members.

Use of Group Discussion:

1) To share ideas and broaden viewpoints.
2) To stimulate interest in problems.
3) To help participants express their ideas.
4) To identify and explore a problem.
5) To create an informal atmosphere.
6) To get opinions from persons who hesitate to speak.
7) With ten or fewer people.

Ground Rules for a Discussion

1) Be an active part of the group.
2) Work to solve common problems.
3) Discuss completely, but do not argue.
4) Contribute ideas related to the subject.
5) Ask questions to clarify ideas.
6) Be clear and brief—no speeches.
7) Listen and learn.
8) Write down good ideas.

Prepare for the Discussion

1) Preferable seating arrangement is a circle, semicircle, U. or hollow square so that each person in the group can see every other person.
2) Make the room as comfortable as possible. Check the ventilation and lighting.
3) Have paper and pencil ready to record main points.
4) Start the discussion on time. Close on time.
5) Encourage informality and good humor. Permit friendly disagreement, but on the point under discussion, not between personalities.

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?)

Leading the Reflection

Lay the Ground Rules for Discussion

Have participants sit so they can see each other and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

Facilitate the Discussion

As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the participants say to avoid criticizing them. Help the discussion get going, then let the participants take over with limited guidance from you. If you describe what you saw, be sure that your comments do not stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the session.

Use Thought-Provoking Questions

The following types of questions are useful in reflecting:

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

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

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

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

- *Closing questions* help participants draw conclusions and end the discussion. "What did you learn? What would you do differently?"

Remember, reflecting on an activity should take no more than 10 to 15 minutes. The more you do it, the easier it becomes for both you and the participants. Remember that the values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to Scouting participants.

A Model for Reflection

Discuss what happened. Direct open-ended questions toward specific incidents. For example, you might ask, "Who took leadership? What did they do to make them a leader?" or "How did decisions get made?"

Make a judgment. Ask the group to decide if what happened is good or bad. Try to focus on the good things first. Direct your attention toward specific skills. For example, you could ask, "What was good about the way decisions were made?" Then you could ask, "What didn't work so well about the way you made decisions?"

Generalize the experience. Try to get the participants to see the connection between the game and regular Scouting experiences. You could ask, "How can we use the ideas we learned today in our own units?" If you can, be more specific. "How can we use what we learned about decision making on a unit campout?"

Set goals. Begin with the positive. Ask the participants what skills they used today that they would like to keep doing. Then ask what things they need to change to work together better.

GAME PLAN

Title:

Objective:

Procedure:

Rules:

Reflection:

Materials:

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.

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.

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.