

## A TRAINER'S CREED

AS A TRAINER, I AM THE GUARDIAN OF THE POLICIES AND PRINCIPLES OF THE BOY SCOUTS OF AMERICA. I ACCEPT THIS AS A SERIOUS AND IMPORTANT RESPONSIBILITY.

I REALIZE THAT I HAVE THE OPPORTUNITY TO INFLUENCE THE LIVES OF YOUNG PEOPLE IN THE SCOUTING PROGRAM BY THE WAY I TRAIN THEIR LEADERS. I DEDICATE MY KNOWLEDGE, MY SKILLS, MY ENTHUSIASM, AND MY CONTINUING EFFORTS TO THIS END.

AS I CONDUCT TRAINING, I PROMISE TO FOLLOW THE RECOMMENDED LITERATURE AND MATERIALS. SINCE VARIANCES IN THE PROGRAM MAY SHORTCHANGE OUR YOUTH, I AGREE TO SUPPORT AND USE THE PROGRAM AS IT IS WRITTEN.

I PLEDGE TO SPEND ADEQUATE TIME IN PREPARATION, PRESENTATION, AND EVALUATION OF TRAINING SO THAT EACH LEADER WILL BE BETTER QUALIFIED TO PROVIDE AN EXCITING AND WORTHWHILE PROGRAM FOR YOUTH.

I WILL HELP LEADERS UNDERSTAND THAT THEY ARE IMPORTANT TO SCOUTING AND WILL SHOW BY MY ACTIONS, WORDS AND DEEDS, BOTH DURING AND FOLLOWING THE TRAINING COURSE, THAT I HAVE A PERSONAL INTEREST IN THEIR SUCCESS AND AM AVAILABLE FOR PERSONAL SUPPORT.

I ACCEPT THESE RESPONSIBILITIES SOLEMNLY AND WITH A CHEERFUL HEART. I PROMISE TO DO MY BEST.

## PRESENTING THE SUBJECT

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

1. PREPARE your presentation.
  - a. Size up your audience, considering the sort of people they are and what they probably know and want to learn about the subject.
  - b. Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered.
  - c. Research the subject, taking brief notes.
  - d. Talk with others who know the subject and make notes of their ideas.
  - e. Outline your presentation, including only the most important points - usually the fewer the better - and put them in a logical order.
2. PRACTICE your presentation.
  - a. Rehearse your presentation until you have it well in mind. Some trainers like to use a tape recorder so they can hear themselves.
  - b. Write in your notes the time allotted to major points. This will help you stay within the time limits.
  - c. Put your outline in final form so that it will not be cluttered with discarded ideas.
  - d. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word-for-word.
  - e. When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.
3. PERSONALIZE your presentation.
  - a. Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
  - b. Watch the group's reaction as you go along. Stay close to their interests.
  - c. Use thought-provoking questions. This will help stimulate everyone's thinking. It will also help you get feedback from participants which will tell you whether or not they understand what you are saying.

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## PRESENTING THE SUBJECT (continued)

4. ILLUSTRATE your presentation.
  - a. Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make your presentation more interesting and reinforce the learning process. Not only do the participants hear, but they see as well.
  - b. Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
  - c. Show the equipment and materials needed to do what you are talking about.
  - d. Show literature resources on the subject.
  - e. Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps.
5. PACE yourself.
  - a. Stay within the time limit.
  - b. Stay on the subject. Don't get sidetracked.
6. CLINCH your presentation.
  - a. Summarize the subject by restating its main idea or problem, its importance, and the major points you have made.
  - b. Give your listeners a chance to ask questions, either during the presentation or at the end.

## TRAINING TECHNIQUES

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

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

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

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

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

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

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

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

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

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

Slides	Films	Filmstrips
Flannel Board	Chalk Board	Flip Chart
Posters	Charts	Flash Cards
Bulletin Boards	Exhibits	Photographs
Scrolls	Publications	Sketches

## 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 and gain information on the topic and learn from the other group members.

### Use Group Discussion:

- To share ideas and broaden viewpoints.
- To stimulate interest in problems.
- To help participants express their ideas.
- To identify and explore a problem.
- To create an informal atmosphere.
- To get opinions from persons who hesitate to speak.
- With 10 or less 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 discussion on time. Close on time.
5. Encourage informality and good humor. Permit friendly disagreement, but on the point under discussion, not between personalities.

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## LEADING A DISCUSSION (continued)

### LEADING THE DISCUSSION

1. Help the group feel at ease. See that everyone knows everybody else.
2. Give everyone a chance to talk. Let the person talking remain seated. More people will participate and those talking will feel more at ease.
3. Be careful of the person who tries to monopolize the discussion. Interrupt the 'speechmaker' tactfully and lead the discussion to another person.
4. Call on individuals who seem ready to talk, rather than going around the circle.
5. Direct rather than dominate the discussion by easing yourself into the background when the group gets into the swing of it.
6. Keep the discussion general so that it is of interest to all present.
7. Keep the discussion on the track. If it gets sidetracked, bring it back to the main subject by suggesting there are some more important points which need to be covered in the limited time.
8. If you feel that some important point is being neglected, mention it.
9. Summarize periodically. Stop occasionally to review the points that have been made.
10. Stick to the time limit. If there doesn't seem to be sufficient time to cover the subject, mention this in your training session evaluation, and take action to correct this before the next session.
11. Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag or get boring.
12. Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in the discussion.

### POINTS TO REMEMBER

1. Prepare for the discussion.
2. Get the group to feel at ease.
3. Give everyone a chance to talk.
4. Keep the group on the track.
5. Summarize periodically.

## HELP FOR GUIDING GROUP SESSIONS

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

## BUZZ GROUP TECHNIQUES

At times there is a definite advantage to dividing a large group into smaller discussion groups of 6-10 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

1. Encourages the shy participants
2. Creates a warm, friendly feeling.
3. Allows for sharing of leadership.
4. Saves time.
5. Develops leadership skills.
6. Provides for pooling of ideas.
7. May be used easily with other training methods.
8. Provides variety in training.
9. Helps build small group spirit.

### Limitations of Buzz Groups

1. May result in pooling of ignorance or misinformation.
2. Groups may 'chase rabbits'.
3. Leadership may be poor.
4. Reports may not be very well organized.
5. Requires 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 TEACH A SKILL

The two conditions of teaching are: (1) That none can teach more than he knows; (2) That none can teach faster than the scholar can learn. (Ralph Waldo Emerson)

There are five basic steps in teaching a Scouting skill:

### 1. PREPARATION

The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so the skill can be demonstrated, taught and practiced. For demonstration and teaching purposes, simulated or makeshift equipment is never adequate.

### 2. EXPLANATION

The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; (2) to describe the subject in detail, technical enough to be complete but not confusing.

The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.

### 3. DEMONSTRATION

This is the showing process. It is the first step in actual teaching. The demonstration should be done so well and simply that the student will have confidence in his own ability to achieve success. Demonstration of a skill is not the opportunity for the trainer to show his proficiency, but should be used primarily to show the steps in acquiring the skill.

### 4. PRACTICE

Hearing and seeing aren't enough. The learning process begins to finalize itself when students have the opportunity to try to do the skill themselves under the guidance of a trainer. The coach and pupil method works well at this point. Nothing can beat the 'learn by doing' method.

### 5. TEACHING

People often learn best those things they teach to others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others. Occasionally a summary of review and examination are desirable. The extent to which they are used depends on the type of skill and how well the student has learned.

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## HOW TO TEACH A SKILL (continued)

### Time Balance in Teaching a Skill

No one can learn a skill except by doing it, therefore most of the time must be spent in practice. The proper time balance is:

Explanation (hearing)	10% of the time
Demonstration (seeing)	25% of the time
Practice (doing)	65% of the time

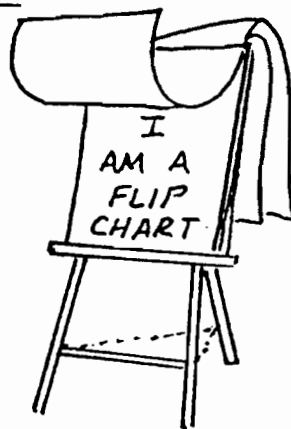
### Tips on Coaching a Skill

1. Be able to perform the skill well yourself.
2. Review your own experience in learning it, and work out a series of steps for teaching it.
3. Keep the instruction personal by working with an individual or small group, and letting them teach others.
4. Size up your audience, both as to abilities and personality traits which affect their learning the skill.
5. If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
6. Don't interfere with the learners trying to do it on their own. Don't interrupt their efforts unless they bog down or go off on the wrong track.
7. Let them make mistakes, if this will help them learn, but do point out mistakes tactfully.
8. Never make corrections sarcastically or for the benefit of any onlookers.
9. Encourage the learners by making remarks on their progress, pointing out the completion of each step and remarking on the steps they have done well.
10. Urge them to practice and to teach someone else.

## HOW TO USE CHARTS AND POSTERS

Charts and posters are used to:

1. Attract and hold attention.
2. Develop an idea.
3. Present information to small groups.
4. Highlight key points.
5. Review and preview.
6. Add variety to discussion.
7. Speed up learning.
8. Increase retention.



### HOW TO MAKE A FLIP CHART

1. Although excellent flip chart pads are available commercially, you can make your own with a tablet of newsprint, an artist's pad, or even sheets of construction paper, newsprint, or brown wrapping paper.
  - a. If paper is not in pad form, reinforce the top of the sheets with a double fold of paper or cardboard. Staple sheets together or fasten with lightweight bolts and thumbscrews.
  - b. If the flip chart is not self-supporting, tie it to the top of a stand, an easel, or moveable chalkboard. You can improvise a stand by using the back of a chair or an upended table.
2. Content of the chart.

It's a good idea to write out the flip chart in miniature while you are planning it. Changes or corrections can be easily made before you make the actual chart.

  - a. The first page should be the title page.
  - b. The second page should define the subject.
  - c. The following pages should explain the subject.
  - d. Then offer proof that your explanation is sound.
  - e. And finally, summarize and ask for action on the last page.
3. Use large lettering that can be easily seen.
  - a. Use wide-line marking pens.
  - b. Use plastic stick-on letters.
  - c. Use lettering patterns or stencils to trace letters.
  - d. Emphasize or underline key words.
4. Use some color.
  - a. Use colored marking pens or water colors to emphasize key points.
5. Don't try to crowd too much on one page. Only one idea per page.
6. To provide the presenter with a cue sheet, duplicate in miniature on the back of the preceding page what the audience is seeing. Then you can stand slightly behind the flip chart, face the audience, and explain what they see.

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## HOW TO USE CHARTS AND POSTERS (continued)

### HOW TO MAKE POSTERS

You don't have to be a sign painter or artist. Just follow these simple rules and your posters will carry a terrific punch:

1. Select the main idea. Jot down a few simple words that explain it.
2. Decide on the effect you want to create.... funny, dramatic, serious, or factual.
3. Try out different ideas. Put them all down on scratch paper.
4. Lettering.
  - a. Block out the chart using light-penciled guidelines.
  - b. If you aren't an artist, use plastic stick-on letters, pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
  - c. Use plain block letters. Make them a little taller than they are wide.
  - d. Don't squeeze the letters together or place them too far apart.
  - e. Avoid fancy or difficult-to-read lettering.
  - f. Letter Sizes. Follow this guide:

10-15 people	(10 ft. away)	Use letters	1/2" high	1/8" thick
15-30 "	(25 ft. away)	" "	1" high	1/8" thick
30-60 "	(45 ft. away)	" "	1½" high	1/4" thick
60-100 "	(75 ft. away)	" "	3" high	1/2" thick
5. Color and Illustrations.
  - a. Color adds interest to posters. Use colored ink or poster paint to fill in letters.
  - b. Select colors that contrast sharply to the background color.
  - c. Cut out pictures from Boys' Life or Scouting magazine.
  - d. Trace pictures from magazines.
  - e. Pictures or diagrams from magazines can be enlarged by using an opaque projector.
  - f. Make the main idea the largest and brightest. Use lots of white space. It makes the main idea stand out.

### OTHER TYPES OF CHARTS

- Pinboard Chart - Word strips or sentence strips rest on pins stuck in a pin-up board.
- Sentence Holder Chart - Word strips rest in a shallow pocket made from cardboard and fastened to board.
- Folded Word Chart - Word strips are folded in center, then opened during the presentation.
- Strip Chart - Strips of paper are used to hide the points until time to show them.

## EXHIBITS AND DISPLAYS

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

Consider these things:

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

### Literature Exhibits

- a. Arrange literature in a logical order, with a continuity that tells a story.
- b. Follow the suggestions for literature exhibits found in the training manuals.
- c. Encourage people to look through the literature. Avoid "Do Not Touch" signs.
- d. Don't just lay a lot of books flat on a table. Use pegboards, book trees, easels. Use wire coathangers to make book holders.
- e. Feature the literature which relates to a particular training session.
- f. Keep it simple and attractive.