FACILITATORS GUIDE

Fundamentals Part 1:
Science of Training (D70)

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Contents

Course Introduction

Welcome to *Fundamentals Part 1: Science of Training.* This course is designed to help Scouts and Scouters, regardless of their training experience, identify effective training methods for a variety of purposes. It will help freshen up the skills of current Scouting America trainers, as well. The skills and strategies presented here have been shown to improve teaching and learning—and will be of value to you, not only in your role in Scouting, but also in the ways that you communicate with others.

Most of Scouting America's instructor-led training is designed around a concept called "team-based learning". Using small groups, team-based learning promotes learning and team development through frequent and immediate feedback by a facilitator/instructor. It helps members learn from each other during and after the course. The team-based learning approach is like the patrol method Scouting has used for more than a century. Small group learning has proven effective in operating a den, patrol, and crew, as well as developing leadership in young people. We will use this method throughout the course.

In addition to this training, learners should be encouraged to take *Fundamentals Part 2: Craft of Training*. This course is the second part of the train-the-trainer continuum. As trainers develop their training skills, this course provides an opportunity for trainers to practice and refine their abilities through experiential learning, paired with feedback from faculty members and peers. This course also supplements the training development sessions offered during faculty development for advanced leadership training courses.

A Scout or Scouter may take these two courses independently from one another, but for the best results it is recommended that they be taken together.

Course Delivery

This training may be delivered by three methods:

- In-person
- Online (through my.Scouting.org, at a time convenient to the learner). *Coming soon.*
- Remotely (led by an instructor, using zoom or other online communication tool). *Remote syllabus coming soon.*

Online and remote options are good options for large councils where travel time can be a barrier to attending training courses. Online learning does not allow learners to ask questions or interact with other learners. Remote and in-person training allows learners to interact with other people and to ask questions.

Incorporating This Training into Staff Development for National Youth Leadership Training (NYLT) and Wood Badge

As an NYLT or Wood Badge staff member, your primary role is not just to present information, but to **inspire**, **engage**, and **lead**. The most important takeaway from this training is understanding that your goal is to create **meaningful connections** with your audience.

This training will help you sharpen those skills, so you can not only deliver great presentations but also make a lasting impact on your learners' leadership journeys.

Fundamentals Parts 1 and 2 can be delivered to NYLT and Wood Badge staff in different ways to suit your schedule.

- Stand-alone Training Outside of Staff Developments: Deliver as a complete session allowing for in-depth coverage of key concepts, preparing staff for their roles as trainers.
- Bite-sized Sections During Staff Developments: Break down the course into smaller, digestible sections that can be integrated into ongoing Staff Developments. This approach allows staff to absorb material gradually, while still having time to apply what they've learned.

Whichever format you choose, encourage ongoing practice throughout the staff development process. The more opportunities staff have to deliver their presentations and receive feedback, the more comfortable and confident they will become.

Course Objectives

The purpose of this course is to introduce Scouts and Scouters to the skills needed to provide effective training. At the conclusion of the training, learners will be able to:

- Describe approaches to training youth and adult learners.
- Describe and compare training methodologies that can be used in a variety of settings.
- Select an appropriate training methodology for use in planning their next instructional activity.

Target Audience

This course is targeted for youth and adults who provide training in Scouting America and for people interested in training and presenting.

Course Timeline

The *Fundamentals Part 1: Science of Training* course is intended for about four hours. A sample schedule for staff might look as follows:

Start	End	Title	Instructor	Notes	Page
8:00	8:15	Registration/Gathering Activity			
8:15	8:30	Opening/Safety Moment			
8:30	8:45	Logistics			
8:45	9:15	Why and How We Train Leaders			
9:15	10:00	Effective Presenters + How People Learn			
10:00	10:15	Break			
10:15	11:15	Design Principles			
11:15	11:45	Teaching in a Virtual Environment			
11:45	12:00	Course Wrap-up/Closing			

References

Guide to Leader Training, No. 511-028 (PDF available at Scouting.org/training)
Link: https://filestore.scouting.org/filestore/pdf/511-028_web.pdf

Materials

- Easel

- Blank flip charts

- Whiteboard

- Flip chart and dry-erase markers (black and blue are best; ensure they have sufficient ink)

- Paracord (two lengths per learner)

- Computer projector, HDMI cables, extension cord, clicker to advance slides

- Speakers, if needed, for video

Note: If presentation space is large or has unavoidable background noise, consider using amplification (e.g., microphones) for accessibility.

Post-Training Checklist

- Notify council of the names of learners trained.

Icons Key

Activity	Ask	Conversation or large group	Digital presentation	Discussion or small group	Duration
Flip chart or Whiteboard	Objectives	Speak	Video	Handouts/ Comments	

Time: 15 min	GATHERING ACTIVITY

Presenter Note:

Be ready for learners who may arrive early; aim to be ready at least 15 minutes before the planned starting time. The gathering activity *ends* at the training start time.

Learning Objectives
- Provide a fun, active way for the learners to get to know each other.
- Informal way for the learners to meet the faculty.
- Ensure new trainers feel welcome.
- Model an activity from the trainer's library.

References
- Pre-opening Gathering Period Activities (troopresources.scouting.org/pre-opening-gathering-period-activities/)
- Scouts BSA Program Resources (Scouting.org/programs/scouts-bsa/resources/)

Session Materials
- Sufficient materials for the expected number of learners to participate in the chosen gathering activity

Delivery Method: Game

William "Green Bar Bill" Hillcourt once described Scouting as "a game with a purpose." The purpose of the gathering activity is to help learners meet new people, make them feel welcome, demonstrate that there is a plan to keep everyone engaged, and provide a first impression of Scouting as fun and active learning. Gathering activities should be simple, should not require detailed explanation of the rules, and should encourage the learners to share and interact.

The Scouts BSA Program Resources website (*see References for this session*) features a large selection of gathering activities to choose from. Pick an activity like **Four Square** or **Hula Hoop Horseshoes** from this online resource or one of the ones listed below. Whatever gathering activity the

training team chooses to use, it is important to model appropriate Scouting values.

The course director and faculty need to arrive early enough that registration is set up and the first sessions are prepared *before* the gathering time activity begins. This ensures that the faculty is fully able to participate with the learners in the activity and begin developing the informal social bonds that make new trainers feel welcome and included.

Scouting Bingo

Instructions: Create bingo cards with various Scouting-related activities or achievements (like "has been to a Jamboree", "knows how to tie a bowline knot"). Learners mingle to find others who can sign off a square on their card.

Learning Objective: Encourages interaction and helps learners discover common experiences and skills.

Duration: 10 minutes

Scout Skills Charades

Instructions: Prepare slips of paper with different Scouting skills written on them (e.g., pitching a tent, starting a fire). Learners draw a slip and act out the skill without speaking while others guess.

Learning Objective: Encourages non-verbal communication skills and reinforces Scouting knowledge.

Duration: 10 minutes

Human Knot

Instructions: The group stands in a circle, shoulder to shoulder. Each person reaches across the circle to take the hand of someone not immediately next to them, then repeats with their other hand, creating a "human knot". The group then works together to untangle the knot without letting go of hands.

Learning Objective: Fosters teamwork, problem-solving, and communication.

Duration: 10 minutes

Group Count-Up

Instructions: Learners stand in a circle. The group must count aloud, in order, to a predetermined number (like 20), with each person saying one number. The catch is no one knows who will speak next, and if two people speak simultaneously, the count starts over.

Learning Objective: Enhances group coordination and listening skills and requires learners to be attentive and patient.

Duration: 10 minutes

Silent Line-Up

Instructions: Without speaking, learners must line up in a certain order (such as by height, birth month, etc.). They can use gestures or other non-verbal communication to organize themselves.

Learning Objective: Encourages non-verbal communication and teamwork, as well as quick thinking and problem-solving.

Duration: 10 minutes

Time: 15 min	OPENING
	Learning Objectives ● Introduce the learners to each other. ● Have new trainers interact with experienced trainers. ● Introduce and set the tone for the course—fun and active. ● Provide a Safety Moment. **References** ● Scouting America Safety Moments (Scouting.org/health-and-safety/safety-moments/) **Session Materials:** None **Delivery Method:** Discussion **ASK:** Ask everyone to consider answers to the following prompts: ● Your name ● What would you like to get out of the training course? ● A fun question, such as their favorite camping meal Ask each learner to introduce themselves. After the learner introductions, the course director and the other faculty members introduce themselves using the same format. **SAY:** Then, introduce the course with comments such as the following: Most of Scouting America's training is taught by a method known as the Team-Based Learning Model. It involves small group instruction, encourages both individual and group accountability, assigns team projects to enhance learning and team development, and provides regular feedback from the facilitator. Sound familiar? It is the patrol method Scouting has been using for over a century. The method has proven effective in operating a den, troop, or crew, and in learning. Today's activities will be grounded in team-based learning.

Scouting America offers two courses to develop trainers. ***Fundamentals Part 1: Science of Training*** helps people, regardless of their Scouting experience, deliver effective training. It is useful for those who have trained for other organizations to learn Scouting America's techniques and helps refresh the skills of current Scouting America trainers.

A companion course, ***Fundamentals Part 2: Craft of Training***, serves as the final step in Scouting America's train-the-trainer continuum. This course enhances the training skills learned in ***Fundamentals Part 1: Science of Training*** and supplements the skills offered during faculty development for advanced training courses.

Share with the learners that Scouts and Scouters responsible for training come from all walks of life. Rarely are those who train other adults in Scouting, and our Scouts, from the world of education or workplace training. As such, the techniques and skills necessary to deliver training may be new to many Scouting America trainers. Those skills may range from planning, training methods, playing appropriate games, techniques for illustrating learning points, reflecting, and how to use various instructional media. Preparing a cadre of trainers is important to effectively deliver training to leaders.

Welcome learners to *Fundamentals Part 1: Science of Training*, and thank them for taking on the important role of a Scouting trainer.

Provide a Safety Moment. *(See References for this session.)*

Discuss housekeeping information, such as where to find the restrooms.

Have everyone recite the Scout Oath, Scout Law, and Trainer's Creed together.

Trainer's Creed

I dedicate myself to influence 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."

Time: 15 min	LOGISTICS

Learning Objectives
- Learners will explain how to plan a fun and engaging training course.

References
- Facilitators Development Series videos (Scouting.org/training/learning-library/facilitators-development-series-videos/)
- Most current Scouting America training resources (Scouting.org/training/supplemental-training-opportunities/)

Session Materials
- Easels (one per flip chart)
- Flip chart (one per team) and markers
- Whiteboard and dry-erase markers
- Projection screen
- Wi-Fi access

Delivery Method: Discussion

Organizing the Class

SAY: The course is intended to be taught in small groups of five to six learners to model the Scouting America's traditional small-group teaching method. At times throughout the course, a faculty member will serve as a facilitator to each small group. Therefore, the class size will dictate the number of faculty members needed for the course, specifically one faculty facilitator for each five to six learners.

Auditorium-style seating is usually the least effective classroom arrangement as it inhibits learner-learner interactions that are the hallmark of the small-group method. The optimum facility should accommodate the small group.

A possible classroom seating style is shown below. This seating style works well for small group work, but some people will need to turn their chairs, so their backs are not turned to the trainer(s).
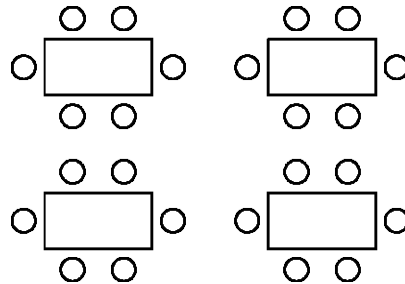
Be sure to consider any requirements for special access to support the participation of Scouters and Scouts with unique circumstances.

Provide tools such as an easel and flip chart per team, whiteboards, appropriate markers, a projection screen, Wi-Fi access, and appropriate instructional technology.

Faculty Development
Faculty development is an essential process designed to ensure quality, consistency, and effectiveness of training programs. Faculty development is composed of individual preparation, and a pre- and post-course group session.

Faculty members should be encouraged to watch the Facilitators Development Series videos. *(See References for this session.)*

The pre-course faculty development session offers an opportunity to review the course structure, clarify, and assign responsibilities for promotion, set-up, registration, lessons, and logistics. It is a chance for faculty to collaborate on promotion, setup, registration, lessons and logistics. Faculty development is also an opportunity for team building. The lead faculty member should endeavor to make the faculty development valuable and fun.

During the pre-course faculty development, the following should be accomplished:

- Review the course schedule. Make sure all faculty are familiar with the timeline and key milestones.
- Review and assign specific tasks:
  - Promotion
  - Registration – Organize learner registration and communication.
  - Individual lessons
    - Practice presentations and receive feedback from others.
    - Ensure different presentation methods are utilized.
    - Play new games specifically chosen to reinforce learning objectives.
  - Evaluation
    - Review Appendix 9: Learner Course Assessment and Appendix 10: Learner Self-Assessment tools.
    - Provide an opportunity for faculty to reflect on the course.
- Logistics
  - Facility needs – Confirm location, time available, Wi-Fi, parking, usage fees, tables and chairs, flags, restrooms, accessibility, amplification.
  - Training aids –Check availability of computer, projector, screen, easels, flip charts, whiteboards, markers.
  - Printing – Have sufficient handouts and updated materials.
  - Set-up
  - Comfort items/refreshments (coffee, snacks, soft drinks, etc.)
  - Clean-up – Plan for smooth wrap-up.

Budget

The goal is to keep learners' course costs as reasonable as possible; therefore, the following guidelines should be used:

- Course expenses must not exceed revenues.
- Course faculty are responsible for their own travel, meals, and personal expenses related to the course. These expenses must not be passed on to the learners.
- Reasonable expenses include facility usage fees and course materials. Light refreshments may be provided, if desired. If refreshments are provided, take care to poll learners to determine dietary needs in advance.
- The course budget needs to be approved by the local council.

Evaluation

Ensure the learners take the time to provide feedback on the course. A Learner Feedback Form is provided in the appendix.

Conduct a post-course faculty development session immediately after the course concludes and the learners have departed. The intent of this session is for the faculty to reflect on the effectiveness of the course. Reflection is a simple but effective tool for continuous improvement. Successful reflection maintains a spirit of openness and learning, rather than fixing.

Prior to reading the learners' assessments, the faculty conducts their own assessment of the effectiveness of the lessons and presents ideas for improvement. There are many methods for reflecting. Among the more common ones used in Scouting are "Start, Stop, Continue" and "Thorns, Buds, Roses," although any model may be used so long as the training team captures the desired outcomes, the actual results, and why the results were different than those expected.

Once the faculty has completed their internal reflection of the course, they then review the learners' assessments. Together, the two different evaluations will help the training team adjust and improve future courses.

Uniforms

Trainers, as representatives of their council training committee, should wear a complete Scouting field uniform (shirt, pants/skort/shorts, belt, and socks) appropriate to their Scouting position during this course.

Time: 30 min	WHY AND HOW WE TRAIN LEADERS

Learning Objectives
- Learners will recognize why we train leaders.
- Learners will describe different training methods.
- Learners will explain how we provide training to leaders.

References
- How to tie a sheet bend knot (Youtube.com/watch?v=SLS_LRcwD5c)

Session Materials
- Presentation slide or flip chart
- Paracord for knot tying (two lengths per learner)
- Appendix 1: Training Methods

Delivery Method: Socratic dialogue/demonstration

Post the bullet-pointed list on either a presentation slide or sheet of flip chart paper. Provide the following points as background information.

SAY: From the 2023 *Voice of the Scout Survey*, the top five reasons Cub Scout parents give for their child leaving the program are:
- The den/pack has poor leadership (19%)
- My child was no longer interested in the program (16%)
- Cub Scouts was too expensive (13%)
- Our family did not feel welcome (11%)
- We never received any information from leaders or were not contacted about meetings (8%)

ASK: Questions for learners:
- What do these survey results tell you about the Cub Scout experience for some families?
- Which of the points above would having well-trained leaders address to help retain Cub Scouts in the program?
  - Other answers may come up, but emphasize the point that a den or pack with poor leadership may create an environment where families are not comfortable investing time and resources.
- What experiences have you had that led you to that explanation?

Trained leaders use the available resources to deliver the program; untrained leaders tend to deliver meetings that are not organized, are chaotic, and inconsistent with the program we promise to families who join Scouting.

Participation in leader training provides the knowledge needed to lead a pack or den meeting in order to deliver a fun and engaging program.

SAY: Something learned during the development of the Lion Scouts program is that the reason most parents did not allow their children to continue with Scouting is that they were frustrated by chaotic and poorly planned den and pack meetings. Subsequent Scouting America research confirms that leaders who participate in Scouting America training tend to deliver a better-quality Scouting experience. The experiences are organized and more orderly, which produces a more engaging activity for youth (and parents), which leads to greater satisfaction, retention, and advancement.

ASK:
- Based on the information shared so far, how would each of you answer the question, "Why do we train leaders?"

SAY: Now, let's take a look at HOW we train leaders. What are some ways that you have learned information?

Ask for examples from life, from work, and of course, from Scouting.

What method did you use to learn about…
- How to tie a knot and when to use it?
- How to lead a Patrol Leaders' Council meeting?

Training Expectations
SAY: Generally, we make use of Scouting America's published curriculum. The Scouting America published training materials make use of several strategies that are listed below. The designers of the training course use their expertise to determine an appropriate way to deliver training information. If you are part of a training course with a published national curriculum, there is an expectation that you deliver the information

accurately and consistently with the way the information is presented in the published curriculum.

For other training events, you may have the opportunity to develop your own training outline and present information to a group of learners. When developing a training course, you need to consider three things:
1. What is your learning outcome?
2. How will you evaluate effective learning?
3. What is the best way to deliver the information?

For example, consider a brief lesson on how to tie a sheet bend. Using the steps above, these steps might emerge:

1. What is your learning outcome?
   The learners will successfully tie a sheet bend using two different-sized pieces of rope and describe when to use a sheet bend.

2. How will you evaluate effective learning?
   Using two different-sized pieces of rope, the learners correctly tie a sheet bend.

3. What is the best way to deliver the information?
   A demonstration approach would be appropriate for this lesson.
   - *Locate materials to teach the steps to tie a sheet bend.*
   - *Model how to tie a sheet bend.*
   - *Explain and show the relationship between the larger and smaller ropes.*
   - *Provide pieces of rope to the learner, ask them to follow your guidance, and construct a sheet bend.*
   - *Ask the learners to tie a sheet bend without your help.*
   - *Providing feedback as needed to help them perfect their skill.*

Careful planning is key to effective training.
The steps above are intended to make sure that the actions taken and the resources acquired to teach this skill were considered deliberately and were on hand before starting the training session.

The remainder of this session will be used to review different methods that you may use as an appropriate delivery strategy.

Distribute Appendix 1: Training Methods, and pick a few methods to discuss. (Appendix 1 content also appears in the table below.)

Method	Description and Example
Lecture	The instructor presents information verbally to the learners. May be paired with visual aids. Connect comments with learners' experiences. ● A Venturing advisor describes changes in the Venturing program and its recognition system, including a timeline of program changes and a rationale for the changes.
Demonstration	The instructor shows how to do something, and learners observe and learn. Best for hands-on skills. ● A troop instructor demonstrates to younger Scouts how to use a hand axe to safely split firewood.
Discussion	Learners actively participate in discussions, expressing their ideas and opinions. Helps make personal connections with content. ● A merit badge counselor engages a small group of Scouts in a discussion about different forms of government, providing them an opportunity to express their interpretations and viewpoints.
Socratic Dialogue	The instructor and learners engage in cooperative, argumentative dialogue to stimulate critical thinking and illuminate ideas. ● A Venturer leads a discussion about ethical controversies, posing a series of situations that provoke questions among other members of their crew, leading crew members to reflect on the nature of decision-making and ethics, encouraging them to explore and defend their ethical beliefs.

Case Study	The learners conduct an in-depth analysis of a situation or scenario to facilitate problem-solving skills. ● A group of district training chairs analyzes a real-world case study of a council that boasted a 100% trained leader performance rate, identifying challenges, and proposing solutions to achieve this goal locally.	
Role-Playing	Learners act out roles in simulated situations, promoting experiential learning. ● A group of Scouts creates a brief presentation on Robert Baden-Powell's defense of Mafeking and draws connections between that experience and scouting in peacetime.	
Group Work	Learners engage in collaborative learning to achieve a common goal. ● A group of Scouts working on the Pioneering merit badge collaborate as a patrol to design and construct a bridge crossing a ravine, pooling their knowledge and skills.	
Problem-Based Learning (PBL)	Scouts learn through solving real-world problems, promoting critical thinking. ● A Scout working on an investigation applies what they have learned, integrating their science knowledge to solve a real-world problem.	
Project-Based Learning (PBL)	Learners work on an extended project to explore and solve complex problems. ● An Eagle Scout candidate works on a month-long project to design and build a sustainable community garden, incorporating elements of biology, environmental science, fundraising, and community planning.	

	Peer Teaching	Learners teach each other, reinforcing their own understanding of the material. ● National Youth Leadership Training course staff members take turns teaching short lessons from the curriculum to their course colleagues, enhancing their own understanding through teaching.	
	Experiential Learning	Direct, real-world experience or hands-on activities are used to promote learning. ● A Scout working on Scouting America's Distinguished Conservation Service Award goes on a field trip to study local ecosystems, collecting samples and making observations in a hands-on environment.	
	Inquiry-Based Learning	Learners ask questions, conduct investigations, and explore topics to deepen their understanding of topics. ● Scouts evaluate the effectiveness of a new camp stove and how well it works in different conditions.	
	Simulations and Games	Educational games and simulations are employed to make learning more interactive and enjoyable. ● While working on the Game Design merit badge, a Scout creates a game that they use to model six months in the life of a patrol. The troop uses the game as part of their support for new patrols and how they can be successful together.	
	Visual Aids	Trainers use visual elements such as charts, graphs, and diagrams to enhance understanding. ● A Venturing advisor delivers an address, supported with a flow chart, mapping out changes in the Venturing program and its recognition system, timeline of program changes, and a rationale for the changes.	

		Flannel Board/Visual Board	Trainers use movable boards to illustrate concepts. ● A Cub Scout leader uses a flannel board to show where to place insignia on a Cub Scout uniform.	
		Mind Mapping	Trainer uses graphic representation of ideas to show relationships and connections. Clarifies relationships between concepts. ● A group of older Scouts plans a cross-state bicycle trek and creates a mind map to visually organize information about the planning, support, training, and fundraising needed to make the event a success.	
		Storytelling	Trainer uses narrative stories to convey information and engage learners emotionally. ● A Scoutmaster closes a campfire with a Scoutmaster's minute, relating a story of how a Scout met a challenge that changed their life in a positive way.	
		Cooperative Learning	Learners work together in small groups to achieve common goals. ● Members of an Order of the Arrow Lodge Executive Committee plan a new lodge event that will engage both new and inactive members of the lodge.	
		Mentorship	A more experienced individual provides one-on-one guidance and support. ● An experienced Venturing Advisor mentors a new Crew Advisor as the new Advisor works through their first year supporting a new crew.	
		Jigsaw Technique	Each learner becomes an "expert" in one part of the material, then teaches it to the group. ● Scouts working on the Scouting Heritage merit badge each interview a different leader from the early days of their troop. After the interviews, the	

		Scouts use the jigsaw technique to create a detailed profile of the early days of their troop, with each Scout becoming an expert on a specific aspect and then sharing their knowledge with the group.
	Service Learning	Community service is integrated into the curriculum to enhance learning. ● Members of a Sea Scout Ship participate in a service-learning project to address community needs, such as organizing a food drive for food insecure families.

Note: Quite often, we use more than one method to deliver instruction. For example, the Venturing Advisor reporting on program changes uses a flow chart to help organize and communicate the program changes summarized in their lecture.

Evaluation
ASK: Have volunteers select one of the teaching methods presented and identify how they could incorporate it into meeting a need in one of their areas of Scouting service.

Time: 45 min	EFFECTIVE PRESENTERS + HOW PEOPLE LEARN

Learning Objectives
- Learners will identify strategies to make presentations more effective.
- Learners will explain how learning takes place.
- Learners will demonstrate examples of how to encourage elaboration and facilitate learning.

References: None

Session Materials
- Appendix 2: Characteristics of Effective Trainers (one per learner)
- Appendix 3: Information Processing Theory—More Details
- Flip chart
- Markers

Delivery Method: Socratic dialogue/demonstration

Effective Presenters
15 minutes (whole group)

ASK: Ask learners to share responses to the following questions.
- What makes a presentation effective?
- What makes a presentation a failure?

Accept answers, and note that the session ahead will provide some insights into how to make a presentation effective—and how to prevent a presentation from being a failure.

Without revealing the name or details of what learners will see, show the video clip from *Ferris Bueller's Day Off*, featuring economist Ben Stein as a high school economics teacher.

Link: Youtube.com/watch?v=uhiCFdWeQfA

Feedback

ASK: At the end of the video, ask learners to share their feedback in a Start, Stop, Continue evaluation.

As you solicit responses to the questions below, pay attention to two points that will become important later in the lesson:
1. **The audience and what they need.**
2. **How to interact with learners in ways that increase engagement, retention, and knowledge.**

● What should the presenter **continue** to do?

   Answers should include:
   - *Demonstrating strong content knowledge—maintain their high level of academic understanding to ensure credibility and accuracy.*
   - *Sharing detailed explanations—continue breaking down complex concepts, but do so interactively, incorporating learner contributions.*

● What should the presenter **stop** doing?

   Answers should include:
   - *Answering their own questions—avoid rushing through material and immediately answering questions themselves; instead, give learners time to think and respond.*
   - *Ignoring learner disengagement—stop teaching in a way that overlooks learners' body language and participation levels.*

- What should the presenter **start** doing?

  Answers should include:
  - *Engaging students actively—do this by using strategies like "think-pair-share" or small-group discussions to involve students in the lesson or by posing open-ended questions and waiting at least 3–5 seconds for students to process and respond.*
  - *Connecting content to learners' lives.*

Express appreciation for the comments shared, then move into a brief presentation on the following points.

Consider the Needs of Your Audience

SAY: For adult learners in particular (though also for younger learners), it is important for the presenter to consider the following:
- Why is the information you are teaching important for the learners to know?
- How do you organize it to meet the needs of the learners?
- Why do we need to consider the background of our learners?

When training, it's important to clarify the reasons behind specific concepts, commands, or functions rather than promoting rote memorization. Instruction should focus on tasks, embedding learning activities within common, practical scenarios.

Recognizing the diverse backgrounds of learners is crucial. Learning materials and activities should accommodate various levels and types of previous technological experience.

Given that adults and older youth are self-directed, instructional approaches should encourage independent discovery, allowing learners to explore and gain knowledge on their own. However, guidance and support should be readily available to help learners navigate and learn from mistakes and from the experiences of other people.

Characteristics of Effective Presenters

ASK: What are some of the personal characteristics of effective presenters?

Solicit answers, then follow up with the following points, making connections with what learners shared. At the end, share Appendix 2: Characteristics of Effective Trainers as a resource about particular behaviors and approaches to keep in mind.

SAY:

1. **Enthusiasm and Honesty**
   A boring and uninterested presenter can make a presentation painful. To be effective, you must engage your audience by showing enthusiasm for the topic. It's hard to excite others if you come across as dull or monotonous. Genuine enthusiasm captures attention.

   In addition to being enthusiastic, honesty is crucial. Even a distracted audience can detect lies or exaggerations. If they sense dishonesty, both you and your presentation lose credibility. A successful presenter is transparent and truthful while maintaining enthusiasm for the subject matter.

2. **Focused on the Audience**
   Effective presenters create presentations that revolve around the audience, prioritizing the audience's needs over their own. Concentrate on what your audience can gain from your presentation.

   The essence of a successful presentation lies in captivating and connecting with your audience. Since every audience is unique, consider the individuals you're addressing and what captures their interest. A topic that is relevant and beneficial to them is more likely to grab their attention.

3. **Ability to Keep Things Simple**
   Excellent presenters excel at simplifying complex topics. In many cases, your audience may have limited prior knowledge of the subject. If you employ intricate language or concepts, it can lead to confusion and reduced attentiveness.

Think of a presentation as a teaching opportunity. Just like any great trainer, you must simplify information to ensure universal understanding. Effective presenters possess the skill to make complex topics accessible to their audience.

4. **Being Personable**
   Being personable is a valuable trait in various business settings, including presentations. When people find you likable and relatable, they are more likely to pay attention. Simple gestures like making eye contact and smiling can go a long way in building rapport and fostering a connection with your audience.

5. **Body Language**
   Body language communicates more than you might realize. While your words convey meaning, non-verbal cues play a significant role in how your message is received.

   Effective presenters display confidence by standing tall and maintaining an open posture. Crossing arms can create a sense of coldness, so it's best avoided. Pacing or hiding hands behind the back may make you appear nervous. Keep your body language open and welcoming to be seen as credible and trustworthy by your audience.

Preparation Essentials

ASK: How do effective presenters prepare?

Solicit answers, then follow up with these points, making connections with what learners shared.

SAY:
- Know your content.
  - Know how it applies to your role in Scouting.
  - Be prepared with multiple examples.
- Practice your presentation.
  - Create an authentic setting.
  - Seek and apply feedback.
  - Seek fluency and fidelity.
- Remember why you are there.
  - Remain learner focused.

How People Learn
30 minutes (whole group)

How People Learn: Information Processing Theory

Share the figure below in a presentation slide, as a handout, or as an image posted large enough for everyone to see.

Figure and information on Information Processing Theory adapted in part from: Anderman, E. M., Anderman, L. H., & Ormrod, J. E. (2024). *Educational Psychology: Developing Learners (11th edition).* Hoboken, NJ: Pearson.

SAY: This figure helps explain a concept called Information Processing Theory.
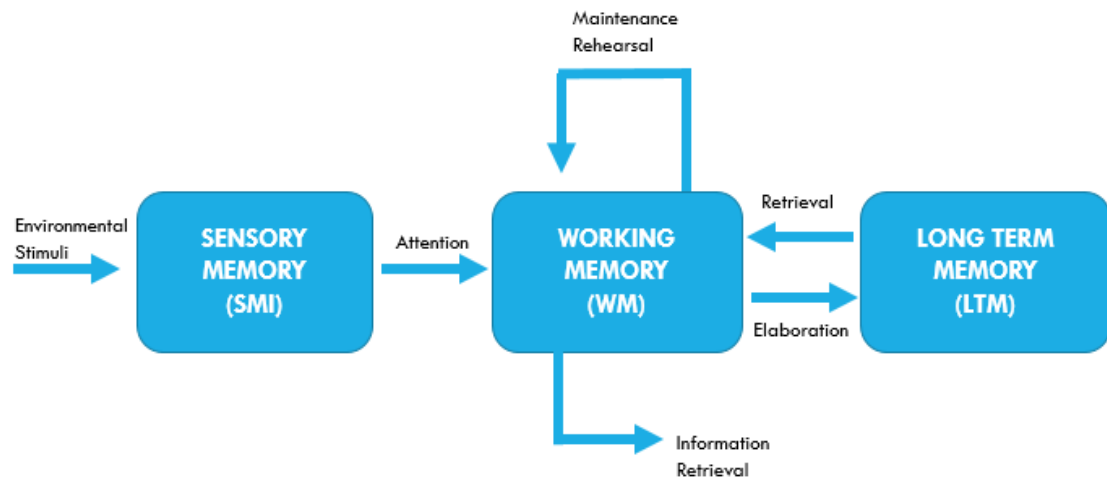
ASK: What does this figure tell you?

Solicit feedback from learners.

SAY: There is useful information in the figure. Our focus is going to be on the long-term memory part of the model and what you can do as a presenter to increase the opportunity for learners to retain information indefinitely.

Presenter Note: See Appendix 3: Information Processing Theory—More Details. It provides additional details regarding the model above and may

be helpful for instruction. As an alternative, you might distribute it as a handout/reference for learners and use the content to emphasize some of the details in the model above.

Here's a short description. Information Processing Theory is a cognitive idea that looks at how we remember things. It explains how our brains sort information—from what we notice now, to what stays in our memory. According to this theory, forming a lasting memory involves stages: first, we obtain information through our senses (like seeing or hearing); then, we briefly remember them in our short-term (or working) memory, like recalling a phone number. Finally, the information becomes a permanent part of our long-term memory.

Information held in working memory does not last long. Briefly practicing a locker combination tends to remain present until you use it to unlock the padlock. It is temporary; in addition to losing it after opening the locker, the chain of numbers can become mixed up if someone asks you a question while you are reciting those numbers.

Our goal as trainers is to help learners anchor information into long-term memory. When information resides in long-term memory, it is virtually always there for your use. Importantly, knowledge stored in long-term memory makes it easier for you to add new information to your memories. That's because information is easier to retain and learn if you can connect it with previously learned memories.

Facilitating Long-term Memory – Elaboration
Elaboration strategies connect new information with information that learners already understand. This process of making connections takes stress off working memory because connections make it more efficient to both learn something and commit it to memory.

Because elaboration strategies create connections to information to be learned, they can be powerful instructional tools for a trainer. The confidence that learners have in already knowing the connected information can support their learning of new information.

There are instructional practices we can use (such as notetaking, rewriting an idea, paraphrasing an idea, and developing metaphors), but presenters

can also help learners deepen connections during presentations by asking questions. This is an opportunity to incorporate the idea of "talk moves" into your presentation methods, particularly when answering learner questions or leading an interactive discussion. Talk moves are planned questions that lead to productive discussions, which help learners process information more deeply.

Direct learners to the second page of Appendix 2: Characteristics of Effective Trainers, which lists nine talk moves.

Let's turn to the second page of Appendix 2 and look at this list of talk moves together to see how they can work:

1. **Clarify Ideas**
   Partner Talk: a brief discussion that can be used to clarify ideas between two learners
   Writing as Think Time: provides the opportunity to perform mental operations on information by reorganizing in a way that makes sense to the learner
   Wait Time: waiting long enough for learners to process a question and prepare an answer (no shorter than 3–5 seconds)

2. **Say More**
   "Can you say more about that?"
   "What do you mean by that?"
   "Can you give an example?"

3. **So, Are You Saying…?**
   "So, let me see if I've got what you're saying. Are you saying…?"
   Note: Always leave space for the original learner to agree or disagree and say more.

4. **Who Can Rephrase or Repeat?**
   "Who can repeat what Javon just said or put it into their own words?"
   After a Partner Talk, "What did your partner say?"

5. Ask for Evidence or Reasoning
"Why do you think that?"
"Can you share your evidence?"
"How did you arrive at that conclusion?"

6. Challenge or Counterexample
"Does it always work that way?"
"How does that idea square with Ethan's example?"
"What if it had been a front-country campsite instead?

7. Agree/Disagree and Why?
"Do you agree/disagree? (And why?)"
"What do people think about what Ian said?"
"Does anyone want to respond to that idea?"

8. Add On
"Who can add onto the idea that Cathy is building?"
"Can anyone take that suggestion and push it a little further?"

9. Explain What Someone Else Means
"Who can explain what Robert means?"
"Who thinks they could explain why Emily came up with that answer?"
"Why do you think they said that?"

Adapted from: Chapin, S., O'Connor, C., & Anderson, N. (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1–6*. Sausalito, CA: Math Solutions Publication.

Evaluation
ASK: Ask learners to practice applying talk moves in the following ways:
● Share an explanation and ask someone to contribute using one of the moves.
● How would talk moves have benefitted the economics teacher in the first part of the lesson?
● How can the talk moves provide opportunities to build on previous ideas (elaboration)?

Time: 60 min	DESIGN PRINCIPLES
	Learning Objectives ● Identify and apply fundamental design principles, including legibility, hierarchy of information, consistency, simplicity, and visual balance, to enhance Scout projects across various media. ● Create accessible, inclusive designs by incorporating considerations for disability awareness and understanding Cognitive Load Theory to prevent information overload. ● Identify the use of various presentation mediums, optimizing flip charts, whiteboards, posterboards, and digital displays for effective communication in Scouting contexts. ● Implement dynamic engagement strategies, including storytelling, interactive elements, and effective use of visuals, to maintain audience interest and facilitate learning. **References** ● Effective Design PowerPoint presentation (Scouting.org/wp-content/uploads/2024/10/TE-Effective-Design09162024.pptx) found at (Scouting.org/training/supplemental-training-opportunities/) **Session Materials** ● Accompanying PowerPoint presentation (see References for link) ● Appendix 4, 5, 6, 7 (one each per learner) ● Optional Activity: Flip charts (one per group) and markers **Delivery Method:** Discussion/Hands-on activity **Introduction** **SAY:** Through the power of design, we will unlock new possibilities to make our messages more impactful, our projects more inclusive, and our storytelling more compelling. Whether you're designing a flyer for your next Scout event, creating a digital presentation for a merit badge workshop, or crafting an engaging post for social media, the skills you acquire today will elevate your ability to resonate with your audience. **Share the PowerPoint presentation, and refer learners to the appropriate appendix resources where indicated.**

Slide 1- Enhancing Scout Project Designs
Today, we'll explore design principles that make Scout projects visually impactful and engaging. Note that we have tried to demonstrate the application of good design principles and that nothing is perfect!

Slide 2- Key Design Concepts
Define each concept:
- **Legibility:** How easily text can be read.
- **Hierarchy of Information:** Organizing information from most to least important.
- **Consistency:** Maintaining a uniform design throughout.
- **Visual Balance:** Creating harmony in the design.
- **Simplicity:** The power of clear and uncluttered visuals.

Slides 3–5- Legibility: The Art of Readability
Legibility ensures that your audience can easily read and understand your message.

Additional Resource: "Typography Tutorial – 10 rules to help you rule type" by The Futur (Youtube.com/watch?v=QrNi9FmdlxY)

Slides 6–8- Hierarchy of Information: Guiding Your Audience
It's about organizing information in a way that guides your audience's attention.
- Stress the use of clear headings that emphasize the most important ideas first.

Slides 9–11- Consistency: Creating a Unified Look
Consistency establishes trust and familiarity.

Slides 12–14- Visual Balance: Creating Harmony
Balance ensures that your design is visually appealing and easy to follow.

Slides 15–17- Simplicity: Less is Sometimes More
Simplicity helps your message shine through by removing distractions.
- Encourage eliminating unnecessary elements to simplify designs.

Slides 18–19- Simplicity: Understanding Cognitive Load Theory.
(Appendix 4: The Six Principles of Cognitive Load Theory)
- Mental capacity for processing is limited.
- Overloading decreases attention and learning.
- Simplicity in presentations prevents overload.
- 1-6-6 rule: One idea per slide; about 6 words per line; about 6 lines per slide.

Slide 20- Interesting Photography
Enhancing projects with photography
- Photographs tell stories. Scouting has great stories!!
- Look for moments of warmth, humor, and friendship.
- Show Scouts rising to meet challenges and moments of success.
- Tips for capturing engaging photos:
  - Reinforce themes such as: Inclusivity, Action, and Fun.

Additional Resource: Capture Your Scouting Memories with These Photographic Tips (Scoutingmagazine.org/2020/11/capture-your-scouting-memories-with-these-photographic-tips/)

Slide 21- Inclusive Design

Designing for broad audiences to reach more people

- **Language:** Market to wider audiences by producing marketing materials in multiple languages.
- **Color Combinations:** Opt for high-contrast color combinations and avoid using red and green together as they can be indistinguishable for people with color blindness.

Slide 22- Utilizing Flip Charts and Whiteboards Effectively (Appendix 5: Whiteboards, Flip Charts, Flip Books, and Posters)

- Use bold markers for visibility.
- Write in large print.
- Use different colors for emphasis but ensure contrast.
- Keep whiteboards clean, and erase fully to avoid ghosting.

Slide 23- Engaging Handouts (Appendix 6: Handouts)

- Paper is high-resolution and easily available.
- Useful when technology is unreliable or unavailable.
- Handouts can be taken home, providing a lasting reference for your audience.
- Learners can draw, check off boxes, take notes, or engage with the content in other hands-on ways.

Slide 24- Leveraging Digital Media. (Appendix 7: Digital Presentations)

Videos can tell compelling, engaging stories.

- Capture attention with change.
- Use animations and transitions.
- Ensure animations enhance, not distract.

Slide 25- Room for Creativity

Use these guidelines as a foundation, but don't be afraid to experiment and innovate.

- Seek feedback to see if your designs meet your goals.

Slide 26- Conclusion

Good design enhances clarity, maintains interest, and ensures your message resonates.

- Seek feedback to ensure your designs are effective and impactful.

Slide 27- Questions

Optional Activity

Time: 20 minutes

SAY: Now we're going to put our design knowledge into action by tackling a quick, hands-on project related to Scouting. You'll choose from a variety of project options, each aimed at enhancing Scouting communications through effective design. Our goal is to collaborate in a quick design project using the principles we discussed.

Split class into groups of about 3–5 people each.

SAY: You are tasked with designing a promotional poster for an upcoming *Fundamentals Part 1: Science of Training* course. It should include important details, so Scouts and Scouters get the information they need and know how to sign up.

Event Details to Include:

Fundamentals Part 1: Science of Training (Course D70)
Instructors: _____, experienced presenters with a passion for training.
Date & Time: _____, from _____ to _____.
Location: _____
Cost: $_____ per person (covers materials and facilities)
Call to Action/Sign Up: To register, email _____ at _____, sign up online at _____, or call _____ by _____. Spaces are limited!

Your Task
Using the provided flip chart page or large piece of paper and markers, design a promotional poster that incorporates all the above details. Your design should be clear, engaging, and communicate all necessary information briefly. Consider how to use the design principles we've discussed to make your promotion visually appealing and effective.

Remember to:

- Utilize legibility, hierarchy of information, consistency, visual balance, and simplicity.
- Engage your audience with compelling visuals that relate to learning.
- Ensure the design is accessible and inclusive.
- Encourage action with a clear, straightforward call to action.
- Refer to Scouting America Brand Center for tools to enhance your promotional pieces (Scoutingwire.org/BSA-Brand-Center/).

Feedback

Facilitate a session for learners to display their poster and share their design process and insights. Encourage feedback.

Conclusion

SAY: The purpose of any presentation is to engage the audience so they learn, appreciate, and understand the material. Training aids should enhance the learning, not distract the learners or negate the presenters' efforts.

Conclude the session by summarizing key takeaways and encouraging learners to apply the skills and insights gained to future Scout-related projects. Highlight the value of good design in making Scout communications more effective and engaging.

Time: 30 min	TEACHING IN A VIRTUAL ENVIRONMENT

Learning Objectives
- Understand advantages of instructor-led virtual training.
- Best practices for teaching in a virtual environment.

References: Updated guidance on offering online merit badge classes: *Guide to Advancement* (2025), Section 7.0.4.12 – Online Merit Badge Classes, p. 53. Scouting.org/resources/guide-to-advancement/.

Session Materials
- Appendix 8: Remote Learning Activities (one per learner)

Delivery Method: Socratic dialogue

SAY:
Advantages of Instructor-Led Virtual Training
- Provides social interaction and motivation of a group setting.
- Allows learners to gather without having to travel long distances.
- Allows the facilitator to tailor instruction to the group and adapt to learners' needs.

Think carefully about your audience.
- Tailor instruction to your learners by considering factors such as age (adults, youth, mixed); the purpose of the remote training (skill-building, information, team development)
- Consider Youth Protection implications such as no one-on-one contact. For example:
  - Think about the composition of groups in breakout rooms.
  - Utilize waiting rooms prior to the meeting so everyone is let in all at once.
  - Use platform settings to prohibit individual chat to prevent potential Youth Protection violations, bullying, or harassment.
- Note the updated guidance on offering online merit badge classes provided in the *Guide to Advancement* if you plan to do this.

- Is accommodation needed for people with different abilities (hearing and/or vision impairment, native language, etc.)?
  - Some platforms offer closed captioning or transcription.
  - Some platforms offer language translation.

Safety Tips
- Keep meeting access protected by requiring a password and only giving the link to individuals rather than publishing it online.
- Youth Protection applies to breakout rooms.

Look polished and professional!
- Stress-test the platform – practice!
  - Know your platform and the settings that control features like breakout rooms, whiteboards, who can share their screen, etc.
- It takes longer to log on than you think!
  - The presenter should log on and have their materials ready to go well before the scheduled start time.
  - Make use of the waiting room and ask learners to begin to log on about 15 minutes early.
- Have a co-presenter to assist the facilitator, if possible, with the following tasks:
  - Manage admitting learners from the waiting room.
  - Monitor the chat.
  - Mute learners when needed, watch for raised hands, keep an eye out for people whose attention is wandering, etc.
  - Handle the extras, such as playing other media (such as videos) or dropping information in the chat.

Hardware Tips
- Have a camera with good lighting.
  - Preview what you look like. Nobody wants to see up your nose!
- Test in advance to be certain that your microphone allows learners to hear you clearly.
- Be sure that learners know if they will need a camera and a microphone. Provide a number to call in to the meeting if they don't have a computer with a microphone.

Details make a difference.
- Use a neutral screensaver. Personal photos can be distracting or embarrassing.
- Hide the icons on your desktop (right click > select "View" > uncheck "Show desktop icons").
- What's behind you? If your space is distracting, consider using a virtual or blurred background. Choose something simple and Scout-appropriate. Most platforms come with a variety of stylish virtual backgrounds that are easy to apply.

Classroom Management
- A quick overview toward the beginning of your session of the platform's features will help learners feel confident when they need to raise their hand, send a chat message, or share their screen. Having an associate trainer to help answer questions ensures that learners receive immediate feedback.
- Set clear expectations for participation and behavior at the beginning of the remote session.
    - Ask learners to keep their camera on to verify that they are paying attention.
    - Remind them that we will be following the Scout Oath and Law at all times. Interactions should be respectful and Scout-appropriate.
    - Ask learners to mute their microphones when they aren't speaking.
- Set the tone by starting the session with an interactive game or activity. Show that this will be a fun and engaging session that will hold their attention. (In case it needs to be said, taking 30 minutes for everyone to elaborate on their Scouting resume and name their favorite ice cream does not count as fun and engaging!)
    - See Appendix 8: Remote Learning Activities for ideas.
- Avoid "Zoom Fatigue"
    - Keep sessions to a manageable length (most experts recommend no more than 2 hours).
    - Limit segments of a session to no more than 1 hour before taking a break.
    - Keep your pace quick enough and have enough material prepared to maintain interest

- Make it interactive to maintain a high level of engagement.
  - Plan hands-on activities that are conducive to a remote environment. Think role-playing, games, small groups in breakout rooms, etc.
  - Keep activities varied to maintain interest. For example, intermix direct instruction with small group discussions and hands-on activities.
  - Use built-in platform features such as polling, reactions, hand-raising, and chat to foster participation.
- If your instruction is supported by a slide presentation, the digital presentation best practices still apply! Refer to the Design Principles module. Keep it interesting!
  - Avoid just talking through slides; incorporate other media such as infographics and videos in addition to the aforementioned hands-on activities.
- Be deliberate when pausing for comprehension checks.
  - Allow adequate time to formulate thoughts and questions. When soliciting questions, tell the learners you are pausing for questions and silently count several seconds to yourself (1 Mississippi, 2 Mississippi, 3 Mississippi, etc.).
  - Be aware that some people hesitate to speak up in front of a group. Give them time and encouragement. Simply dropping their comment in the group chat might be the most comfortable option for some.

Follow up after the meeting.
After an online course, send a follow-up email to include the following:
- Thank them for participating.
- Feedback is a gift. Create an online survey using Google Forms or Microsoft Forms to send to all learners. Their suggestions and constructive criticism will make your next remote training that much better!
- Send links or attachments for additional resources.
- Inform them of additional opportunities for training or participation.

Time: 15 min	COURSE WRAP-UP/CLOSING

Objectives
- Wrap up the course and provide some closing reminders.
- Recognize the learners for completing *Fundamentals Part 1: Science of Training*.
- End the training on an inspirational high.

References: None

Session Materials
- Certificate of Training for *Fundamentals Part 1: Science of Training* (Course Code: D70) (one per learner)
- Appendix 9: Learner Course Assessment (one per learner)
- Appendix 10: Learner Self-Assessment (one per learner)

Delivery Method: Lecture

SAY: Here are some final thoughts as we come to the end of this initial training session. This was only the beginning. You received the basics of training and, hopefully, have become enthusiastic about becoming even better. Next up is *Fundamentals Part 2: Craft of Training (H96)* for an opportunity to practice what you learned in *this course.*

In the meantime, some parting thoughts:

- **Be yourself and relax.** You would not have been invited if you did not have the skills, but don't try to be something you're not.
- **Believe in your message.** Live and breathe your message.
- **Change your public speaking attitude.** Change fear of speaking to excitement about speaking.
- **Find out what the learners want to know.** Identify and address participant expectations.
- **Re-energize learners with "pattern breaks."** Change the tone of voice or pattern of speech. Move to a different part of the room. Use props, media, or music. Change the pace.
- **Know your presentation tools.** Practice!!

- **Promote.** Encourage others to participate in training courses.
- **Take care of the paperwork!** Be sure to complete a Training Attendance Report for every course so everyone gets proper credit.
- **Stick to the syllabus.** The course content has been carefully designed to accomplish the learning objectives. Even if you don't understand the need for a section within a training course, that doesn't mean the learners don't need it.
- **Have fun!** Don't be afraid to have fun. Create an atmosphere where people are free to laugh.

Distribute the Learner Course Assessment (Appendix 9) and Learner Self-Assessment (Appendix 10).

Explain that the Learner Self-Assessment gives them an opportunity to recall what they learned about each session's objectives, and they should complete it as soon as possible to reinforce their new knowledge and skills.

Request that each learner complete and submit the Learner Course Assessment before departing so the training team can continue to improve their own delivery. Feedback is truly a gift!

Present each learner with their Certificate of Training.

Summary

Our goal as trainers should be to pass on the skills and ideas that will help other leaders be effective in their roles so that Scouting is safer, more fun, and more effective in the lives of Scouts. Remember—your role is to train leaders, not just run training courses. Thank the learners for all they do (and will do) for Scouting. Encourage the learners to bookmark Scouting.org/training to stay up to date on the latest resources and information about training in Scouting America.

Appendix / Handouts

Appendix 1
Training Methods

Method	Description and Example
Lecture	The instructor presents information verbally to learners. May be paired with visual aids. Connect comments with learners' experiences. ● A Venturing advisor describes changes in the Venturing program and its recognition system, including a timeline of program changes and a rationale for the changes.
Demonstration	The instructor shows how to do something, and learners observe and learn. Best for hands-on skills. ● A troop instructor demonstrates to younger Scouts how to use a hand axe to safely split firewood.
Discussion	Learners actively participate in discussions, expressing their ideas and opinions. Helps make personal connections with content. ● A merit badge counselor engages a small group of Scouts in a discussion about different forms of government, providing them an opportunity to express their interpretations and viewpoints.
Socratic Dialogue	The instructor and learners engage in cooperative, argumentative dialogue to stimulate critical thinking and illuminate ideas. ● A Venturer leads a discussion about ethical controversies, posing a series of situations that provoke questions among other members of their crew, leading crew members to reflect on the nature of decision-making and ethics, encouraging them to explore and defend their ethical beliefs.
Case Study	The learners conduct an in-depth analysis of a situation or scenario to facilitate problem-solving skills. ● A group of district training chairs analyzes a real-world case study of a council that boasted a 100% trained leader performance rate, identifying challenges, and proposing solutions to achieve this goal locally.
Role-Playing	Learners act out roles in simulated situations, promoting experiential learning. ● A group of Scouts creates a brief presentation on Robert Baden-Powell's defense of Mafeking and draws connections between that experience and Scouting in peacetime.
Group Work	Learners engage in collaborative learning to achieve a common goal. ● A group of Scouts working on the Pioneering merit badge collaborate as a patrol to design and construct a bridge crossing a ravine, pooling their knowledge and skills.

Method	Description and Example
Problem-Based Learning (PBL)	Scouts learn through solving real-world problems, promoting critical thinking. ● A Scout working on an investigation applies what they have learned, integrating their science knowledge to solve a real-world problem.
Project-Based Learning (PBL)	Learners work on an extended project to explore and solve complex problems. ● An Eagle Scout candidate works on a month-long project to design and build a sustainable community garden, incorporating elements of biology, environmental science, fundraising, and community planning.
Peer Teaching	Learners teach each other, reinforcing their own understanding of the material. ● National Youth Leadership Training course staff members take turns teaching short lessons from the curriculum to their course colleagues, enhancing their own understanding through teaching.
Experiential Learning	Direct, real-world experience or hands-on activities are used to promote learning. ● A Scout working on Scouting America's Distinguished Conservation Service Award goes on a field trip to study local ecosystems, collecting samples and making observations in a hands-on environment.
Inquiry-Based Learning	Learners ask questions, conduct investigations, and explore topics to deepen their understanding of topics. ● Scouts evaluate the effectiveness of a new camp stove and how well it works in different conditions.
Simulations and Games	Educational games and simulations are employed to make learning more interactive and enjoyable. ● While working on the Game Design merit badge, a Scout creates a game that they use to model six months in the life of a patrol. The troop uses the game as part of their support for new patrols and how they can be successful together.
Visual Aids	Trainers use visual elements such as charts, graphs, and diagrams to enhance understanding. ● A Venturing advisor delivers an address, supported with a flow chart, mapping out changes in the Venturing program and its recognition system, timeline of program changes, and a rationale for the changes.
Flannel Board/Visual Board	Trainers use movable boards to illustrate concepts. ● A Cub Scout leader uses a flannel board to show where to place insignia on a Cub Scout uniform.

Method	Description and Example
Mind Mapping	Trainer uses graphic representation of ideas to show relationships and connections. Clarifies relationships between concepts. ● A group of older Scouts plans a cross-state bicycle trek and creates a mind map to visually organize information about the planning, support, training, and fundraising needed to make the event a success.
Storytelling	Trainer uses narrative stories to convey information and engage learners emotionally. ● A Scoutmaster closes a campfire with a Scoutmaster's minute, relating a story of how a Scout met a challenge that changed their life in a positive way.
Cooperative Learning	Learners work together in small groups to achieve common goals. ● Members of an Order of the Arrow Lodge Executive Committee plan a new lodge event that will engage both new and inactive members of the lodge.
Mentorship	A more experienced individual provides one-on-one guidance and support. ● An experienced Venturing Advisor mentors a new Crew Advisor as the new Advisor works through their first year supporting a new crew.
Jigsaw Technique	Each learner becomes an "expert" in one part of the material, then teaches it to the group. ● Scouts working on the Scouting Heritage merit badge each interview a different leader from the early days of their troop. After the interviews, the Scouts use the jigsaw technique to create a detailed profile of the early days of their troop, with each Scout becoming an expert on a specific aspect and then sharing their knowledge with the group.
Service Learning	Community service is integrated into the curriculum to enhance learning. ● Members of a Sea Scout Ship participate in a service-learning project to address community needs, such as organizing a food drive for food-insecure families.

Note: Quite often, we use more than one method to deliver instruction.
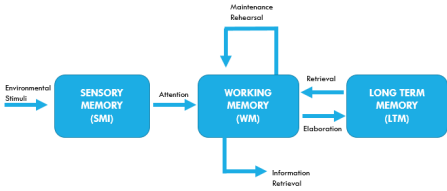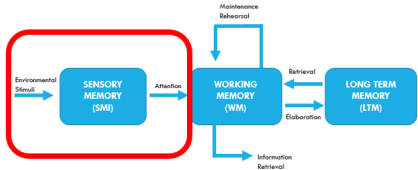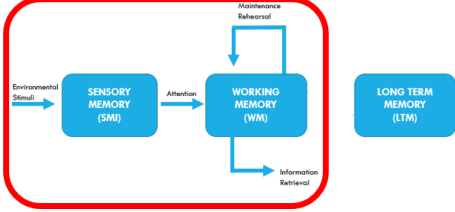
Appendix 2
Characteristics of Effective Trainers

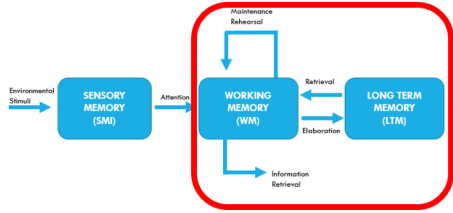| EFFECTIVE TRAINERS	
Positive *Encourage these habits*	**Negative** *Help trainers avoid the perception of these*
Variety in inflection Tone of voice helpful and unruffled	Monotone/irritating voice or laugh Tone of voice annoyed, exasperated
Consistent eye contact	Avoids eye contact
Solid knowledge base—credibility in area	Does not know material or program
Organized and prepared	Unorganized and unprepared
Understanding and attentive	Critical
Willing to share knowledge	Know-it-all or condescending
Enthusiastic—excited about message	Apathetic (indifferent, uninterested, unconcerned)
Authenticates material with experiences and practical applications	Dwells on personal life/experiences
Receptive to questions; listens to the whole question before answering	Defensive, intolerant
Flexible; willing to stop and find a new approach	Repetitive
Effective presentation skills	Lack of presentation skills
Handles the unexpected calmly and efficiently	Can't deal with surprise hurdles (e.g., machines do not work, etc.)
Can gauge the mood of the room	Ineffective in evaluating the mood of the room
Professional appearance (clothes, body language, attitude, self-confidence)	Unprofessional appearance (incorrect uniform, poor attitude)
Has a sense of humor—someone who can makes us laugh in the first few minutes	Sense of humor does not match the audience's sense of humor
Likes to have fun	Too proper, stiff

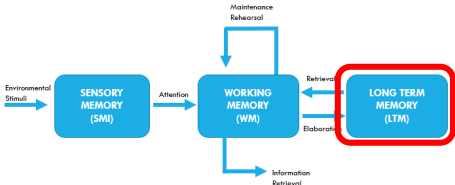| TALK MOVES	
Talk Move	**Ways to Use It**
Clarify Ideas	<u>Partner Talk</u>: a brief discussion that can be used to clarify ideas between two learners <u>Writing as Think Time</u>: provides the opportunity to perform mental operations on information by reorganizing in a way that makes sense to the learner <u>Wait Time</u>: waiting long enough for learners to process a question and prepare an answer (no shorter than 3–5 seconds)
Say More	"Can you say more about that?" "What do you mean by that?" "Can you give an example?"
So, Are You Saying…?	"So, let me see if I've got what you're saying. Are you saying…?" *Note: Always leave space for the original learner to agree or disagree and say more.*
Who Can Rephrase or Repeat?	"Who can repeat what Javon just said or put it into their own words?" *After a Partner Talk,* "What did your partner say?"
Ask for Evidence or Reasoning	"Why do you think that?" "Can you share your evidence?" "How did you arrive at that conclusion?"
Challenge or Counter Example	"Does it always work that way?" "How does that idea square with Ethan's example?" "What if it had been a front-country campsite instead?
Agree/Disagree and Why?	"Do you agree/disagree? (And why?)" "What do people think about what Ian said?" "Does anyone want to respond to that idea?"
Add On	"Who can add onto the idea that Cathy is building?" "Can anyone take that suggestion and push it a little further?"
Explain What Someone Else Means	"Who can explain what Robert means?" "Who thinks they could explain why Emily came up with that answer?" "Why do you think they said that?"

Talk Moves adapted from: Chapin, S., O'Connor, C., & Anderson, N. (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1–6*. Sausalito, CA: Math Solutions Publication.

Appendix 3
Information Processing Theory—More Details

	Information Processing Information processing theory is a cognitive framework that describes how **learners** perceive, process, store, and retrieve information. This is a well-regarded way for us to think about how we should work with learners to make sure that information is **presented effectively and retained for future use**.
	Sensory Memory **Environmental Stimuli:** This is the information that we perceive through our senses (sight, sound, touch, taste, and smell). Sensory memory briefly holds this sensory information, allowing the brain to process what is being detected. • Each sense has its own way of storing information called a **register**. There is separate storage for visual information, tactile information, auditory information, and so on. • These registers retain the sensory input for a very short **duration**, typically less than a second. Because of this very brief duration, the instructor needs to immediately help the learner start to use the information they received. **Attention:** Attention acts as a filter that determines which components of the sensory input are further processed and transferred to short-term memory. • Since sensory memory holds information for only a fraction of a second, attention helps **prioritize which stimuli** are important or relevant, thus deciding what enters the next stage of processing for further analysis and potential retention. • Without attention, most sensory inputs **quickly decay** and are not consciously processed.
	Presenter Actions To help bridge information from sensory memory into working memory, a presenter can employ several strategies that enhance attention and facilitate encoding. Below are some effective techniques. **Capture Attention:** Use engaging materials or techniques to capture learners' attention. This can include multimedia presentations, demonstrations, or storytelling, which help

make the information more vivid and memorable. You should also work to minimize distractions in order to keep learners focused on the topic being taught.

Provide Clear Instructions: Giving clear, concise instructions helps learners focus on what is essential, reducing cognitive load and aiding in the transition of information from sensory to working memory.

Use Multisensory Teaching Methods: Engaging multiple senses can enhance memory encoding. For example, combining visual aids, auditory materials, and hands-on activities helps reinforce the information.

Working Memory

This is where mental actions take place to prepare new information for long-term storage. After having gathered information through our senses, new information is briefly held in our working memory.

Sometimes information is retained here only briefly, and then it is allowed to decay. Practicing a locker combination fades away after having used it, unless we take additional actions to retain it as a permanent part of our long-term memory.

Effective Strategies

In other cases, we seek to assist the transfer of information into long-term memory. The strategies described below assist learners in retaining new information so that it can be used in the future.

- Consider **Cognitive Load** as the challenge learners deal with as they collect and make sense of new information—it is the amount of mental effort needed to manage a learning task. In Scouting, learning to tie an overhand knot does not tax one's cognitive load, whereas tying a more sophisticated knot such as a jury mast knot requires considerable attention and practice when first learning it.

- **Highlight Key Information:** Use emphasis techniques such as highlighting, underlining, or repeating crucial points to draw learners' attention to what is most important.

- **Chunk Information:** Break complex information into smaller chunks. This makes it easier for learners to process and remember, as working memory capacity is limited.

- **Connect to Prior Knowledge:** Relating new information to what learners already know helps anchor it in memory, making it easier to understand and remember. Knots, for example, are easier to

understand if the instructor shows how sophisticated knows are made of different arrangements of simple elements such as loops and bights.

- **Visualization and Mental Imagery:** Creating visual representations of information can help cement understanding and recall. This might include diagrams, mind maps, or mental pictures. For example, a learner may sketch out the layout for a campsite in order to help retain important information related to laying out a safe space for a unit to camp. Showing how to incorporate the site layout and consider issues such as drainage and prevailing winds helps learners connect important ideas.

- **Organization:** Structure information logically to enhance understanding and retention. Outlining or categorizing information can help clarify relationships among concepts. A leader, for example, may create a table of ideas gained during a Wood Badge training course and group them into categories such as leadership, program skills, fundraising, and recruiting, grouping new ideas into those categories.

- **Elaborative Interrogation:** Ask questions of learners about the material that encourages deeper processing and understanding. "Why" and "how" questions prompt learners to think critically about the information. You will explore these ideas in an upcoming training course that introduces talk moves as a useful tool for learning.
  - One example would take place after learning a new concept. You can ask learners questions such as, "How does this relate to what I already know?" or "Why is this important?" You can also encourage learners to come up with their own questions to assist in connecting new knowledge to what they already know and understand.

Long-term Memory

Carrying out the activities described previously helps learners to store and retrieve new information.

Storage: Information is stored in memory for later retrieval. The more opportunities we take to have learners make sense of new information increases the likelihood that it will remain in long-term memory. Information can be transferred from one type of memory to another based on its duration and depth of processing.

Elaboration is a cognitive strategy that enhances memory retention by encouraging learners to process information more deeply and meaningfully. It involves connecting new information to existing knowledge and making it more complex through additional detail, context, or associations.

Here's how elaboration works in terms of maximizing memory retention:

Key Aspects of Elaboration

- **Deep Processing:** Instead of simply rote memorization (which involves shallow processing), elaboration prompts learners to engage in deeper processing of the material. This deeper engagement leads to better understanding and retention.

- **Making Connections:** Elaboration encourages individuals to relate new information to what they already know. By drawing connections between new concepts and existing knowledge or experiences, learners create a richer network of associations in their memory.

- **Creating Images and Examples:** When learners elaborate on information, they often create mental images, examples, or analogies. These additional layers of meaning make the information more concrete and memorable.
    - Example: When learning a new knot, such as the bowline, a Scout might observe how the working end of the rope maneuvers around the standing line and relate the process to something they can visualize, like a rabbit popping out its hole, running around a tree, and diving back into its hole.

- **Using Mnemonics:** Elaboration can also involve the use of mnemonics or other memory aids to create vivid, memorable connections for new information.
    - Example: To remember the order of colors in a rainbow, a Scout learning about the color of a rainbow during a presentation for the Weather merit badge uses the acronym ROYGBIV (Red, Orange, Yellow, Green, Blue, Indigo, Violet) and elaborates by visualizing each color's position in a rainbow.

- **Encouraging Self-explanation:** Learners may elaborate by explaining the material to themselves or others. This process forces them to articulate their understanding and clarify their thoughts, reinforcing what they've learned. A Scout working on the
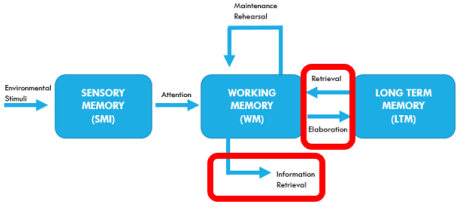
	Citizenship in the Nation merit badge could explain the concept of separation of powers in the federal government to a friend, helping them reinforce their own understanding through teaching. **Impact on Memory Retention** The process of elaboration enhances memory retention by making the material more meaningful and integrated within a learner's existing cognitive framework. This deeper processing helps facilitate retrieval because the information is stored in a more complex and interconnected manner, making it easier to access later on. As a result, elaboration is a powerful technique for improving learning outcomes and ensuring that new knowledge is retained over the long term.
	Memory Retrieval **Output:** This is the final stage, in which the processed information is used to make decisions, solve problems, or generate responses or actions. • **Information stored** in long-term memory (LTM) is always available to use. The more knowledge you have in LTM, the easier it is to learn and remember new information. This may be surprising, but memory is not like a random basket of information. All new memories are connected to existing memories, so the more we know about something, the easier it is to make a connection with something it relates to and put the knowledge to work. • **Making Memories Permanent:** As trainers, our goal is to help learners store information in LTM so it becomes permanent. The strategies we use for this, as discussed earlier, help make the information easier to recall later. If we organize things into categories, as suggested in one of the previous examples, those categories are always available to add new information and retrieve previously stored information. • Learning is more effective when new information **connects to what learners already know**. To make it easier to retrieve and apply memories for solving new problems, we should help learners store information in multiple ways and link it to their existing understanding.

Figure and information on Information Processing Theory adapted in part from: Anderman, E. M., Anderman, L. H., & Ormrod, J. E. (2024). *Educational Psychology: Developing Learners (11th edition).* Hoboken, NJ: Pearson.

Appendix 4
The Six Principles of Cognitive Load Theory

1. **The Principle of Multimedia**. *People learn better from words and pictures than words alone.*
   - Use a combination of single words or phrases and pictures, rather than just words.
   - Pictures are visual reference points to help the audience understand what is being communicated.
   - Training techniques:
     - Reduce the number of words on a slide.
     - Don't use full sentences, just phrases or single words in support of what is being spoken aloud.
     - Use images only if they support the text and promote recall.

2. **The Principle of Coherence**. *People learn better when extraneous material is removed rather than included.*
   - Our brains can pay attention to only a limited amount of information.
   - Mantra: Simple is better!
   - Training techniques:
     - Use only what is needed to communicate the idea.
     - Anything extra is acting against your effectiveness.
     - Consider the words of one famous designer (Antoine de Saint-Exupery): "A designer knows he has achieved perfection not when there is nothing left to add, but when there is nothing left to take away."
     - Use logos on the beginning slide and then only occasionally throughout a slide show and only when they add to the presentation and slides' explanation.

3. **The Principle of Contiguity.** *People learn better when words and pictures are presented at the same time or next to each other on the screen*.
   - Make sure all pictures relate to the text.
   - Be sure pictures and text are shown at the same time, so the participant doesn't get caught on the first displayed or last displayed.
   - Displaying them at the same time says one equals the other.
   - Training technique:
     - When using a photo or clip art to highlight text, consider arrows or annotations that point directly to the correlation. This will help increase the audience's focus on the point.

4. **The Principle of Modality.** *People learn much better from animation with spoken text than printed text*.
   - Often presenters are tricked into thinking animation helps the audience stay engaged and awake.
   - Animations are generally considered annoying.
   - When animations are used with text, they become confusing and difficult to concentrate on the point.
   - Training technique:
     o Use the spoken word rather than text on a slide when using animation.

5. **The Principle of Signaling.** *People learn better when the material is organized with clear outlines and headings*.
   - A common offender is the effort to cram as much material as possible onto the slide.
   - This assumes the audience has a superb memory, even photographic, and can absorb all the words and diagrams WHILE the presenter is reading the text at the same time.
   - Training techniques:
     o Consider the number of elements on the slide.
     o Where will the eyes go first?
     o Be sure to layer a slide using the direction the audience logically reads—in American English, that's left to right.
     o Be sure all elements flow logically.
     o An audience will get stuck on a slide that does not flow logically and still be trying to comprehend why the B came before the A. The point of the slide is lost in the confusion.
     o Carefully consider the general reading ability of the audience.
     o Don't overcomplicate a slide with big words or complex graphs and charts.

6. **The Principle of Personalization**. *People learn better from conversational style rather than formal style*.
   - Research shows people learn better when the person delivers the presentation in conversational tones rather than using a formal method.
   - Training techniques:
     o Learn the material well enough so there is no need to read from a slide or slide notes.
     o Practice, practice, practice.

Appendix 5
Whiteboards, Flip Charts, Flip Books, and Posters

Whiteboards, flip charts, and posters remain indispensable in Scouting, blending flexibility with the opportunity for real-time audience engagement for both indoor and outdoor settings.

Whiteboards and Flip Charts

- Ideal for small group presentations, brainstorming, and instructional sessions.
- Prepare ahead of time or use it in the moment.
- Ideal for outdoor or indoor education, workshops, and team planning sessions.
- Whiteboards can withstand more rugged outdoor conditions.

Design and Creation Tips

- Limit one idea per chart or board, using ample white space to highlight the main message.
- Make the main idea the largest and brightest.
- Use bold, large fonts and simple visuals to ensure visibility from a distance.
- High-contrast colors can draw attention and aid in readability.
- Keep in mind about 10 percent of men and 1 percent of women have some form of color vision issues. Sometimes black and white is best!
- Use lots of white space. It makes the main idea stand out.
- Be sure your letters are large enough to read in the back of the room. Don't check it yourself; you know what is on the page. Have someone who is unfamiliar with the presentation read it for you.
- Adults: When presenting to youth, avoid using cursive, which is being taught less often.
- Properly maintained, these tools can be reused.

Interactive Elements

- <u>Volunteer Scribes</u>: Engage the audience by asking for a volunteer to note down key points or ideas, appreciating their contribution publicly to reinforce a collaborative atmosphere.
- <u>Q&A Sessions</u>: Use these tools to visually map out questions and answers, making the session more interactive and informative.
- <u>Group Activities</u>: Divide learners into groups and assign them sections of the whiteboard or their own flip chart sheets to fill in, fostering teamwork and creativity.
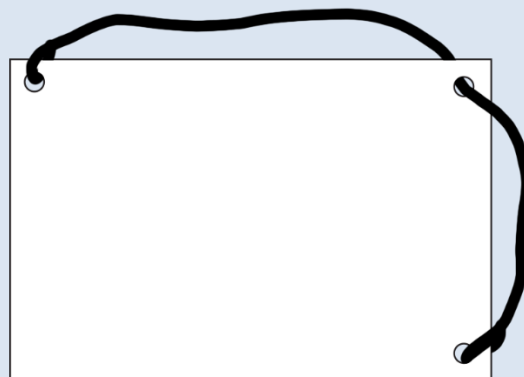
Posters
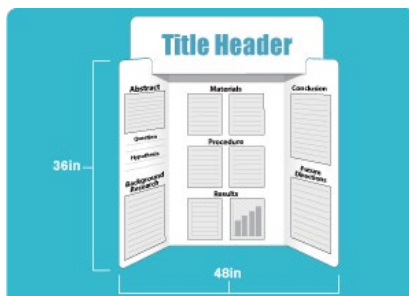
- Visually engaging with colorful text, images, and graphics.
- Can be pre-made and reused.
- Trifold posters stand independently, perfect for exhibitions.
- Present detailed information, findings, or stories.
- Allows self-paced content absorption.

Building Your Own Portable Weatherproof Whiteboards

- Buy 2'x3' whiteboard sheets from local home improvement stores.
- Drill three holes and tie rope.
- Thread rope through the holes, allowing for easy hanging either horizontally or vertically from branches or similar structures.

WILDERNESS FIRST AID

8:00 - INTRO TO WFA
9:00 - PATIENT ASSESSMENT
10:00 - BLEEDING & SHOCK
11:00 - FRACTURES, SPRAINS & BURNS
12:00 - LUNCH
1:00 - ENVIRONMENTAL THREATS
2:00 - BITES AND STINGS
3:00 - WFA KITS
4:00 - SCENARIOS
5:00 - WRAP-UP

QUESTIONS? ASK ANY TIME!

IN REAL EMERGENCY CALL 9-1-1

EDGE

2 in.

Text Size: Letters at least 2 inches high or larger to be visible from a distance.

Black: Offers the highest contrast, ideal for main points and detailed text at smaller sizes.

Red: Effective for highlighting key points, warnings, or urgent items. Draws attention to critical points, questions, or areas that require action. Red should be used sparingly to maintain its impact.

Blue: Excellent for headlines or main ideas, drawing attention while not being as aggressive as red. A bold, block lettering style enhances visibility.

Green: Good for additional points, comments, or "pro" arguments in a discussion. Green can be used for open-ended questions or comments from the audience. It's also less commonly used, making it stand out for special notes or participation prompts.

Whiteboard Cleaning

Regular Cleaning: To maintain a whiteboard's surface, clean it regularly with a whiteboard cleaner or a solution of mild soap and water. Avoid using abrasive cleaners that can damage the surface.

Deep Cleaning: For a deeper clean, use isopropyl alcohol on a soft cloth. This can help remove stubborn marks and residue without harming the whiteboard surface.

Removing Permanent Marker from Whiteboard: Draw over it with a dry-erase marker and then wipe it off. The solvent in the dry-erase marker helps to dissolve the permanent ink, making it easier to clean.

Appendix 6
Handouts

Handouts offer a tangible piece of the presentation that learners can take with them. Whether used during unit meetings, workshops, or outdoor activities, handouts enhance learning, facilitate engagement, and serve as a valuable reference long after the event has concluded.

Usage

- Ideal for distributing detailed information, instructions for activities, summaries of key points, or resources for further exploration. Use handouts to complement your presentation, not to duplicate it.
- Focus on clarity and brevity. Use bullet points, infographics, and visuals to highlight essential information.
- Experiment with non-traditional layouts, such as foldable mini-booklets or half-sized sheets to conserve paper.
- Interactive Elements: Design handouts with crossword puzzles or games for added engagement.
- Handouts can be tailored for various learning styles with the inclusion of text, diagrams, and spaces for notetaking.
- Handouts ensure that information is accessible to all learners, including those who may have missed parts of the presentation or need a review.
- Include contact information.
- Handouts require advance planning and design. Consider the key takeaways you want your audience to remember.

Conclusion

Handouts are not just pieces of paper; they are a versatile tool in your Scouting presentation arsenal. When designed with intention and creativity, they can significantly enhance the educational experience, making your message more impactful and enduring. As you prepare for your next Scout presentation, consider how handouts can be leveraged to support your goals, engage your audience, and leave a lasting impression. Let handouts be your ally in creating memorable and effective Scouting presentations that resonate with both youth and adults alike.

Additional Resources

"How to create effective presentation handouts" Microsoft.com/en-us/microsoft-365-life-hacks/presentations/how-to-create-presentation-handouts

Appendix 7
Digital Presentations

While digital presentations created in software like PowerPoint, Google Slides, and Canva are a great way to support a lesson, visualize complicated concepts, or focus attention on a subject, the essence of a compelling digital presentation lies in its content and delivery.

Quick-Start Guide to Effective Slide Design

Designing slides is both an art and a science, and while creative and innovative designs can be highly effective, there are times when you need straightforward guidelines for quick, clear presentations. This "quick-start guide" provides foundational advice for crafting slides that communicate effectively with an audience.

Text Guidelines

- **Fonts:** Use simple sans-serif fonts like Calibri, Arial, or Tahoma for clarity.
- **Consistency is Key:**
  - Titles: 36-point font
  - Primary Bullets: 28-point font
  - Subordinate Bullets: 24-point font
- **Highlighting Text**: Don't rely on color as the only way to convey information. For example, don't use color as your only method of indicating heading levels. Use **BOLD** for emphasis.
- Text can be difficult to read on photographic or gradient backgrounds. Set text against a solid background when possible.

Graphics

- **Reinforcement:** Use images to strengthen or complement your message, favoring more visuals than text on slides.
- **Picture Superiority Effect:** Position compelling images on the left to guide natural eye flow towards the text on the right, enhancing retention.
- **Compelling Imagery:** Select clear, focused images, particularly those with faces, to establish trust and connection.
- **Copyright Adherence:** Always follow copyright laws when using images.
- Scouting America logos, graphics, images, and videos are available many places including:
  - Scouting.org/programs/scouts-BSA/troop-resources/recruitment-marketing/scouts-BSA-marketing-tools/
  - Scouting.org/brandcenter

Animations and Media

- A good animation can not only improve understanding but also make the message stick with your audience.
- Short videos that are on message can keep the audience engaged. Test them thoroughly.

<div style="background-color:#dce6f1; padding:10px">

Responding to Technical Problems

As Scouts, we do our best to "be prepared" by **testing all our media thoroughly**. However, problems still sometimes happen. When a video doesn't play during a presentation, it can be a moment of panic. Here are some suggestions for how to respond:

- Try not to draw undue attention to the problem or repeatedly apologize. This can draw the audience's attention more than the technical problem.
- If you feel confident, attempt a quick fix. Otherwise, summarize what the video would have shown and continue.
- Experienced presenters in the audience may appreciate how well you handled the situation and think more highly of your presentation skills.

</div>

Designing Individual Slides

Take time to create a template slide deck, and then use the template as you build your presentation.

- **The 1-6-6 Rule:** One main idea per slide, no more than 6 words per line, and 6 lines per slide. This avoids overloading slides with information.
- **The 3-Second Rule:** Ensure slides can be understood within 3 seconds to maintain clear and immediate communication.
- **The 3-Minute Rule:** The average amount of time a presenter spends using a slide is typically about three minutes.
- **Progressive Disclosure:** Reveal information progressively, focusing attention using animations or transitions sparingly.
- **Color and Contrast:**
    - Black text on white background ensures legibility, though it can be perceived as dull.
    - When using colors, aim for strong contrast to enhance legibility and avoid straining the audience's eyes.
- **Quotes/Testimonials:** Incorporate to add credibility and foster emotional engagement. Strategically place these to highlight personal stories or endorsements related to your content.
- **Humor:** When appropriate, adding light humor can make your presentation more enjoyable and memorable.

Developing Your Entire Presentation

Crafting a compelling presentation requires planning and organization.

- **Identify the Message:** Some programs, like National Youth Leadership Training, give Scouts the information they'll present, but other times you need to develop content yourself. Begin with a clear understanding of what you want your audience to take away.
- **Develop an Outline:** Break down your core message into main points. This outline serves as the backbone of your presentation, guiding the flow from introduction to conclusion.

- **Slide Count:** The "3 minutes per slide" guideline can serve as a starting point but adjust based on the depth of content each slide covers. Some slides may require more time for discussion or demonstration.
- **Presenter Focus:** Ensure slides support the presentation without dominating it. The presenter should guide the conversation, using slides as visual aids to reinforce key points or spark discussion.
- **Slide Content:** Assign one main idea to each slide to keep your content focused and prevent information overload. This helps maintain your audience's attention.

Overarching Presentation Structure

A well-structured presentation, from the initial hook to the concluding remarks, is crucial for engaging your audience effectively and ensuring your message resonates within the Scouting community.

- **Introduction Slide:** Start with a compelling introduction that hooks your audience. Include a brief overview of the topics you'll cover and what your audience can expect to learn.
- **Slide Content:** Organize your slides around the main points from your outline, using clear headings and concise text, and compelling visuals.
- **Incorporate Storytelling:** A personal story or experience can resonate within the Scouting community.
- **Engagement Strategies:** Plan for audience interaction. Questions, polls, or discussions can break up the presentation and keep engagement high.
- **Customizing for Your Audience:** Tailor the depth and tone of your presentation to your audience's age, experience, and familiarity with the subject matter. A presentation for new Scouts might look very different from one for seasoned leaders.
- **Conclusion Slide:** Summarize key takeaways and invite questions. This is also a good place to provide your contact information for follow-up questions or discussions.

Rehearsal

A good rule of thumb is to rehearse your presentation aloud at least five to six times. View each rehearsal and piece of feedback as an opportunity to improve. Presentation skills are developed over time, and each presentation is a step in your growth.

- **Familiarity with Content:** Repeating the presentation helps solidify your familiarity with the material, reducing the likelihood of forgetting key points during the actual presentation.
- **Timing:** Multiple rehearsals allow you to fine-tune the timing, ensuring your presentation fits within the allotted slot without feeling rushed or drawn out.
- **Delivery:** Practicing helps you refine your delivery, including pacing, tone, and the use of gestures. It's also an excellent way to identify and eliminate filler words like *um*, *like*, and *you know*.
- **Comfort with Slides:** If using slides or other visual aids, rehearsing with them helps coordinate your verbal presentation with the visual progression, making the transitions smoother.
- **Handling Questions:** Anticipate potential questions and practice your responses. This preparation can make the Q&A session more comfortable and productive.
- **Building Confidence:** Each rehearsal can boost your confidence, making you more comfortable with the idea of presenting in front of an audience.

- **Replicate Presentation Conditions:** Try to rehearse a few times under conditions similar to those you'll experience during the actual presentation. This includes practicing with the same technology (e.g., microphone, projector) and in the same setting if possible.
- **Vary Your Rehearsal Methods:** Rehearse your presentation out loud to get used to hearing your own voice and to practice your pacing and intonation. Rehearse in front of a mirror to observe your body language and make adjustments to ensure it aligns with your verbal message. Video recording your rehearsal allows you to critique your performance and identify areas for improvement that you might not notice in the moment.
- **Seek Feedback:** Present to a small group of peers, family members, or trusted advisors and ask for their honest feedback. Encourage them to critique not just the content but also your delivery, use of visuals, and engagement strategies.
- **Reflect on Feedback:** Not all feedback will be actionable or relevant but consider each piece carefully to determine how it can improve your presentation.

Optimizing Projector Setup

- **Elevate the Projector:** Place or mount the projector so the screen's bottom is at least 4 feet from the floor, ensuring visibility for all.
- **Long-Wall Projection:** Aim to project against the room's long wall for a wider viewing angle and better audience visibility.
- **Audio Check:** Confirm the projector's audio is clear and loud enough for the room; use external speakers for larger spaces.
- **Secure Cables:** Tape down all cables with gaffer tape to prevent tripping, ensuring easy removal without residue.
- **Visibility Arrangement:** Adjust seating to give every attendee a clear view, modifying chair and table layouts as needed.
- **Dry Run:** Test the projector setup before the presentation to identify and resolve any issues with visibility or connectivity.
- **Backup Plan:** Prepare an alternative for displaying your presentation in case of projector issues, like printed slides or digital sharing options.

Appendix 8
Remote Learning Activities

Here are some ideas for making your next Zoom or Teams meeting more fun and engaging! Be sure to consider the makeup of your group. (For example, is it Scouts, Scouters, or a mixed-generation group? Are they Cub Scouts or Venturers? etc.) What is your goal? (Do you want to get their energy up, or are you more interested in team building?) You'll find plenty of additional ideas on the internet. Keep it Scout-appropriate. and remember YPT considerations when assigning breakout rooms, etc. As always…Keep it Simple, Make it Fun!

1. **Show and Tell:** In the full meeting or in breakout rooms, have each person pick something to show and talk about with the group. It could be a memento from their favorite camp adventure, an award they earned, or a paracord doodad that someone made for them. The important thing is that it's something they want to share that says something about them. Consider setting a timer for 1–3 minutes, so no one goes on too long. This is a great way for people to share something about themselves that needn't be too personal or uncomfortable.

2. **Something in Common:** Put everyone in small groups in breakout rooms. Give them 5–10 minutes to discover three unique things they have in common.

3. **Crossword Puzzle:** Share your screen, and have everyone work together to solve a crossword puzzle, or group learners in breakout rooms and have them race to see which group completes it first. There are many free online crossword puzzle generators. (One to try is [Crosswordlabs](#).)

4. **Human Dictionary:** In breakout rooms, have one person type two words that start with the same letter in the chat. Learners have one minute to type as many words as they can think of that come between those two words in the dictionary. Award one point per word or per syllable.

5. **Noodle Doodle:** Learners need a pen and paper. Each round, ask learners to draw an object, such as a sailboat, a fleur-de-lis, or a campfire. Learners put the paper on top of their head while drawing the image. The group votes on the best picture, and the winner is awarded points.

6. **Two Truths and a Lie:** This familiar game is better suited to older Scouts and Venturers. Give each participant 2–3 minutes to prepare two truths and one lie. Have each person share their three facts and the others must guess which one is the lie.

7. **Word Cloud:** This is a fun and easy activity for a large group. Using an online word cloud generator, ask questions that can be answered with one word; the generator creates a word cloud. It puts the answers in a colorful display, with the most frequently used responses being larger. (Two Word Cloud generators are [Mentimeter](#) or [Slido](#); both have free and paid options.)

8. **Pancakes or Waffles:** This game can be silly fun or can build toward deeper discussions. It is a game based on values-driven decision making. You start by having the group choose between pancakes and waffles; the world gets to keep one item and the other will no longer exist. The group votes, and there must be a majority to move forward. The chosen item is then pitted against something else, and with each successive round you will likely find that the stakes get higher and require more insight, nuance, and conversation to reach a decision.

Appendix 9
Learner Course Assessment

The purpose of this course assessment is for the faculty to learn from your evaluation of the training program. We are committed to continually improving the effectiveness of our training and value your feedback.

Please rate the following:

Course Promotion

The information you received about the course content, location, timing, and point of contact.

☐ Very Good   ☐ Good   ☐ Needs Improvement   ☐ Poor

Please let us know how we could have done more to help you.

_____

_____

_____

Effectiveness of the Faculty

Was the faculty effective at helping you understand the materials and achieve the learning objectives?

☐ Very Good   ☐ Good   ☐ Needs Improvement   ☐ Poor

Please let us know how we could have done more to help you.

_____

_____

_____

Course Content

Did the lessons and training methods modeled provide you the fundamentals of Scouting America training?

☐ Very Good   ☐ Good   ☐ Needs Improvement   ☐ Poor

Please let us know how we could have done more to help you.

_____

_____

_____

Facilities

Did the facilities support delivery of the course?

☐ Very Good   ☐ Good   ☐ Needs Improvement   ☐ Poor

Please let us know how we could have done more to help you.

_____

_____

_____

Overall

Is there anything else you feel we need to know?

_____

_____

_____

Recommendation

Would you recommend this course to other Scouters?

☐ Yes!   ☐ Maybe   ☐ Probably Not   ☐ No!

Thank you for taking the time to give us your feedback!

Appendix 10
Learner Self-Assessment

WHY AND HOW WE TRAIN LEADERS	
Learning Objectives	**Reflection Questions/Self-Assessment**
● Recognize why we train leaders.	● How does completing training help leaders to deliver the Scouting program more effectively?
● Explain how we provide training to leaders.	● What three things do you need to consider when developing a training lesson?
● Describe different training methods.	● What is the advantage of selecting a specific training approach to deliver information effectively? ● How is teaching a skill different from encouraging an attitude or a disposition?
EFFECTIVE PRESENTERS + HOW PEOPLE LEARN	
Learning Objectives	**Reflection Questions/Self-Assessment**
● Identify strategies to make presentations more effective.	● What are some of the personal characteristics of effective presenters? ● What three things do effective presenters make sure to do as they prepare?
● Explain how people learn and how learning takes place.	● What is the best evidence that a learner has met a learning outcome? ● How could you show the presenter of this session—not tell, but show—how you will use what you have learned to demonstrate that learning takes place during a training event?

● Demonstrate examples of how to encourage elaboration and facilitate learning.	● In what ways does a "talk move" help generate a discussion as opposed to simply asking for "anyone" to contribute to a discussion?

DESIGN PRINCIPLES	
Learning Objectives	**Reflection Questions/Self-Assessment**
● Identify and apply fundamental design principles to enhance the effectiveness of Scout project designs across various media, including flyers, digital displays, and social media.	● How have you applied the principles of legibility and hierarchy in your recent Scout project designs? ● Give an example of how consistency in design has impacted the effectiveness of your communication in a Scout context. ● In what ways have you simplified a complex message for clearer understanding in your Scout projects?
● Create accessible and inclusive designs by incorporating considerations for disability awareness.	● How do considerations for disability awareness influence your choice of colors, fonts, and layouts in Scout presentations? ● In what ways have you or could you incorporate Cognitive Load Theory to make your presentations more accessible?
● Identify the use of various presentation mediums, optimizing flip charts, whiteboards, posterboards, and digital displays for effective communication in Scouting contexts.	● What factors do you consider when choosing between flip charts, whiteboards, posterboards, and digital displays for Scout presentations? ● Describe a situation where one medium proved particularly effective for your goals in a Scouting context.
● Implement dynamic engagement strategies, including storytelling, interactive elements, and effective use of visuals, to maintain audience interest and facilitate learning.	● How have you used storytelling in your Scout presentations to engage your audience? ● Give an example of how interactive elements or visuals enhanced learning in a Scout setting.

TEACHING IN A VIRTUAL ENVIRONMENT	
Learning Objectives	**Reflection Questions/Self-Assessment**
● Explain the advantages of instructor-led virtual training.	● What are the three advantages of instructor-led training in a virtual environment?
● Describe best practices for teaching in a virtual environment.	● Have you experienced challenges in a virtual learning environment? How can they be overcome? ● What strategies have you seen used effectively to engage learners in a virtual environment?