# FACILITATORS GUIDE



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## Fundamentals Part 2:
## Craft of Training (H96)

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# Contents

## Course Introduction

Welcome to *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.

If you have not taken *Fundamentals Part 1: Science of Training*, it is recommended that you do so. This first part of the train-the-trainer continuum 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 in this training 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.

## Course Objectives

The purpose of this course is to provide Scouters and Scouts with the opportunity to practice skills needed to provide effective training. At the conclusion of the training, learners will:

- Apply strategies for managing behavior in learners.
- Practice giving and receiving feedback.
- Practice training methodologies, including leading a discussion and reflection.

The course is to be delivered in person.

## Target Audience

This course is designed for Scouting America trainers at all levels and is required for Wood Badge, NAYLE, and Leadership Challenge faculty.

## Course Timeline: 325 minutes

| Time | Lesson | Delivery Method |
|---|---|---|
| 15 Minutes | Arrival/Check-in | |
| 5 Minutes | Welcome/Opening/Announcements | Instructor |
| 20 Minutes | Scouting Charades | Instructor, Learner Activity |
| 15 Minutes | Course Overview | Instructor |
| 75 Minutes | **Module 1** – Platform Skills and the Gift of Feedback | Instructor, Learner Activity |
| 20 Minutes | **Module 2** – Managing Group Behavior | Instructor, Learner Activity |
| 60 Minutes | **Module 3** – Leading Discussions and Reflections | Instructor, Learner Activity |
| 10 Minutes | Break | |
| 90 Minutes | **Module 4** – Learner Platform Time! | Instructor, Learner Activity |
| 15 Minutes | Wrap-up and Closing | Instructor |

# Preparation Checklist

**Pre-course Preparation**

Faculty Selection: Recruit experienced and perceptive trainers as faculty for a *Fundamentals Part 2: Craft of Training* course. Faculty size will vary according to the number of learners, and an excessive number of trainers is not required or encouraged. Assign one faculty member to each team, serving as a team guide. A sample faculty assignment is available in Appendix 1.

Diversity among faculty members is strongly recommended, drawing from across your service territory, and representing the breadth and scope of diversity of your Scouting community. Faculty should be models of best practices: enthusiastic Scouters, capable trainers, and representative of the values and practices of the Scouting movement through their attitude, dispositions, and behaviors. Faculty should set the example through wearing the correct uniform and demonstrating the values of Scouting in their actions. It is appropriate to have both adult and youth faculty members. Faculty should watch the Facilitators Development Series videos which can be found at: https://www.scouting.org/training/learning-library/facilitators-development-series-videos/.

Team Size: Teams should be limited to no more than six members and no less than four to ensure that learner practice sessions stay within the time allotted for the course. To manage timing across the course, seek roughly equal sized teams.

Learner Presentations

**In advance of the course, alert learners to bring materials needed to deliver a presentation that allows them to demonstrate presentation skills addressed during *Fundamentals Part 1* and *Part 2*.** A sample invitation letter is available in Appendix 2.

In Module 4, learners will make a presentation to the team on a Scouting topic of their choice. The topic they select should be broad enough to allow the presenter to apply the learning from *Fundamentals Part 1: Science of Training*.

**Arrival and Check-in**

Arrival and Check-in: Learners should be pre-assigned to their teams, with teams organized as noted above. The team guide is a faculty member who will support the training for the members of each working group. The working group will select their own team leader.

Some learners may be attending all day, including participation in *Fundamentals Part 1: Science of Training*. Some learners may have completed *Part 1* previously and will only participate in *Part 2*. Be prepared and be flexible.

Option: You may form new groups for *Part 2* based on the number of learners and new arrivals who previously completed *Part 1*.

Upon arrival, learners will be directed to their table. At their table, they will be greeted by their team guide who will have each team select a name and develop a short team cheer.

The team guide will ask learners to write their expectations on sticky notes. Ask learners to post these on a flip chart sheet. There is no need to share information at this point; it may result in biasing a new team member toward a certain outcome. At the end of the course, team guides will revisit expectations to see if they were fulfilled.

Prepare a packet with all needed handouts, and place them in order of use. Make them available on team tables. See each module's list of required session materials and the Appendix for required handouts.

## Materials

- Easel

- Blank flip charts

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

- Whiteboard

- Sticky notes

## Post-training Checklist

- Notify council of the names of learners trained.

## Icons Key

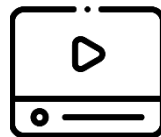| | | | | | |
|---|---|---|---|---|---|
| Activity | Ask | Conversation or large group | Demo or Online App | Discussion or small group | Duration |
| Flip chart or Whiteboard | Objectives | Speak | Video | Handouts/ Comments | |

| Time: 5 min | WELCOME / OPENING / ANNOUNCEMENTS |
|---|---|
| | **Welcome / Opening / Announcements** |
| | **SAY:** Welcome |
| | **GROUP ACTIVITY**<br>**Opening ceremony (can be a simple flag ceremony with a song added for pizzazz)** |
| | **SAY:** Announcements: Logistics, silence all cell phones, miscellaneous housekeeping, restrooms, etc. |
| | **Establish a flip chart page or a space on the wall for parking lot items.** |

| Time: 20 min | SCOUTING CHARADES |
|---|---|
| | (Whole group activity for smaller groups / Team activity for large groups). |
| | **SAY:** You are going to play a game of Scouting Charades. You will be acting out the answer to one of the questions on this handout (Appendix 3). Hand out Appendix 3 to learners. |
| | **GROUP ACTIVITY**<br>**Allow a few minutes to write answers, if needed.**<br>**Tell them: First, tell us your name. Indicate which question you choose by holding up that number of fingers. Then act out the answer to your selected question. Each learner will have two minutes. The faculty will go first. Establish a pattern for who goes next. It can be by teams or whoever guesses the charade.** |
| | If the group doesn't guess the charade, the facilitator should move on by having them tell their answer. When everyone has had a turn, debrief the game with questions like: |
| | **ASK:** Did you have fun?<br>How did you feel when it was your turn? Were you nervous? Why/why not?<br>What did you do to get your message across? |

| | |
|---|---|
| | Did you think your audience understood what you were doing? Why/why not?<br>What, if anything, made that change?<br>Was two-way communication used? Is it important?<br>Why do you think we played this game?<br><br>**Make sure these points are covered while you capture answers to why we played this game.**<br><br>**SAY:** <u>Fear</u>—Most people feel some level of fear when facing an audience.<br><u>Two‑way communication</u>—Even when you couldn't talk, you found ways to communicate. Non-verbal communication is as important as what you say.<br><u>Reading the audience</u>—For this game the group had to be with you. You had to think quickly of ways to get them to understand your meaning. |
| **Time:15 min** | **COURSE OVERVIEW** |
| | **Purpose of the Course**<br>**SAY:** *Fundamentals Part 2* is intended to "train the trainer" on instructional behaviors and resources through hands-on, practical experiences. You will be given the opportunity to give a presentation and lead a discussion in front of an audience. The group will provide feedback that will help you improve your skills as a trainer. Feedback is a gift. We want to make sure it is given in a positive, helpful way.<br><br>**Being Comfortable in Front of the Group**<br>Why do so many people put public speaking as their No. 1 fear and what can we do about it? People are afraid they might make a fool of themselves or that the audience might catch them in a mistake.<br><br>The first thing to realize is that the audience is not there to critique you or make fun of you. They are there to learn, and they see you as a source of knowledge. Your role is to teach them and help them. Once you really understand that and get to see the audience as just a group of interested folks, a lot of the fear goes away. You begin to connect with them, and that opens the door to true two-way communication. They, too, are human and are not going to think you are a failure if you are not perfect. |

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

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

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

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

Knowing the material also goes a long way toward overcoming the fear factor. Many new trainers are faced with a bit of trepidation over being at the front of the room. It may vary from butterflies to stage fright. Experience and a comfort level with the material will help most trainers relax, deliver the content, and tune in to the audience.

PowerPoint slides can be used to remind you what content to be sure to cover. This does NOT mean reading a PowerPoint slide word for word! However, a well-placed bullet or picture can help you be sure you have covered all the key points of your topic. Refer to *Fundamentals Part 1: Science of Training* for more information.

Practice is important. Making yourself say your presentation out loud, even if to yourself, results in a far better delivery than one that you think through in your head. This is especially important at the beginning of your

presentation. This is when you are most likely to be nervous and you set the stage with your audience for the information to come. Practice your entire talk but give special attention to your first 5 to 10 minutes. Rehearsing the beginning a few times will help get it to flow naturally.

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

**Culture**
Culture is the atmosphere or ambience that we create for our training. Elements that lead to a positive and affirming learning culture:

- Set Clear Expectations and Rules: Establish and communicate clear expectations from the beginning. Collaborate with learners to create classroom rules, ensuring they feel a sense of ownership and responsibility.

- Build Relationships: Get to know your learners individually to understand their strengths, weaknesses, and interests. Show empathy and provide support to help learners feel valued and understood.

- Encourage Collaboration: Promote group activities and projects that require teamwork. Teach and model effective communication and conflict resolution skills.

- Positive Reinforcement: Recognize and celebrate learner's achievements and positive behaviors. Use rewards and incentives that promote intrinsic motivation.

- Inclusive Environment: Ensure that every learner feels included and respected, regardless of their background or abilities. Incorporate diverse perspectives and materials in your presentations.

- Growth Mindset: Encourage a growth mindset by praising effort, perseverance, and improvement rather than innate ability. Use mistakes as learning opportunities and emphasize that effort leads to success.

- Lead by Example: Demonstrate positive behaviors such as respect, integrity, and accountability. Show appreciation and recognition for learners' contributions.

- Open Communication: Foster an environment where learners feel safe to express their ideas, concerns, and feedback. Encourage transparent and honest communication.

The culture of both parts of the **Fundamentals** course is focused on the learners and must carry forward to all the courses we provide. This focus on participant learning may be different than the total focus on presenting and presentations you've experienced in the past. Presenting is important, but a good trainer is more than a good presenter. A good trainer imparts knowledge, attitudes, and behaviors in a classroom.

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

**ASK:** How do you do this as a trainer?

**Capture their answers (on a flip chart or whiteboard), ensuring that they clearly include:**

1. **Listen to learners. Make sure they understand you and that you get what they are saying.**
2. **Work with everyone to ensure their success.**

3. Be sensitive and responsive to learners' needs.
4. Go beyond technical competence of knowing the material. This ensures that the knowledge you are sharing is received, and you will have a positive impact on learners' attitude toward trainers.
5. Know your audience. Learning styles, age differences, and skill levels of the group vary and affect learning.

**SAY:** A learner-focused training can happen only if you also have the technical (platform) skills we will talk about later in this course. At the center of it all is a commitment to follow the syllabus and a mastery of the material to the degree that you understand it and can explain it in several ways. STUDY the syllabus and the source material it references.

The trainer has a significant impact on content—it is your obligation to deliver the content with fidelity. How you deliver that content is supported by how you bring your personality, your energy, and your experiences to the syllabus.

Personalizing the content makes it real; focus on *showing* what they need to learn more than telling them what they will learn. The syllabus is made up of words on a page, but the trainer brings it to life!

Find a balance between real-life examples that the audience can relate to and "boring war stories" that can get the session off track and take away the learner's ability to empathize.

**Briefly review the schedule for the day.**

**Module 1** – Platform Skills and the Gift of Feedback (75 minutes)—Review the basics of verbal and nonverbal communication for a trainer, learner focus, and giving feedback.
**Module 2** – Managing Group Behavior (20 minutes)
**Module 3** – Leading Discussions and Reflections (60 minutes)—Review basics of leading discussions and reflections and practice leading a discussion. Practice giving and receiving feedback.
**Module 4** – Learner Platform Time! (90 minutes)—Provide practice in delivering learners' prepared presentations and receiving feedback.

| | **Make sure everyone has a packet of handouts; mention that we will use them during the course, but they are also intended to be resources learners can use over and over as they become more experienced trainers and presenters.** |
| --- | --- |
| | **Point out Appendix 18: Learner Self-Assessment, which learners can use to take notes on course objectives throughout the day if they wish, or they can save it to the end of the course to record their takeaways.** |

| Time: 75 min | MODULE 1 – PLATFORM SKILLS AND THE GIFT OF FEEDBACK |
|---|---|

## Module 1 – Platform Skills and the Gift of Feedback

**SAY:**
**Session Outline**

| | | |
|---|---|---|
| 1. | Communication Roles | 15 minutes |
| 2. | Platform Skills of a Trainer | 15 minutes |
| 3. | Body Language | 15 minutes |
| 4. | Training Preparation | 15 minutes |
| 5. | Start, Stop, Continue/The Gift of Feedback | 15 minutes |

**Session Materials**
Visual Aids
- Flip chart page with "What prevents the learner from receiving the information?"
- Flip chart pad and easel or whiteboard
- Markers for flip charts (must be wide enough and dark colors to let them practice effective chart pad writing) or whiteboard
- Flip chart with questions for Buzz Groups

Handouts — one for each learner (see appendix)
- Tools of a Trainer (Appendix 4)
- Communication Self-Assessment (Appendix 5)
- Body Language (Appendix 6)
- Managing Situations with Body Language (Appendix 7)
- Communication Practices Rubric (Appendix 8)
- Physical Arrangements (Appendix 9)
- How to Enhance Presentations and Training (Appendix 10)

**SAY:  Learning Objectives**
At the end of this module, learners will be able to:
- Identify barriers to communication and learning and offer an example of an action that can be taken to reduce barriers.
- Describe communication skills and body language that facilitate learning.

- Explain the importance of practice when preparing for a presentation.
- Describe how providing feedback using Start, Stop, and Continue and the Communication process helps to improve presentations and learning.

**General Notes to the Faculty**
You are setting the tone for the day. Keep this session fast paced and high-energy.

## Communication Roles
15 minutes (Whole group)

**GROUP ACTIVITY**
**Run a Team Buzz group activity**

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

*What prevents the learner from receiving the information?*

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

**Answers should include:**
- **Environment**
- **Platform skills of the trainer**
- **Media**
- **Learners' readiness to learn**
- **Learner engagement**
- **As trainers, we also need to be aware of visual and auditory impairments and challenges among the learners.**

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

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

## Platform Skills of a Trainer
15 Minutes

### Tools of a Trainer—Overview
**SAY:** To be able to **Explain** something, a trainer must have good communication skills. We use so many references to communicating in our literature that it is sometimes hard to keep track of our specific context. As trainers, much of our time is spent in the front of the room (No, not behind a lectern, which can be an anchor or a place to hide!), in front of the group—"on the platform."

So, let's start working on communication and those front-of-the-room platform skills to give you an EDGE in your next training session. The difference between self-study reading and a live training session is that the trainer communicates much more than just the words on the page.

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

**Distribute and briefly discuss the Tools of a Trainer handout (Appendix 4). Sing the following song (or choose an appropriate Scout song) and vary the volume and emotion from normal to boisterous to soft and reverent.**

**"I've Got That Scouting Spirit"**

1.  I've got that Scouting spirit up in my head. Up in my head, up in my head. I've got that Scouting spirit up in my head. Up in my head to stay.
2.  I've got that Scouting spirit deep in my heart…
3.  I've got that Scouting spirit down in my feet…
4.  I've got that Scouting spirit all over me…

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

**Secondary Messages and Emotion**

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

Secondary messages can be such things as:

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

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

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

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

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

**Distribute the Communication Self-Assessment handout (Appendix 5).**

**ASK:** Ask learners to take a few minutes to evaluate themselves using this list. These will not be collected and are for your use. These are points you should consider as you do your practice today. Strive to improve your self-assessment. You will have the opportunity to get feedback from your peers.

**Body Language**
15 Minutes

**Basic Trainer Body Language**
**Distribute the Body Language handout (Appendix 6).**

**SAY:** These are the basics for effective body language for trainers. Read the good and bad habits.

**Circle two good habits you want to include in your training style today and check off one bad habit you want to avoid in your practice.**

**ASK:** When most appear to be done reading, transition by asking them rhetorically: Are you ready for the advanced body language skills training?

**SAY: Managing Situations with Body Language.**
Body language is a powerful tool that you can use to overcome many of the problems that interfere with the learner receiving the information you are sending in a training session. (Refer back to their earlier brainstorming list on the whiteboard/flip chart.)

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

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

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

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

**Distribute the Managing Situations with Body Language handout (Appendix 7). This is take-home material for further review.**

The purpose of this next session is to detail steps a trainer takes in preparing a presentation and to review media and methods.

## Training Preparation
15 minutes

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

**Assign each team a topic from the list below. If you have a large group, give the same topic to more than one group. If you have a small group, give more than one topic to a group.**
- **How do you prepare for a presentation?**
- **Why do you use media?**
- **What media do you use?**
- **How do you practice?**
- **How do you manage time during a presentation?**
- **How do you enhance a presentation?**

**Allow 3–5 minutes for small-group discussion. Then get feedback from each group and list on a flip chart or whiteboard or use sticky notes. Make sure these points are covered:**

Preparation
- Arrange the physical space to promote learning (Appendix 9).
- Overview—read over the material so you get an understanding of the session.
- Prepare by:
    - Outlining
    - Looking for places to ask questions
    - Timing each section
    - Making notes for yourself

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

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

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

**Distribute the handout How to Enhance a Presentation (Appendix 10).**

**Verbal Fillers**
**ASK:** What are verbal fillers?

**SAY:** We use words such as *um*, *so*, *you know* as verbal placeholders when we are thinking. They are a verbal indication to our listener that we are not yet done communicating. Yet, these words are irrelevant transitory words used to give us time to think of the "right" word or phrase we want to say next.

**Eliminating Verbal Fillers**
There are a variety of ways we can practice minimizing—or, optimally, eliminate—our use of filler words.

Practice: Practice is a great way to build your confidence and improve your delivery. Additionally, practicing your presentation will definitely reduce your use of filler words. Practice is a critical part of ridding these filler words from our public speaking delivery.

Pause: Allow yourself to pause rather than abuse/overuse filler words. Doing so will allow you to think about what you will say next without filling the space with words that are not part of your presentation. Pause, then construct what you are going to say internally before you speak. Some presenters find pausing a nerve-wracking experience. A pause of silence allows us to think of what we'll say next and focus on the accuracy and effectiveness of our presentation.

Slow Down: When feeling anxious, we often speak more quickly and use an overabundance of filler words. The pace a presentation is given should be slower than normal conversational speaking. Using a less hurried pace will help minimize your use of these meaningless words. Practice slowing down and you'll notice the difference.

Record Yourself: Today we have laptops, tablets, and smartphones, all of which allow us to record ourselves. With any presentation you should practice and record it at least 3–5 times. After each attempt, review your recording and count how often you used filler words. You'll be more focused and present in your delivery so these words will become a rarity in your speech. Awareness will come in time with practice of these methods.

## Start, Stop, Continue/The Gift of Feedback
15 minutes

**SAY:** Start, Stop, Continue/The Gift of Feedback

Feedback is a gift. It enables presenters to enhance their presentations through thoughtful, constructive ideas. Without feedback, presenters lack insight into what changes to make and what strategies to continue effectively.

Your team guide will facilitate this practice and presentation exercise in Module 4. It is recommended that you pair the Start, Stop, Continue feedback with information gathered from either of the assessment rubrics you will receive in moment.

We utilize the Start, Stop, Continue tool to ensure a positive feedback experience. This approach identifies strengths (Continue), addresses areas for improvement (Stop), and introduces new actions (Start) to enhance training effectiveness.

You can print and use the chart on the next page to provide Start, Stop, Continue feedback during Learners' Platform Time.

CHART ON NEXT PAGE

| Start, Stop, Continue | Feedback – Specific, Constructive Actions |
|---|---|
| **Start**<br><br>*What can the presenter **start** doing that would make their presentations more effective?* | |
| **Stop**<br><br>*What can the presenter **stop** doing that would make their presentations more effective?* | |
| **Continue**<br><br>*What can the presenter **continue** doing that currently serves to make their presentations effective?* | |

We also provide specific feedback regarding communication practices and quality of content and preparation.

**Distribute the Communication Practices Rubric (Appendix 8).**

**SAY:** The trainer should maintain a neutral position, ensuring good posture. The presenter should be located in the room in such a way that they maintain visibility and audibility for all audience members, avoiding distracting movements. While changing positions, the trainer should refrain from pacing or movements that may distract the audience. Hands should be open and inviting. The trainer's voice should be clear and varied in tone, ensuring everyone can hear and engage. Eye contact should be made with everyone in the audience. Finally, the trainer should actively listen to responses and adjust their communication for the learners' benefit.

Additionally, presenters should minimize verbal fillers. Verbal fillers—like *um*, *uh*, *like*, *you know*, *so*, *well*, *actually*, *basically*, and similar expressions—are used to maintain speech flow or signal pauses.

**Distribute the Discussion/Presentation Feedback Rubric (Appendix 14)**

**Assessing Presentations**
**SAY:** Presenters will receive feedback during Modules 3 and 4. Team members will use the Discussion/Presentation Feedback Rubric (Appendix 14) to provide evaluations to learners.

In Module 3, a faculty member will lead a 6–7-minute discussion for all course members. This will serve as their first encounter with this evaluation tool. During this initial assessment, learners will choose three criteria from the Discussion/Presentation Feedback Rubric to focus on.

In Module 4, each learner will deliver a 10–12-minute presentation on their chosen topic. Following each presentation, the team will complete a feedback form for the presenter (Appendix 14). The team will verbally deliver the feedback, with one member acting as recorder, documenting the feedback on the presenter's form. The completed form will then be given to the presenter

at the conclusion of the feedback session, along with Start, Stop, Continue feedback drawn from the criteria in the rubric.

When providing feedback, it is crucial to ensure quality and tact. Feedback should be constructive and actionable, embodying the idea that feedback is a valuable gift. All learners have the right to receive honest, well-crafted feedback that is respectful and useful for their improvement. The Start, Stop, Continue feedback format is not intended for open discussion but aims to provide focused and beneficial feedback to presenters.

**Performance Goals**
**SAY:** We have completed a learning module on platform skills such as body language. Based on what you have learned during this module, identify two items related to the platform skills that you would like to work on for your presentation today. *Alert your faculty lead what you wish to have them provide feedback on that will address your self-identified needs.*

## Summary and Review of Session Objectives

Let's review what we've covered.

**Direct learners to Appendix 18 (Learner Self-Assessment) if they want to take notes.**

**ASK:** What are some barriers to communication?
- Environment
- Skills of trainer
- Media
- Learners' readiness to learn/engagement
- Visual/Auditory impairments

**ASK:** What are the built-in tools of a trainer?
- Eyes, ears, voice, body (optional)

| | |
|---|---|
|  | **ASK:** How can a trainer use body language to be more effective in sending and receiving information during training?<br>● Open hand toward person<br>● Hand down and look away<br>● Stand close to person/look at them intently<br><br>**ASK:** Why is feedback important?<br>● Helps presenters to continuously improve and grow |
|  | **SAY:** Congratulate them on their depth of knowledge, and then move on. |

| Time: 20 min | MODULE 2 – MANAGING GROUP BEHAVIOR FOR EFFECTIVE TRAINING |
|---|---|

## Module 2: Managing Group Behavior for Effective Training
20 minutes

**SAY:** **Session Outline**

1. Managing Group Behavior for Effective Training    10 minutes
2. Managing Questions for Effective Training         10 minutes

**Session Materials**
- Challenging Behavior Cards (Appendix 11)—one set
- Managing Questions for Effective Training handout (Appendix 12)—one per learner

**SAY:** **Learning Objectives**
At the end of this session, learners will:
- Describe how appropriate accommodations should be made for Scouts and Scouters with special needs.
- Identify specific and relevant Scouting resources for information and guidance on special needs considerations.
- Identify examples of challenging behaviors within a group dynamic.
- Select appropriate strategies and skills to effectively manage challenging behaviors.

## Managing Group Behavior for Effective Training
10 minutes

**SAY:** **Special Needs.**
*It is highly recommended that you consult with your council's Special Needs Committee for additional resources and ideas for effective accommodations for Scouts and Scouters with special needs. You may also look for resources at* https://ablescouts.org/, *which provides links to articles curated by Scouting America's National Special Needs and Disabilities Committee.*

Consider this excerpt from the Inclusion Toolbox, available on the ablescouts.org website: "The basic premise of Scouting for youth with special needs and disabilities is full participation. Youth with special needs are to be treated and respected like every other member of their unit. They want to participate like other youth—and Scouting provides that opportunity."

The term "Special Needs" can be applied to a wide variety of individuals; for example, it may refer to someone who has a condition that makes it difficult to hear or see information, who may be neurodivergent, or who may have a learning disability.

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

**Challenging Behavior**

**ASK:** What are some challenging behaviors or other unique situations that might confront a trainer?

- **Acknowledge responses and perhaps add some of your own.**

Using some of these answers ask:

**ASK:** How does a trainer respond to these behaviors?

- **Acknowledge responses.**

**SAY:** We should strive to improve our approach with platform skills that will meet the needs of the individual and the group. That can be a delicate balancing act. The desired outcome is to maximize the learning experience for everyone.

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

**Distribute the Challenging Behavior cards (Appendix 11). Give one to each team. If there are more than six teams, some may have the same topic.**

**Each team will have five minutes to develop a list of constructive trainer actions and responses. At the end of five minutes get a quick report from each team. Make sure these points are covered in each topic.**

**SAY:  Challenging Behaviors**

The Disruptive Questioner
Asks endless questions, seems to get stuck on one point, doesn't listen to answers given
- Ask group for an answer
- Ask the group if we should move ahead
- Ask to discuss later
- Emphasize the time factor
- Pull the questioner aside and have a talk

The Know-It-All
Tries to dominate the training, authority on everything, often answers aren't completely correct
- Direct difficult questions to Know-It-All
- Make special assignments so everyone participates
- Give positive reinforcement
- Point out incorrect responses

The Negative Personality
Cynical of others or the program, argues with trainer or others over various points
- Make light of negative responses
- Reinforce the positive
- Make it fun, keep it positive
- Talk privately about group needs for positive learning

War Story Teller

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

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

Jokester

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

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

Reluctant Learner

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

- Make it fun
- Stay on schedule

Conclude by making these points:

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

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

When someone is displaying challenging behavior, reminding them of the Scout Oath and Law is often a simple, yet effective, way of bringing their behavior back in accordance with expectations.

**Managing Questions for Effective Training**
10 minutes (Whole group)

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

**Unexpected Questions or Answers from Learners**

**Pick three or four situations from the handout Managing Questions for Effective Training (Appendix 12).**

**ASK:** Ask learners what their response would be, making sure the responses in the handout are covered. Or assign a situation to each team and have them role-play the situation and trainer response.

**Distribute handout Managing Questions for Effective Training (Appendix 12).**

| Time: 60 min | MODULE 3 – LEADING DISCUSSIONS AND REFLECTIONS |
| --- | --- |

## Module 3—Leading Discussions and Reflections

**SAY:** **Session Outline**

| | |
| --- | --- |
| 1. Leading a Discussion | 45 minutes |
| 2. Leading and Modeling a Reflection | 15 minutes |

**Session Materials**

- Handouts—one for each learner
    - Planning Sheet – Leading a Discussion (Appendix 13)
    - Discussion/Presentation Feedback Rubric (Appendix 14)
    - Facilitating a Reflection (Appendix 15)
- Materials for the chosen Leading and Modeling a Reflection game

**SAY:** **Learning Objectives**

By the end of this module, learners will be able to:

- Explain the practices that make discussions effective.
- Plan a discussion using the discussion model presented by the facilitator.
- Participate in a discussion that incorporates a practice, new to the learner, into a demonstration presentation.
- Lead a reflection.

*Post this for all to see at the start of the session.*

**Flow of Presentation**

- Leading a Discussion
- Leading and Modeling a Reflection
- Summary

**Leading a Discussion**
45 minutes (Whole group)

**Presenter Note: You should deliver this information as a discussion. The first part of the lesson is designed to help connect the learners with examples of discussions that helped them learn new information. Have a training partner jot down the ideas shared on three separate easel pad sheets or on three different whiteboards.**

**The second part of the discussion is to model leading a discussion while the instructor debriefs the points shared by the learners. The facilitator connects the feedback from the start of the lesson that instructional designers use to develop effective discussions when designing a syllabus.**

**Work to engage the learners with the content you are sharing, and help them connect their ideas with the points shared below through an actual discussion.**

**A second presenter is needed, as they will use the Discussion/Presentation Feedback Rubric (Appendix 14) to model how to provide feedback for a presenter. OR – the second faculty member can lead a discussion on the selected topic, and the lead faculty for this session can assess the presenter using the rubric.**

**SAY:** Welcome learners to this module. During this training session, we will be reviewing how to plan and lead discussions and reflections.

Share this point: Engaging in whole-group discussions promotes peer learning and encourages learners to express training concepts in their own terms. Although not ideal for covering extensive content, the interactive nature of discussions can enhance learning and inspire learners to engage with each other and to apply their own knowledge to new information developed during the discussion. However, effective discussions do not happen magically—there is deliberate planning and preparation that needs to take place in advance.

Let's start by looking at what makes discussions effective.

**ASK:** What is an example of a discussion that you really learned a great deal from?

- **Answers will vary based on experiences.**

What was in place, based on the plans the facilitator made, that made the discussion work well for you?

- **Answers will vary based on experiences.**

What do you think you can do better when leading discussions?

- **Answers will vary based on experiences.**

Record the ideas generated. Separate sheets for each idea may be helpful.

| *What is an example…* | *What was in place…* | *What can you do better…* |
|---|---|---|
| | | |

**Transition into the next phase of the lesson by drawing together the most common and important points that the learners generated. Share that their input was helpful and shows evidence of thoughtful discussions they've had.**

**SAY:** We are now going to compare your current ideas and experiences with actions that professional presenters apply in their work with groups of learners. Let's look at a couple of important ideas in a little more depth.

**Note: These ideas may or may not have come out during the group discussion.**

**SAY: Clear Objectives.** A clear objective provides learners with a focused direction for the discussion, ensuring that everyone understands the purpose and what they are expected to achieve. When learners know the specific goal or outcome of the discussion, they can actively contribute

relevant ideas, ask targeted questions, and engage in meaningful dialogue that directly aligns with the objective.

**ASK:** How have you seen this used in discussions?

- **Examples can include:**
  - **Providing clear questions for discussion.**
  - **Sharing learning objectives at the start of the discussion.**
  - **Using objectives to generate questions that can be discussed in search of an answer or some level of consensus.**

**SAY: Collaboration.** Discussions promote collaboration and communication skills as learners work together to explore ideas, share insights, and build on each other's contributions.

**ASK:** How does involving more learners in the discussion lead to more collaboration and better learning?

- **Examples can include:**
  - **Discussions often require us to explain things, which is helpful in deepening understanding.**
  - **Restating ideas from other learners helps to ensure that all points of view are understood, appreciated, and incorporated into the discussion.**

**Presenter Note: Preparing a discussion and leading a discussion, along with providing feedback using a rubric, are the next parts of the lesson.**

**The Planning Sheet – Leading a Discussion (Appendix 13) has information about what should happen during a discussion and space to make some notes that will help a presenter plan to lead a discussion.**

**Do not read the information to the learners. Give them a chance to read it first. Focus on explaining how and why to use these elements in planning a discussion.**

**The discussion outline presented in the Planning Activity later in this session is designed to lead a discussion on the Scout Law and whether it should be changed or maintained. As you take learners through the**

**Planning Sheet, use the Planning Comments that follow each of the points below, which relate directly to the discussion the group will have about the Scout Law, to help learners identify what they need to do when they prepare for a discussion.**

**NOTE: This training session is *NOT* advocating for a change to the Scout Law. It is an *exercise* to demonstrate how to prepare for and lead a discussion while making use of information that learners already have in place. You have the option of using the topic provided or using a topic that is more relevant to your Scouting community. The idea is to provide a topic that your learners are familiar with and that will help them get the most from the exercise.**

**SAY:** So far, we have discussed some of the "whys" of training through discussions. As was noted previously, a quality presentation does not happen by accident—it is planned. A carefully planned presentation is what makes the advantages of using a discussion evident.

**Direct learners to the Planning Sheet – Leading a Discussion handout (Appendix 13).**

**Presenter Note: You may find it helpful to prepare this information on chart paper and make your comments ahead of time OR place this information on separate PowerPoint slides for each of the points you make. Learners will have the content in front of them, so they will not need to take copious notes.**

**SAY: Overview.** Prepare and provide resources needed for the discussion. This may include reading materials, an activity, or other action that can be used to generate a variety of ideas among learners. Your goal is to facilitate and not participate.

**Planning Comments:**
- **It's appropriate to establish the learning goals now – so that you can keep them in mind as you prepare the presentation plan.**
  - **Learning goal: "After taking part in a discussion, learners will provide a rationale for keeping the Scout Law the same or changing it."**

- **After you set up your learning goals, select the material you need for your presentation.**
  - **Based on the topic (Scout Law) and audience (Scouts and Scouters), the audience is already familiar with this.**

**SAY:** **Preparing for Discussions.** When initiating a discussion, or any form of instruction, it is essential to establish clear learning objectives. The aim is to utilize the discussion as a learning tool, allowing learners to compare various perspectives, integrate personal experiences and knowledge, and ideally reach some form of resolution. Additionally, you should plan how learners will engage in the discussion, whether through role-playing, debating, or collaborating on an action plan. Finally, allocate time for summarizing and reflecting on the discussion, either led by yourself or led by your learners.

**Planning Comments:**
- **Organize learners into teams of 4–6 members.**
- **Provide the opportunity for learners to share their beliefs about the Scout Law and whether or not it should be changed for the next generation of Scouts.**
- **Everyone is allowed the opportunity to share their thoughts without being interrupted.**
- **All responses are to be shown respect.**

**SAY:** **Develop a Clear Goal for the Discussion.** Merely identifying the content and giving an assignment is not sufficient. If your planning process stops at "I want Scouters to understand…", you haven't fully considered the learning objectives. It is crucial to specify what learners will be able to do with the knowledge or concepts. For instance, in a training course where Scouters are discussing how to serve as a mentor for an Eagle Scout candidate, the goal might be for Scouters to compare guiding the Scout through the planning process versus directing the Scout what to do at each step. They should bring examples that they have observed to the presentation and leave the presentation with a well-thought-out rationale for their action.

**Planning Comments:**

- **After taking part in a discussion, learners will provide a rationale for keeping the Scout Law the same or changing it.**

**SAY:** **Create the Topic.** Having a specific objective is crucial for effectively planning a discussion as it clarifies what you aim for learners to achieve. However, this alone is not sufficient. A discussion question can miss the mark if it is too broad, like "How has Scouting changed the world?", or overly narrow and factual, lacking depth for debate, such as "How many points are in the Scout Law?" Striking a balance is key. For instance, a question like "Which point of the Scout Law would you remove, and what would you replace it with?" sits in the middle ground, offering ample room for dynamic discussion and exploration of differing perspectives.

**Planning Comments:**

- **Share your objective (which contains the discussion question) with your learners: "After taking part in a discussion, learners will provide a rationale for keeping the Scout Law the same or changing it."**
- **Establish ground rules for discussions.**
- **Be prepared with additional questions to help prompt an active discussion.**
- **Make use of the "talk moves" shared during *Fundamentals Part 1* for helpful strategies that keep discussions moving and engaging.**
- **NOTE: This topic is used as an example *only*, for the sake of this exercise! We are NOT advocating changing the Scout Law.**

**SAY:** **Select a Discussion Format.** Incorporate discussion activities in your training that align with your discussion goals. The more precise you are in task assignment, the greater the likelihood of learner success. Explore various protocols like Think-Pair-Share, Affinity Mapping, Chalk Talk, and other structured conversation formats to enhance engagement and facilitate meaningful exchanges.

Examples:

- Think-Pair-Share: In this collaborative learning technique, pairs of learners team up to address a problem or respond to a question related to a designated topic.

- Affinity Mapping: During a brainstorming session, learners jot down ideas on sticky notes; after the conversation winds down, together group the notes by the categories that emerge.
- Chalk Talk: Learners generate ideas for discussion by *silently* adding ideas on a common writing space. Comments (or questions) on other ideas take place by adding a new comment and drawing a line between the ideas. Once the writing space remains unchanged, the leader may guide a discussion.

**Planning Comments:**
- **Even in a group that is very familiar with the Scout Law, begin first with a think-pair-share to test ideas in small groups before opening it up to the larger group.**
- **Move to a full-group discussion.**
- **Consider using either of the other two suggestions (affinity mapping or chalk talk) to get ideas on the record.**
- **Be ready, if needed, to introduce a "talking totem" – the learner holding the totem has the floor. They may pass it to another learner (or the facilitator may use it to involve those who have not spoken yet).**
  - **This may be important for a group that has members who are very passionate about a topic.**
  - **This can also be used to make sure that the group is not repeating the same ideas over and over.**

**SAY: Choose a Method to Assign Learners to Groups.** Groups of four to six learners are ideal for discussions. Smaller groups, consisting of two to three members, work well for straightforward tasks and achieving consensus. Additionally, learners tend to be more vocal in smaller groups. On the other hand, larger groups of four to five members are preferable for tackling complex tasks and generating a multitude of ideas.

**Planning Comments:**
- **Starting with small groups helps to make learners comfortable, as they can try out their ideas in a more intimate setting.**
- **Take into consideration the size of the group as you make your plans for the discussion.**

- **Take into consideration the depth of knowledge the members of the groups have (not likely an issue with this topic with this group).**
- **Be vigilant. Ensure that everyone has a chance to have their voice heard.**

**SAY:** **Choose a Debriefing Method.** Debriefing is essential; it is where the real learning happens. Aim to allocate one-third of the total discussion time for this critical phase. During debriefing, you can correct misunderstandings, introduce neglected points, and ensure accountability by selecting learner reports in advance. It is not necessary to hear from every group; a random selection suffices. Once ideas start repeating, it is time to wrap up.

**Planning Comments:**
- **Be prepared at this point in the discussion to draw connections between the learning objective for the discussion and the debriefing at the conclusion.**
- **A helpful suggestion: it can help if you post the objective for the discussion for all to see and ask learners to draw those connections and share them.**
- **Work to achieve the following:**
  - **Did we achieve our objective?**
  - **What did we do right?**
  - **What did we do wrong?**
  - **What should we do next time?**

**Wrap up the presentation on planning a discussion. Follow up with specific questions based on what you learned from the group during the presentation.**

The presenter of the discussion we are going to have next will also be evaluated by another faculty member using an assessment tool called a rubric. Rubrics are used to provide feedback by setting a standard for the expected quality of a presentation. The rubric provides levels of performance, which helps to provide actionable feedback for the person providing the presentation.

It is best practice to speak to a presenter in advance to ask what sort of feedback they would like and then use the rubric to organize comments for them. It could be one, two, or all the points on the scale.

For your presentations later today, each presenter is going to receive feedback on two points.

**Presenter Note: Be sure to coordinate with a training team member so that they will provide feedback on your presentation. Use this as an opportunity to gain constructive feedback on your presentation. It can be helpful to model for learners that we all improve with the gift of feedback.**

**SAY:** At this point, we've identified important information to think about when planning a discussion.

One of the course faculty is going to lead the group in a discussion on this topic, applying the points covered in the presentation.

Let's do a discussion activity!

**Prepare a piece of chart paper ahead of time with the learning goal posted at the top with the following: "After taking part in a discussion, learners will provide a rationale for keeping the Scout Law the same or changing it."**

**You can construct this presentation as you see fit. Be sure to model the points developed in the lesson so that learners have a model of best practice to guide them.**

**A suggested outline is below. For this to fit into the time allotted, the focus in small-group and large-group debriefing will be on the Scout Law *only*.**

   I.    **Introduction (3 minutes)**
           a.  **Welcome and Objectives**
                   i.   **Brief overview of the discussion topic**
                   ii.  **Goals: Understanding different perspectives on the Scout Law and crafting well-reasoned arguments**
           b.  **Importance of the Scout Law**
                   i.   **Historical significance**
                   ii.  **Role in Scouting values and principles**

II. **Background Information (3 minutes)**
   a. **Overview of the Scout Law**
      i. **Text of the Scout Law**
   b. **Historical Context**
      i. **Origins and evolution of the Scout Law**
         1. **Adapted around world to meet local circumstances**
      ii. **Significant changes in the past**
         1. **Some National Scout Organizations have removed references to royalty and deity**

III. **Move into Small Groups and discuss the following points. (8 minutes)**
   a. **Arguments for Keeping the Scout Law the same (discussed by half of the small discussion groups)**
      i. **Tradition and Continuity**
         1. **Value of maintaining historical continuity**
         2. **Importance for preserving the identity of Scouting**
      ii. **Proven Effectiveness**
         1. **Success of the Scout Law in guiding Scout behavior**
         2. **Testimonials and case studies from current and past leaders**
      iii. **Stability and Consistency**
         1. **Benefits of consistency for Scouts' development**
         2. **Challenges and confusion caused by frequent changes**
   b. **Arguments for Changing the Scout Law (discussed by the other half of the small discussion groups)**
      i. **Relevance to Modern Society**
         1. **Adapting to contemporary values and issues**
         2. **Inclusivity and representation of diverse backgrounds**
      ii. **Addressing Criticisms and Gaps**
         1. **Common critiques of the current Scout Law**
         2. **Potential improvements to address gaps or modern concerns**

iii.   Evolution and Growth
                        1.   Historical examples of positive changes
                        2.   Opportunities for evolution to enhance Scouting's
                             impact

IV.   Presentation of Group Findings (8 minutes)
        a.   Large Group Discussion
                i.   Ask groups to identify someone to speak in the large
                     group discussion.
                ii.  Assign each group to discuss either keeping the Scout
                     Law the same or changing it.
        b.   Group Reports
                i.   Each group presents their rationale and key points
                ii.  Open floor for questions and feedback on each
                     presentation
        c.   Guiding Questions
                i.   What are the key arguments for your assigned position?
                ii.  How might your position impact Scouts and Scouting as
                     a whole?
                iii. What are potential counterarguments, and how will you
                     address them?
                iv.  Are discussion groups persuaded by what the small
                     discussion groups have come up with?
        d.   Facilitator's Insights
                i.   Summarize common themes and unique points from
                     each group
                ii.  Offer additional perspectives and considerations

V.    Conclusion and Reflection (4 minutes)
        a.   Recap of Key Points
                i.   Summary of arguments for both keeping and changing
                     the Scout Law
                ii.  Importance of thoughtful evaluation and respectful
                     discourse
        b.   Call to Action
                i.   Encouragement to apply discussion techniques in future
                     presentations

ii. Invitation for ongoing reflection and engagement on the topic

Facilitator wraps up discussion, above.

The evaluator uses the Discussion/Presentation Feedback Rubric (Appendix 14) to provide feedback to the facilitator.

Provide feedback on the one or two points determined previously. While using the rubric, be sure to be guided by these practices.

- Evaluate based on observable behaviors and outcomes during the discussion.
- Consider the context and objectives of the discussion when evaluating.
- Provide specific examples showing how criteria are on target/not fully on target.
- Provide constructive feedback to help improve facilitation skills.

Keep in mind that rubrics are not exactly grading tools, though they are used that way in schools. Rubrics identify specific desired behaviors and how consistently they are present. Rubrics focus on the behaviors and actions that are present—and how to make changes to improve actions. The focus should not be on perceived deficits.

## Leading and Modeling a Reflection
(15 minutes)

**SAY:** **Experiential Learning and Reflection.** Scouting employs an experiential learning approach, which means it focuses on learning through direct experiences. In other words, experiential education involves engaging in challenging activities and then reflecting on those experiences to understand and apply what was learned in future situations.

Reflections are a good way to learn to lead and participate in discussions, particularly in reflections. The course director of this training may lead a reflection with their faculty – or the entire course – at the end of this experience to (1) see what was learned; and (2) help to deliver a better course in the future.

**Direct learners to the Facilitating a Reflection handout (Appendix 15).**

**SAY:** **Learning From Activities: Leading a Reflection.** To lead a reflection effectively, start by setting clear ground rules. Arrange the learners in a circle so they can see each other and establish that interruptions or mocking are not allowed. Let them know they can choose to remain silent if they prefer.

Use the provided questions, which we'll look at more closely in a minute, to guide learners in sharing how the activity helped them grow individually and as a team, and in connecting these insights to future activities. Keep the reflection brief, aiming to finish within 10 minutes. With regular practice, both you and the Scouts and Scouters you work with will become more adept at this process.

Remember that Scouting's core values may not always be immediately obvious. Reflection helps bring these values to the forefront, ensuring that learners fully understand and appreciate them.

**SAY:** Let's review some **Tips for Facilitating a Reflection**.
- Facilitate (but do not lead!) the discussion.
- Avoid the temptation to talk about your own experiences.
- Reserve judgment about what the learners say to avoid criticizing them.
- Help the discussion get going, then let the learners take over with limited guidance from you.
- If you describe what you saw, be sure that your comments don't stop the learners from adding their own thoughts.
- Above all, be positive! Have fun with the activity and with the processing session.

Ideally, the reflections should be led by one of the learners. Leading a reflection during and after an activity provides feedback on what was learned and how to improve the next activity or adventure.

**SAY:** **Questioning Guidelines for Reflections.** Questions can be a powerful method for learning. They can be used to *focus* the group on an experience or activity, help them *analyze* what they learned from it, and guide them to *generalize* their learning to new situation.

The sequence of Questioning Guidelines for Reflections in your handout is a helpful way to organize the questions that you pose during the reflection. You want to have your learners identify: (1) the purpose of the activity; (2) the challenges they encountered while taking part in the activity and the root cause (leadership skill) of the obstacles; and (3) what they might do differently next time and how to better apply the skill for greater future success.

**SAY:** Let's play a game to demonstrate reflection techniques!

**Use one of the games from below or make use of another initiative game you are familiar with.**

**Sample Games**

BLIND SQUARE (wide space needed, indoors or outdoors)
- Materials: 50-foot rope for each team, blindfolds for each learner
- Method: All learners are blindfolded, and a 50-foot rope is thrown on the ground next to them. They are then instructed to form a square, using the full length of the rope lying on the ground next to them. No other instructions are given.
- Note: This can be a very challenging activity!

MOON BALL (wide space needed, indoors or outdoors)
- Materials: inflated beach ball for the whole group or one beach ball for each team
- Method: As a team-building activity, the object is for a team to keep the beach ball aloft as long as possible. Learners are not allowed to hit

the ball twice in a row. This activity becomes exciting as the learners count out loud the number of hits and attempt to surpass their personal best.

ALL ABOARD (small space needed, indoors or outdoors)
- Materials: 12-inch square board or carpet square for each team of six to eight learners
- Method: Six to eight team members attempt to fit on the board at the same time. They must have both feet off the ground and try to remain on the board for at least 10 seconds.

**Using the questions in Appendix 15, model a reflection on the game played to help learners think about what was learned.**

**Summary**

**Share the list of learning objectives for this session. Ask pairs of learners to discuss these points and provide a takeaway for evidence of having learned something that they can use. Remind learners they can make use of Appendix 18 (Learner Self-Assessment) for this if they wish.**

Plan a short break here to allow time for learners to adapt presentations that they brought with them to reflect learning from the first three modules.

**BREAK – 10 Minutes**

| Time: 90 min | MODULE 4 – LEARNER PLATFORM TIME! |
|---|---|

**Module 4—Learner Platform Time!**
90 minutes (Team – Small Group)

**Session Materials**
- Appendix 14: Discussion/Presentation Feedback Rubric (and/or Start, Stop, Continue sheet)—one per learner

**Learning Objectives**
At the end of this module, the learners will be able to:
- Demonstrate platform skills in 10–12-minute presentations.
- Give and receive Start, Stop, Continue feedback.

*Team guides will facilitate this module in a small group setting.*

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

**All learners have the right to honest, well-crafted, tactful, and actionable feedback on their efforts, and so presenters will receive feedback on their presentations. Team members will use the Communication Self-Assessment (Appendix 5) as a resource of their desired practices and can even use it to request specific feedback in one or two areas in which they want to improve.**

**Following each presentation, the team will prepare a feedback form for the presenter (Appendix 14: Discussion/Presentation Feedback Rubric). The team can also use the Start, Stop, Continue form in Module 1, but note that feedback using this form is not intended to be an open discussion.**

| | |
|---|---|
| | **Remind the team to take time to provide quality feedback. Feedback is a gift only if it is packaged that way. One member of the team will be the recorder and write down the team's verbal feedback on the presenter's form, which will then be given to the presenter when the team is finished.**<br><br>**This process provides each presenter with constructive praise and feedback they can use to improve their technique and allows all team members to practice giving this kind of feedback.** |
| **Time: 15 min** | **CLOSING** |
| | **Closing**<br>15 minutes<br><br>Bring the larger group back together.<br><br>Revisit the expectations learners posted at the beginning of the course to see if they were fulfilled.<br><br>Wrap up by thanking the class for their participation and offering brief, inspirational closing remarks.<br><br>**Have all raise their hands in the sign of whatever program they are registered in and recite the Trainer's Creed (Appendix 16).** |

**Before Departing:** Ask learners to complete the Learner Course Assessment (Appendix 17) and Learner Self-Assessment (Appendix 18).

# Appendix / Handouts

# Appendix 1
# Sample Faculty Assignment Sheet

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

|  | Assigned to | Backup | Notes |
|---|---|---|---|
| **Before the Course** | | | |
| Physical Arrangements | | | |
| Registration | | | |
| Lunch Arrangements | | | |
| Handouts/Props | | | |
| **Registration and Gathering Period** | | | |
| Arrival/Check in | Team Guides | | |
| Welcome | | | |
| **Sessions** | | | |
| Scouting Charades<br>Course Introduction/Overview | | | |
| Module 1: Platform Skills and the Gift of Feedback<br>● Communication Roles<br>● Platform Skills of a Trainer<br>● Body Language<br>● Training Preparation<br>● Stop, Start, Continue/The Gift of Feedback | | | |
| Module 2: Managing Group Behavior for Effective Training | | | |
| Module 3: Leading Discussions and Reflections<br>● Leading a Discussion<br>● Leading and Modeling a Reflection | | | |
| Module 4: Learner Platform Time! | Team Guides | | |
| Closing | | | |

# Appendix 2
# Sample Invitation Letter

Dear                                        :

We are glad you have enrolled in the_____Council's *Fundamentals Part 2: Craft of Training* course!

*Fundamentals Part 2: Craft of Training* is a required course for Wood Badge, Leadership Challenge, and NAYLE training faculty. It is recommended training for all Scouting America trainers. The purpose of this course is to learn about and practice the platform skills of a trainer and is meant to supplement what you learned in *Fundamentals Part 1: Science of Training*. You will have the opportunity to give two presentations during the day and receive feedback on your presentations.

The course is scheduled as follows:

Date:

Location:

Uniform:

**Pre-course Preparation:** Please prepare a 10- to 12-minute presentation on a topic of your choice from any Scouting America material. Your presentation should allow you to demonstrate the skills of a trainer. You will receive constructive feedback on your presentation from the other learners.

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

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

# Appendix 3
# Scouting Charades

**Team member's *name*** _____

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

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

3. What is your favorite movie?

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

5. What is your favorite food?

6. What is your favorite sport?

7. What is your favorite activity?

# Appendix 4
# Tools of a Trainer

## Voice

- Learners should be able to hear without straining.
  *Tip:* Speak so someone standing behind the last learner in the room can hear.

- Adjust to accommodate the room's acoustics.
  *Tip:* Move the tables closer to you or use a microphone.

- Tone should be confident, enthusiastic, and pleasant, but never sarcastic.
  *Remember:* A Scout is friendly, courteous, and kind.

- Speed is important. Too fast reduces effectiveness, too slow is boring.
  *Tip:* Ask a co-trainer to signal you to go faster or slower.

- Be clear, and avoid slang, acronyms, and filler words.
  *Tip:* Ask a co-trainer to give you feedback.

## Eyes

- Be aware of all events in the room. Make a conscious choice to act on or ignore what you see.
  *Tip:* Act to assure that most learners are not distracted from the learning.

- Establish eye contact with everyone.
  *Tip:* Look at a learner for the length of one sentence, then look at another learner.

- Interpret what you see from eye contact, and decide any action.
  *Tip:* If they are squirming, give them a break.

## Ears

- Listen with the intent to understand, not with the intent to reply.
  *Tip:* Summarize and repeat back the question before answering to confirm your understanding.

- Be aware of the learners' audible signals—judge whether or not to respond.
  *Tip:* Assure that most learners are not distracted from learning.

- Be comfortable with silence—not talking opens the door for others to participate.
  *Tip:* Many adults take three to five seconds to think of an answer. Teens typically take seven to 12 seconds.

# Appendix 5
# Communication Self-Assessment

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

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

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

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

# Appendix 6
# Body Language

## Good Habits

- **DO** use a neutral stance. Be natural without doing anything to distract the group.

- **DO** use a happy, cheerful facial expression when training (unless the topic makes this inappropriate).

- **DO** stand in the best place to communicate effectively with the group.

- **DO** use your arms to "direct" verbal traffic.

- **DO** use the three trainer tools (voice, eyes, ears).

- **DO** command attention when you need to control the group.

- **DO** empty your pockets before you start to facilitate.

## Bad Habits

- **DON'T** fidget (with objects, hair, or clothes). It distracts the learners.

- **DON'T** put your hands in your pockets.

- **DON'T** fold your arms (it's defensive).

- **DON'T** use your arms only from the elbow down (makes you look like a robot).

- **DON'T** move around the room unnecessarily.

- **DON'T** show you are tired, even if you are feeling exhausted. This reduces the group's energy level.

- **DON'T** lean on desks or furniture (it makes you look insecure).

# Appendix 7
# Managing Situations with Body Language

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

# Appendix 8
# Communication Practices Rubric

This rubric provides a structured assessment tool for evaluating how effectively someone practices key communication behaviors during a presentation, including posture, positioning, gestures, vocal delivery, eye contact, and responsiveness to audience cues. Adjust criteria as needed based on specific presentation contexts or learning objectives. Return this completed rubric to learners.

| Criterion | Target | Developing | Not Evident |
|---|---|---|---|
| **Neutral Position** | Stands comfortably with excellent posture throughout the presentation, demonstrating confidence and professionalism. | Maintains good posture with occasional minor adjustments, projecting confidence. | Shows poor posture or discomfort, affecting overall presentation delivery. |
| **Feet** | Positions themselves effectively to ensure visibility and audibility for all audience members, utilizing stage or speaking area appropriately. Moves around purposefully to engage audience interest. | Generally positions well but may have occasional lapses in visibility or audibility. Movement is somewhat purposeful but may lack engagement with audience. | Poor positioning affects visibility or audibility, distracting from the presentation. Movement is erratic or minimal, hindering audience engagement. |
| **Hands** | Uses hands and arms effectively to emphasize points and engage the audience, demonstrating natural gestures that enhance rather than distract from the message. | Generally uses hands and arms appropriately, though gestures may occasionally distract from the message. | Overuses or underutilizes hand gestures, causing distraction or lack of engagement. |
| **Mouth** | Communicates loudly and clearly throughout the presentation, varying tone effectively to maintain audience interest and understanding. | Communicates clearly most of the time but may vary tone inconsistently or have minor clarity issues. | Communication is often unclear or monotone, making it difficult for the audience to stay engaged or understand. |

| Criterion | Target | Developing | Not Evident |
|---|---|---|---|
| **Verbal Fillers** | Rarely or never uses verbal fillers (e.g., *um*, *uh*, *like*, *you know*, *so*) throughout the presentation, maintaining smooth and fluent speech. | Uses minimal verbal fillers, with occasional minor interruptions in fluency. | Frequently uses verbal fillers, disrupting the flow of speech and clarity of the message. |
| **Eyes** | Consistently makes eye contact with audience members, establishing a connection and gauging their reactions throughout the presentation. | Makes eye contact with audience members regularly, though may occasionally look away or focus on specific areas. | Rarely makes eye contact with audience members, limiting connection and feedback. |
| **Ears** | Demonstrates awareness of audience responses and adjusts communication effectively based on audience needs and reactions. Actively engages with audience questions or feedback. | Shows some awareness of audience responses and attempts to adjust communication accordingly. Engagement with audience questions or feedback is inconsistent. | Shows little to no awareness of audience responses, continuing with presentation without adapting to audience needs or reactions. |

**Notes for Assessors:**

- Evaluate based on observable behaviors and outcomes during the presentation.
- Consider the context and objectives of the presentation when evaluating.
- Provide specific examples showing how criteria are on target/not fully on target.

# Appendix 9
# Physical Arrangements

## Room Arrangements

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

## Seating

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

## Training Aids

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

## Power

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

# Appendix 10
# How to Enhance Presentations and Training

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

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

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

**Find out what the learners want to know.** Identify and address learner expectations.

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

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

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

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

## KISMIF (Keep It Simple, Make It Fun)

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

# Appendix 11
# Challenging Behavior Cards

---

### The Disruptive Questioner

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

What would a trainer do?

---

### The Know-It-All

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

What would a trainer do?

---

### The Negative Personality

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

What would a trainer do?

---

## War Story Teller

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

What would a trainer do?

## Jokester

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

What would a trainer do?

## Reluctant Learner

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

What would a trainer do?

# Appendix 12
# Managing Questions for Effective Training

| Situation | Suggested Trainer Response |
|---|---|
| A learner asks a question that was already answered. | • You don't always have to answer every question. The group should be answering for themselves. Boomerang the question back to the group. |
| A learner responds to questions with incorrect answers. | • Clarify the question; check for misunderstandings.<br>• Ask the group for answers: *Can anyone help us by explaining differently?*<br>• Check at break if the problem is serious. Maybe prerequisite knowledge is missing. Try to provide a resource to help the learner. |
| One learner acts as if he or she has all the answers. | • Let the person make the point, and reinforce the value of the comment.<br>• Use open body language and ask: *What does the group think?*<br>• Walk toward the person and use *stop* hand signals. Encourage participation and input from others with nonverbal body language.<br>• *Stop* hand signals tell the person that their comment is beyond the scope of the course—offer to discuss during break or lunch. |
| A learner asks a question in so few words that you don't know how to answer. | • Clarify the question. Ask: *Could you say more about that?* |
| A learner provides a partial but unclear answer to a question. | • Encourage the learner: *Could you say more about that?* or *Keep going. This is useful stuff.* |
| One learner is always the first one to answer the trainer's questions. | • Use body language to encourage others to speak prior to acknowledging this person.<br>• Thank the people who are contributing and encourage those who are not. |
| A learner asks the trainer to explain the idea again. | • Ask for clarification of what the learner does not understand.<br>• Open the question to the group: *How would you address this question?* Or *Would someone else like to explain this?* |

| Situation | Suggested Trainer Response |
|---|---|
| A shy learner addresses questions to the trainer during breaks, not during the training session. | • If relevant to the course, when training resumes, comment that so-and-so raised an excellent point during break. Repeat the question and either answer it or ask the learners if they have any answers for this question.<br><br>• If not relevant, deal with the shy learner's questions appropriately. Don't get drawn too deeply into a one-on-one conversation if it means ignoring all the other learners or your own needs to set up the next segment. |
| A learner asks a lengthy and entangled question. *Do these in this order.* | 1. Use eye contact and *stop* hand signals to get them to stop talking.<br><br>2. Summarize the question and ask if that is what they are asking. If you can't get to a summarized question quickly, ask the group of learners if someone can help you understand the issue being raised; let that learner summarize for the first learner. If no one can help, suggest that the two of you talk at break.<br><br>3. Ask the group if they have an answer, or simply answer the question. |
| A learner keeps directing questions to the co-trainer who is not presenting. | • The non-presenting co-trainer nods toward the main trainer for response.<br><br>• The lead trainer physically moves toward the questioner and responds to the question.<br><br>• The lead trainer says, "That's an interesting question. Any thoughts on that?" and uses body language to open the question to the entire class. |
| The learners are not giving any nonverbal clues about their understanding. | • Ask: *Does this make sense to you?* Wait for head nods or a question. If no one responds, say: *This is the interactive part of the training. You move your head to indicate YES or NO.*<br><br>• Say: *I know this raises some questions. What are your questions?* Wait until someone is brave enough to respond. |

# Appendix 13
# Planning Sheet – Leading a Discussion

| | |
|---|---|
| **Overview** | Prepare and provide resources needed for the discussion. This may include reading materials, an activity, or other action that can be used to generate a variety of ideas among learners. Your goal is to facilitate and not participate. |
| | |
| **Preparing for Discussions** | When initiating a discussion, or any form of instruction, it's essential to establish clear learning objectives. The aim is to utilize the discussion as a learning tool, allowing learners to compare various perspectives, integrate personal experiences and knowledge, and ideally reach some form of resolution. Additionally, you should plan how learners will engage in the discussion, whether through role-playing, debating, or collaborating on an action plan. Finally, allocate time for summarizing and reflecting on the discussion, either led by yourself or led by your learners. |
| | |
| **Develop a Clear Goal for the Discussion** | Merely identifying the content and giving an assignment is not sufficient. If your planning process stops at "I want Scouters to understand...", you haven't fully considered the learning objectives. It is crucial to specify what learners will be able to do with the knowledge or concepts. For instance, in a training course where Scouters are discussing how to serve as a mentor for an Eagle Scout candidate, the goal might be for Scouters to compare guiding the Scout through the planning process versus directing the Scout what to do at each step. They should bring examples that they have observed to the presentation and leave the presentation with a well-thought-out rationale for their action. |
| | |
| **Create the Topic** | Having a specific objective is crucial for effectively planning a discussion, as it clarifies what you aim for learners to achieve. However, this alone is not sufficient. A discussion question can miss the mark if it is too broad, like "How has Scouting changed the world?", or overly narrow and factual, lacking depth for debate, such as "How many points are in the Scout Law?" Striking a balance is key. For instance, a question like "Which point of the Scout Law would you remove, and what would you replace it with?" sits in the middle ground, offering ample room for dynamic discussion and exploration of differing perspectives. |
| | |

| | |
|---|---|
| **Select a Discussion Format** | Incorporate discussion activities in your training that align with your discussion goals. The more precise you are in task assignment, the greater the likelihood of learner success. Explore various protocols like Think-Pair-Share, Affinity Mapping, Chalk Talk, and other structured conversation formats to enhance engagement and facilitate meaningful exchanges.<br><br>• Think-Pair-Share: In this collaborative learning technique, pairs of learners team up to address a problem or respond to a question related to a designated topic.<br>• Affinity Mapping: During a brainstorming session, learners jot down ideas on sticky notes; after the conversation winds down, together group the notes by the categories that emerge.<br>• Chalk Talk: Learners generate ideas for discussion by *silently* adding ideas on a common writing space. Comments (or questions) on other ideas take place by adding a new comment and drawing a line between the ideas. Once the writing space remains unchanged, the leader may guide a discussion. |
| | |
| **Choose a Method to Assign Learners to Groups** | Groups of two to six learners are ideal for discussions. Smaller groups, consisting of two to three members, work well for straightforward tasks and achieving consensus. Additionally, learners tend to be more vocal in smaller groups. On the other hand, larger groups of four to five members are preferable for tackling complex tasks and generating a multitude of ideas. |
| | |
| **Choose a Debriefing Method** | Debriefing is essential; it is where the real learning happens. Aim to allocate one-third of the total discussion time for this critical phase. During debriefing, you can correct misunderstandings, introduce neglected points, and ensure accountability by selecting learner reports in advance. It is not necessary to hear from every group; a random selection suffices. Once ideas start repeating, it is time to wrap up. |
| | |

# Appendix 14
# Discussion/Presentation Feedback Rubric

| Criteria | Target | Developing | Not Evident |
|---|---|---|---|
| **Learning Outcomes** | Clearly stated learning outcomes shared at start of presentation; outcomes observable. | Learning outcomes shared at the start of the presentation; not consistently observable or actionable. | Outcomes not stated and/or ambiguous. |
| **Engagement** | Actively engages all learners, encouraging contributions and fostering inclusive discussion. | Promotes discussion but may miss opportunities to engage quieter learners. | Engagement with learners is minimal or ineffective. |
| **Facilitation Skills** | Skillfully manages time, ensuring the discussion stays on track and within allocated time limits. | Manages time effectively but may need reminders to keep discussions focused. | Struggles to manage time and keep discussions focused. |
| **Communication** | Communicates ideas clearly and effectively, utilizing appropriate language and listening actively. | Communicates ideas adequately but may need clarification at times. Listens actively to learners. | Communication lacks clarity, hindering understanding and engagement. |
| **Critical Thinking** | Encourages critical thinking by posing thought-provoking questions and guiding analysis of ideas. | Promotes some critical thinking but could deepen analysis and stimulate more robust discussion. | Does not effectively stimulate critical thinking or guide analysis. |
| **Conflict Resolution** | Handles disagreements and conflicts tactfully, promoting constructive dialogue and mutual respect. | Addresses conflicts diplomatically but may struggle to resolve deeper disagreements. | Confronts conflicts ineffectively, disrupting the discussion. |
| **Closure** | Summarizes key points effectively, ensuring closure and highlighting actionable outcomes or next steps. | Summarizes discussion adequately, but closure lacks clarity or action-oriented outcomes. | Fails to provide closure or summarize key points, leaving discussion unresolved. |

**Notes for Assessors:**
- Evaluate based on observable behaviors and outcomes during the discussion/presentation.
- Consider the context and objectives of the discussion/presentation when evaluating.
- Provide specific examples showing how criteria are on target/not fully on target.
- Provide constructive feedback to help improve facilitation/presentation skills.

# Appendix 15
# Facilitating a Reflection

## What?

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

## When?

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

## Advantages

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

## Disadvantages

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

## How?

Questions can be a powerful method for learning. They can be used to *focus* the group on an experience or activity, help them *analyze* what they learned from it, and guide them to *generalize* their learning to new situations.

Here are some ways to use questions to achieve effective training and learning.

**Questioning Guidelines for Reflections**

To use questions to move the group toward discovery and the application phase:

- Begin with concrete "what" questions: "What happened?" or "What was the sequence of events?" or "What was the purpose of this activity?"

- Move into interpretive "so what" questions: "Did everyone participate?" or "Did we stick to the rules we set up?" or "What went well?" or "How did we react to the challenges we encountered?"

- Conclude with the application "now what" questions: "What will we do the next time we encounter this kind of challenge?" or "How can we apply what we learned during this exercise to something else?"

**Reflection Questions for an Activity or Exercise**

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

1. How do/did you feel? (successful, confused, etc.)

2. What happened? (Let them summarize the events.)

3. What did you learn? (self-discovery, or point out the learning point if they missed it)

4. How does this relate to the real world? What if...? (Reapply learning to other situations.)

5. What next? If we did it again... (How can you/we improve?)

## Tips for Facilitating a Reflection

- Keep the reflection brief—aim to finish within 10 minutes.

- Set clear ground rules, and arrange learners in a circle so everyone can see each other.

- Facilitate (but do not lead!) the discussion. Help it get going with questions, then let the learners take over with limited guidance from you.

- If you share your observations, be sure your comments don't keep learners from adding their own thoughts.

- Reserve judgment about what learners say to avoid them feeling criticized.

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

# Appendix 16
# Trainer's Code of Conduct

## Trainer's Creed

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

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

I promise to Be Prepared for all sessions to assure an exciting and worthwhile training experience. I will help leaders understand their importance to Scouting and will take a personal interest in their success.

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

## Trainer's Philosophy

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

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

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

# A Scout (Trainer) Is:

***Trustworthy***

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

***Loyal***

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

***Helpful***

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

***Friendly***

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

***Courteous***

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

***Kind***

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

***Obedient***

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

***Cheerful***

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

***Thrifty***

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

# Appendix 17
# 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 18
# Learner Self-Assessment

| MODULE 1: PLATFORM SKILLS AND THE GIFT OF FEEDBACK | |
|---|---|
| **Learning Objectives** | **Reflection Questions/Self-Assessment** |
| ● Define culture and tell its importance in training. | ● Why is it important to consider culture during training sessions? |
| ● Identify barriers to communication and learning. | ● Name three barriers to communication and learning and strategies to overcome these barriers. |
| ● Utilize communication skills and body language to facilitate learning. | ● Name three body language tools for communication that you can use as a trainer. |
| ● Discuss the importance of preparation. | ● Name three things that you will do to prepare for your next training. |
| ● Give feedback using Start, Stop, and Continue with Communication Skills Checklist as a guide. | ● Why is it important to give feedback? |

| MODULE 2: MANAGING GROUP BEHAVIOR | |
|---|---|
| **Learning Objectives** | **Reflection Questions/Self-Assessment** |
| ● Understand that appropriate accommodations should be made for Scouts and Scouters with special needs. | ● Why is it important to make accommodations for those with Special Needs? |
| ● Refer to relevant Scouting resources for information and guidance on special needs considerations. | ● Name two resources for information on understanding and accommodating for Scouts and Scouters with Special Needs. |
| ● Recognize a variety of challenging behaviors within a group dynamic. | ● Name the six types of challenging behaviors presented in this course. |
| ● Be prepared with strategies and skills for effectively managing those challenging behaviors. | ● Name at least two strategies for managing each of the six challenging behaviors discussed in this course. |
| MODULE 3: LEADING DISCUSSIONS AND REFLECTIONS | |
| **Learning Objectives** | **Reflection Questions/Self-Assessment** |
| ● Explain the practices that make discussions effective. | ● How does planning a discussion ensure its effectiveness? |

| | |
|---|---|
| ● Plan a discussion using the discussion model presented by the facilitator. | ● How did "problematizing" the topic for your discussion serve to engage the learners? |
| ● Lead/participate in a discussion that incorporates a practice, new to the learner, into a demonstration presentation. | ● Which practice did you use for the first time and how did it help you lead the discussion? |
| ● Lead a reflection. | ● How did using a three-part model help you to plan and deliver your reflection? |

| MODULE 4: LEARNER PLATFORM TIME! ||
|---|---|
| **Learning Objectives** | **Reflection Questions/Self-Assessment** |
| ● Demonstrate platform skills in 10–12-minute presentations. | ● Has your comfort level improved when delivering presentations?<br>● What platform skills do you still want to work on? |
| ● Give and receive Start, Stop, Continue feedback. | ● Do you feel more comfortable giving and receiving feedback? |