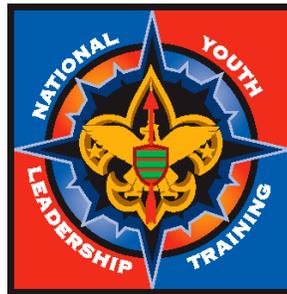


The Trainer's EDGE



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**Course handouts*

Schedule

8 A.M. – 8:15 A.M.	Registration and Gathering
8:30 A.M. – 8:45 A.M.	Get-Acquainted Icebreakers
8:45 A.M. – 9:15 A.M.	Introduction to the Course
9:15 A.M. – 9:30 A.M.	Break
9:30 A.M. – 11:30 A.M.	Module 1—Communicating
11:30 A.M. – 12:15 P.M.	Lunch
12:15 P.M. – 1:15 P.M.	Module 2—Logistics, Media, and Methods
1:15 P.M. – 1:45 P.M.	Module 3—Directing Traffic and Thoughts
1:45 P.M. – 2 P.M.	Break
2 P.M. – 4:30 P.M.	Module 4—Participant Sessions
4:30 P.M. – 5 P.M.	Wrap-up and Closing

The Trainer's EDGE

Purpose of the Course

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

Precourse Preparation

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

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

Participant Presentations. In Module 4, each participant will make a presentation to the patrol on a Scouting topic of their choice. The topic they select should be broad enough to allow the presenter to apply the learning from the morning sessions.

They should have been told to bring any material or equipment they need for their presentation with them to the Trainers EDGE course. At the beginning of the session, have them stow their materials away until they get to use them. Because the intent of the activity is to have participants incorporate the morning's learning into their presentations, it is highly unlikely that they will be able to use their presentation as they prepared it.

Registration and Gathering

Welcome (given by the course director)

Opening ceremony (can be a simple flag ceremony)

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

Get-Acquainted Icebreakers

Form patrols of six participants. Have each patrol select a patrol name and develop a short patrol yell. Select a patrol leader by having each participant add his or her birth date (day) and month; the person with the highest number is the patrol leader.

Have participants complete the Get-Acquainted Trivia handout (appendix), then exchange answer sheets with someone in their patrol. Patrol members use that questionnaire and anything else they've learned about their fellow patrol member to introduce him or her to the group. (If the group has more than 20 people, limit the number of introductory points to no more than four.)

Introduction to the Course

The lead trainer hands out and discusses the schedule for the day.

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

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

Explain that the culture of the Trainer's EDGE will be a focus on them as participants and it is a culture that must carry forward to all the courses they train. We'll talk more about that in Module 3, but this focus on participant learning may be different than the total focus on presenting and presentations you've experienced in the past. ***Presenting is important, but a good trainer is more than a good presenter. A good trainer imparts knowledge, attitudes, and behaviors in a classroom.*** Ask, "How do you do this as a trainer?"

Capture their answers, ensuring that they clearly include

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

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

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

Being Comfortable in Front of the Group

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

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

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

KNOWING THE MATERIAL 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?

Ask, “How many of you need note cards when you train?” Affirm those who do. Note cards can be great trainer's aids, but be careful not to use them as a crutch. As you get comfortable with material, the note cards will probably sit there unused.

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

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

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

Lastly, don't forget the importance of **PRACTICE**. Actually making yourself say your presentation *out loud*, even if to yourself, results in a far better delivery than one that you think through in your head. This is especially important for the beginning of your presentation, as this is when you are most likely to be nervous and when you set the stage with your audience for the information to come. Practice your entire talk at least once, but give special attention to your first 5 to 10 minutes. You may want to rehearse the beginning a few times to get it to flow easily.

Module 1—Communicating

Session Outline (Four trainers needed.)

Four trainers are needed to present this session:

- 1) Purpose and Model of Training
- 2) Introduction of the EDGE Model
- 3) Platform Skills of a Trainer
- 4) Wrap-up and Transition to Trainer’s EDGE—Demonstrating the Model

Session Materials

Props

- Two different colored water glasses (12-ounce or larger works well) and some water
- Two pieces of paper for each participant (can be a different color for each patrol)
- Vocal Emotion Cards (three different cards; see appendix)
- Flip chart page with the words “Sleepy,” “Nervous,” “Bored,” “Excited,” “Angry”
- “Communicating Well” DVD, No. AV-02DVD20; DVD player and projector

For each patrol

- Flip chart pad and easel
- Markers for flip charts (must be wide enough and dark colors to let them practice effective chart pad writing)

For each participant

- Handouts (see appendix)
 - The EDGE Model
 - Tools of a Trainer
 - Communication Self-Assessment
 - Body Language
 - Managing Situations With Body Language

General Notes to the Faculty

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

Purpose and Model of Training

(Trainer 1)

Purpose of Training Explain that the primary purpose of training is to transfer knowledge and skills from one person to another.

Water Transfer Analogy

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

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

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

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

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

Communication Roles

Run a Patrol Buzz Group Activity

Have patrols 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 patrol to give ONE answer and have this scribed quickly on a flip chart. Move to the next patrol. Get one new idea (no repeats) from each patrol until all the unique answers/ideas have been shared.

Answers should include: environment, skills of the trainer, media, participants' readiness to learn, and participant engagement. As trainers, we also need to be aware of visual and auditory impairments and challenges among the participants.

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

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

Introduction of the EDGE Model

(Trainer 2)

The EDGE Model

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

Explain

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

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

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

Demonstrate

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

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

Explain what you are doing and why.

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

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

FLY the airplane.

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

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

Guide

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

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

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

Enable

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

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

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

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

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

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

Distribute The EDGE Model handouts.

Platform Skills of a Trainer

(Trainer 3)

Tools of a Trainer— Overview

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

Explain that trainers come with built-in tools for communication: their voice, ears, eyes, and body. Tell them you’d like to demonstrate this concept with a short activity.

Vocal Communication (no slides; use the flip chart)

*See the appendix for
Vocal Emotion cards
that can be copied,
cut out, and pasted
on card stock.*

Run the Vocal Emotion activity. Ask three patrols to act out a vocal emotion. Hand them each a Vocal Emotion Card (see appendix), then have them take turns reading their card out loud in a way that conveys the emotion listed on the card. The class will guess what emotion they are trying to convey from a list of five emotions on the flip chart. (Write this list on the flip chart in advance: Sleepy, Nervous, Bored, Excited, Angry.)

When the emotion is guessed correctly, initiate the applause and move to next reader. If the emotion is not guessed after several guesses, ask the helper to tell them the emotion. Thank everyone when they are done, and ask everyone to sit down.

Ask: “What changed between each reading that caused the class to pick up a different underlying message?” *Possible answers include tone of voice, speed (faster or slower), volume (softer or louder), body motions (or lack of them), inflection, etc.*

This exercise we just went through had you “fake” emotions. As good as some of you were, it was obvious that they were not *real* emotions.

People—youth in particular—are very good at picking up insincerity. The emotion or underlying message has to be real, not faked. The two emotions that are most effective in helping learners/receivers to receive a message are:

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

Summarize and make the following point to the class:

A trainer's voice communicates much more than just the written message. As trainers, they need to understand what secondary message they are conveying, whether they 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.

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

Ear and Eye Communication

Distribute the Communication Tools of a Trainer handout from the appendix.

Encourage them to think about how they might apply some of these techniques in their afternoon practice session. Distribute the Communication Self-Assessment handout from the appendix. Ask learners to take a few minutes to evaluate themselves using this list. These will not be collected and are for their use. These are points they should consider as they do their practice this afternoon. They should strive this afternoon to improve their self-assessment. Later this afternoon they will have the opportunity to get feedback from their peers.

Body Language

(Trainer 4)

Basic Trainer Body Language

Distribute the Communication: Body Language handout. Explain that these are the basics for effective body language for trainers. Ask them to read the good and bad habits; have them circle two good habits they want to include in their training style this afternoon and check off one bad habit they want to avoid in their afternoon practice.

When most appear to be done reading, transition by asking them rhetorically if they are ready for the advanced body language skills training.

Managing Situations With Body Language

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

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

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

Get learners to agree that 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.

Facilitating Question-and-Answer Sessions

Ask the questions:

What is a Q&A session? *When an expert provides specific knowledge, responding to direct questions from group of learners*

When? *Near end of training experience, when learners have received bulk of material related to topics, or when an expert is available whose knowledge is superior or whose authority makes answers unassailable*

Advantages. *Answers to questions are obtained from an expert, in first person; offers opportunity for interaction with a person who might otherwise be inaccessible*

Disadvantages. *You have no control over content. (It is good to start with set of ground rules. You also can diffuse this by having questions submitted in writing ahead of time.) Questions may come in accusatory fashion, putting leaders on the defensive.*

Now have learners look at the Communication: Managing Questions handout. This is take-home material for further review. Ask if there are any questions.

Wrap Up and Summarize

Summary and Review of Session Objectives

Before moving into the video, let's review what we've covered.

Ask: *What is the role of the trainer in a training session?* The answer is to transfer information and skills to learners. Draw out the point that the trainer has significant responsibility to assure that the learner receives a clear communication of the information/skills being sent.

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

Ask: *What are some examples of how a trainer can use these tools to be more effective in sending and receiving information during training?* Get about five to 10 responses, congratulate them on their depth of knowledge, then move on.

Note to Trainer

Show the "Communicating Well" video. If you use a computer, ensure that you just run the first element without the discussion breaks.

Module 2—Logistics, Media, and Methods

Session Materials

Handouts for each participant (see appendix)

- Physical Arrangements
- Using DVDs
- Making Computer Presentations
- Tips on Effective Visual Aids
- Buzz Groups
- How to Give a Demonstration
- Summary of Training Methods
- How to Enhance Presentations and Training
- The Gift of Feedback

Patrol Presentations

The purpose of this session is to review the specific logistics and media elements encountered in delivery of a BSA training syllabus and, most importantly, to give participants platform time.

Explain to the participants they will have five minutes to plan and five minutes to deliver their presentation. Assign a staff member to assist each patrol, and allow each patrol to pick a presentation topic from a box of possibilities.

Each patrol will be given one of the course handouts on media and logistics and will cover the material for the class. Patrols must use all team members to prepare and ALL team members to present the material.

Start each patrol at the same time, and stop their work five minutes later. No work is permitted while another patrol is presenting. Staff members assigned to each patrol should ensure that presentations are cut off at five minutes.

Participants should use the SSC form to provide each other with feedback. The forms should be placed in sealed envelopes or collected in piles separated by participant. (To ensure that the focus remains on the next presenter, SSC feedback should be given to all participants at the end of this session and before lunch.)

Summary

This is the participants' first platform experience for this course. Ask them: *Were you comfortable?*

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

Break for Lunch.

Run Scavenger Hunt (see appendix) as a fun exercise/icebreaker upon return from lunch.

Module 3—Directing Traffic and Thoughts

Session Materials

Handouts for each participant (see appendix)

- Reflection
- Managing Questions for Effective Training
- Rules for Discussion Leaders

Model Leading a Discussion

Review the following points and hints using the Q&A or lead the topic as a discussion format, but ensure you cover all the bullet points below.

Leading a reflection or discussion is a talent that requires thought, practice, and a thorough knowledge of the material. It is a technique used several times in the Wood Badge and NYLT courses.

The tone needs to be positive, and managing the discussion so it stays to the content is critical. For Wood Badge and NYLT, the troop guides need to hone this skill through *practice* in staff development sessions and through working with another member of the staff for coaching. There is no magic here. Practice is required.

Cover the Topic of Leading a Discussion

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

Demonstrate as many of the points covered below as possible.

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

Preparation for the Discussion

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

Help the Patrol Feel at Ease

- Arrange the patrol comfortably so they can see each other. Configure the patrol in a circle, a semicircle, a U-shape, or a hollow square.
- Be sure everyone is introduced.
- Encourage informality and good humor.
- Permit friendly disagreement, but only on the point being discussed and not between personalities.

- Keep spirits high. Let everyone have a good time. Don't let the discussion drag, get boring, or go off on a tangent.

Give Everyone a Chance to Talk

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

Keep the Discussion on Track

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

Summarize Periodically

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

Model Leading a Reflection

Line Up

Tell the participants that they need to meet a patrol challenge. When they have completed the task, the patrol leader needs to raise his or her right hand.

Leading a Reflection

In silence, they are to sort themselves by date of birth, starting with January. If any share the same birthday, then by shoe size, then by height. Have a staff member verify their order. Now have them order themselves by number of siblings, close their eyes and order themselves by height, then order themselves alphabetically by last name. Give simple patrol recognitions as they complete each task.

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

- What did you do to accomplish the tasks?
- What would you do differently next time?
- What skills did this activity focus on?
- How did you feel during the challenge?
- Was there teamwork?

- What will you remember from this exercise?
- What did you learn that you might use again?

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

Distribute the participant handouts.

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

What

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

When

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

How

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

Advantages of a Reflection

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

Disadvantages of a Reflection

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

Allow the patrol to ask any questions on these two topic areas.

Allow time here to adapt presentations that participants brought with them to

**Questions and
Answers**

reflect this morning's learning.

Module 4—Participant Platform Time!

With the patrol as the audience and feedback group, each participant should give a 10- to 12-minute presentation on a topic of his or her choosing from the *Boy Scout Handbook* or another program element like Cub Scouting or Venturing. They 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, should be selected.

Feedback on presentations should be given on the SSC form “The Gift of Feedback” (appendix), and stay focused in the material taught in this Trainer’s EDGE course. Use either the envelope process recommended in Module 2 or the “stack by presenter” method, with all participants receiving feedback at the same time when all presentations are complete. Take time to provide quality feedback. One- or two-word entries, like “very good” are not helpful. Feedback is a gift only if it is *packaged* that way. All participants have the right to honest, well-crafted, tactful, and actionable feedback on their efforts.

SSC feedback is not intended to be an open discussion. Forms should be given to presenters at the end of this module. Presenters may follow up for more insight if they desire.

Closing Ceremony

When all have completed their presentations, give patrols a little time for participants to seek each other out for follow-up on feedback. Let them know it is OK to do that! Then bring the larger group back together.

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

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

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**Course handouts*

Sample Staff Assignment Sheet

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

	Assigned to	Backup	Notes
Before the Course			
Physical Arrangements			
Icebreakers			
Room Setup			
Handouts			
Registration and Gathering Period			
Welcome			
Registration			
Preopening Activity			
Lunch Arrangements			
Breaks			
Sessions			
Introduction			
Communication			
• Purpose and Model of Training (Introduction)			
• Introduce the EDGE Model			
• Body Language			
• Transition to Trainer's EDGE			
Logistics, Media, and Methods			
Directing Traffic and Thoughts			
Participant Sessions			
Training Technology			
Flip charts and posters			
Whiteboard			
PowerPoint			
DVD Projector			
Training Methods			

Sample Invitation Letter

Dear _____:

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

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

The course is scheduled as follows:

Date:

Location:

Uniform:

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

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

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

Get-Acquainted Trivia

Patrol member's name _____

1. What would you drive if money were no object?
2. What is your pet's name?
3. Who would you want to play you in the story of your life?
4. Who is your favorite sports hero?
5. Who is the person you admire the most?
6. Where did you go on your last vacation?
7. What is your favorite movie?
8. What is the best advice your mother ever gave you?
9. What is your favorite hobby?
10. Who is your favorite musician?
11. What is the title of the last book you read?
12. What is your favorite food?
13. What is your favorite dessert?
14. Tell me something unique about you.

The EDGE Model

Stages and Training Methods

Training Stage	What It Is
Explain	<ul style="list-style-type: none">√ Tell them (talk, audiotape).√ Give written instruction or explanation (paper, book, Web page).
Demonstrate	<ul style="list-style-type: none">√ Show (include role plays, videos, computer animations).√ Do it yourself as they watch.√ Use a diagram.√ Tell a story (can be fictional or real-life examples).
Guide	<ul style="list-style-type: none">√ Watch them do it and give verbal hints and tips.√ Do it together (at the same time).√ Let them try it; then talk about it.√ Let them ask questions as they try it.
Enable	<ul style="list-style-type: none">√ Give a memory aid.√ Give them a task that requires this learning.√ Ask them to teach someone the new learning.√ Give them the resources to do it again without you.√ Help them use the learning again in a new setting or situation.

Summary

Did you notice how easy it might be to combine Explaining and Demonstrating at the same time? Or Demonstrating and Guiding? While we show EDGE as separate steps, one step easily flows to the next. In fact, they are connected, and you can combine steps to accomplish the learning objectives and goals.

Vocal Emotion Cards

Read this with the following emotion: *BORED*

“The Boy Scout program uses eight methods to achieve its aims with boys 12 to 18. The methods are: advancement, adult association, Scout Oath and Law, the patrol method, personal growth, outdoor programs, leadership, and uniform.”

Read this with the following emotion: *EXCITED*

“The Boy Scout program uses eight methods to achieve its aims with boys 12 to 18. The methods are: advancement, adult association, Scout Oath and Law, the patrol method, personal growth, outdoor programs, leadership, and uniform.”

Read this with the following emotion: *NERVOUS*

“The Boy Scout program uses eight methods to achieve its aims with boys 12 to 18. The methods are: advancement, adult association, Scout Oath and Law, the patrol method, personal growth, outdoor programs, leadership, and uniform.”

Tools of a Trainer



Voice

- Learners should be able to hear without straining.
Tip: Pretend someone is standing behind the last learner in the room, and speak so this pretend person 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 aware of learners' vocabularies. Be clear, and avoid slang, acronyms, and filler words.
Tip: Ask a co-trainer to give you feedback



Eyes

- Always 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 before moving to 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

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

Communication Self-Assessment

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

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

Listening Skills	My Assessment (check one per row)			
	Want to Improve	Okay	Good	Great
1. Attention: I listen fully to others to understand them.				
2. Understands: I get the underlying meaning.				
3. 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 from learners.				

Body Language Communications	My Assessment (check 1/row)			
	Want to Improve	Okay	Good	Great
1. Stance: I use a neutral stance, with hands at my side most of the time.				
2. Gestures: I use my hands, arms, and body to emphasize points in a way that is consistent with my words.				
3. Position: I stand so all can see me, without pacing.				
4. Eye Contact: I make eye contact for a full phrase or sentence. I shift eye contact regularly to connect with all.				
5. Confident: I stay open—there are no papers, lecterns, or tables between me and learners.				
6. Controls Verbal Traffic: I use body language to engage or control participation as needed.				

Body Language

Good Habits

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



Bad Habits

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

Managing Situations With Body Language

Situation	Recommended Approach
Stop side conversations among learners.	<ul style="list-style-type: none"> • Physically move toward the people talking. • Put your hand out (toward the people talking). • Make eye contact. • Use individual's name in discussion (remember when Sally said...).
Project confidence.	<ul style="list-style-type: none"> • Stand in the middle of the room (don't stand behind things). • Stand in the neutral position—head high, shoulders back. • Pleasant look/smile on your face. • Make quality eye contact. • Project your voice. • <u>Do NOT</u> tell your learners you are nervous, ill, this is your first time, problems exist, etc.
Inviting/receiving questions	<ul style="list-style-type: none"> • Silence. • Eye contact. (Watch learner's body language—confused? Wants to say something?) • Extend arm with palm up to an individual.
Stopping questions because you will cover the material later	<ul style="list-style-type: none"> • Hold hands in the air with palms up (stop). • Make eye contact around the room. • Tell learners the material will be covered in the next "X" amount of time. • Have people jot down their questions. • Tell group you will move on (arms extended, upward palms, eye contact, nod your head) to get the group to agree without ever asking them.
Shut down discussion and move on when learning points are covered	<ul style="list-style-type: none"> • Get group's attention (silence, loud voice, move closer, arms up for positive energy!). • Reinforce the critical learning points already covered. • Thank group for energy. • Tell them you are moving on (use the content to move forward).
Get the full group's attention after an exercise	<ul style="list-style-type: none"> • Get everyone focused on the front of the room (methods: silence, loud voice, strong body language, big arm movements). • Use the content to move the group forward.
Make a VERY important point	<ul style="list-style-type: none"> • Stand in the middle of the room (close to the group). • Lower your voice. • Make the point (tell the group it is very important). <ul style="list-style-type: none"> - Speak slowly, accentuate each word (make good eye contact with each person). - Accentuate with body language (use hands).
Get volunteers	<ul style="list-style-type: none"> • Ask for volunteers—better yet, ask for a "helper." • Use silence (and scan the room to make eye contact). • Extended arm, palm up, "special" eye contact at individual you want. • Have previous volunteers select next volunteers. • Spin the pen (or the gimmick, i.e., person with birthday closest to December or longest hair or "Everyone stand up! Last one at your table to stand is the volunteer.")
Co-trainer teamwork	<ul style="list-style-type: none"> • Have a predetermined signal to let your co-trainer know you want the floor. • Frequently ask your co-trainer, "Do you have anything to add?"
Co-trainer teamwork: "Off-stage" trainer is asked a question	<ul style="list-style-type: none"> • Direct your eye contact away from person asking the questions to your co-trainer who is leading the group. • "Lead trainer" walks into line of sight of person who is talking to seated co-trainer. • Co-trainer deflects the question to lead-trainer with a hand.

Physical Arrangements

Room Arrangements

- Make sure there is a clear, unobstructed view of the presentation area. If not, learners may tune out.
- Present against the long wall whenever possible.
- Do not allow activity behind the presenter (check for doors and windows).
- Watch strong back or side lighting. Try to put windows at participants' backs.
- Remove or cover the podium. Presenters should get used to moving around the area.
- Having a clock mounted high on a back wall is good. If not, have a designated timer.
- Set up the night before the training.
- Sit in the back yourself to see the board, screen, or presenter as participants will see them.

Seating

- Seat participants in small groups of five or six.
- Try to have no seats facing away from 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

- Screen for the overhead (or video) should be placed at an angle in the front corner. This prevents blocking the view. Check location of video monitors and screens to avoid bright light—reflections or wash outs. Do not totally darken the room.

Power

- Ensure power is available. Assess beforehand and bring extension cords.
- Don't overload circuits.
- Check location and accessibility of outlets.
- Know where circuit breakers are.
- 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.

Distractions

- Room temperature should be not too hot nor too cold.
- Are fans too loud? They can be distracting.
- Ask everyone to silence mobile phone ringers.

Other Considerations

- Be sure there is enough space for activities (like games).
- If a table game is used, be sure everyone has easy access to the game board.
- Set up a staff table in the back of the room.
- Check acoustics. Large rooms can deaden sound or cause distracting echoes. Presenters should make adjustments in their presentation to accommodate (move around, monitor tone of voice).
- Projector is located to minimize traffic in front of its beam.

Using DVDs

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

- Increase knowledge
- Develop skills
- Improve attitude

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

Tips on Using DVDs in Presentations

Be thoroughly familiar with the content of the video. View it several times before you attempt to use it in training. Take notes.

Video presentations rarely stand alone and usually supplement other materials that the learner takes home. For example, the Fast Start Viewer Guide is an integral part of Fast Start training and should be distributed to all participants before the group views the DVD. Be sure you have enough materials for all the participants as well as extra paper for taking notes.

Remember that it is difficult to jump around from topic to topic with a DVD (unlike when using a training outline). The positive aspect here is that learners get a consistent message. The negative aspect is that you cannot easily locate the precise portion of video that contains the message you want to emphasize to participants. You cannot keep a visual frame in front of the group for an extended time. You can summarize important points on charts or handouts.

Be sure you have an extension cord (usually a three-prong grounded plug is required) and a small converter plug (from old two-prong outlets to three-prong) and that cords are taped down.

It is a good idea to use two monitors when you have more than 10 participants. Be sure you have the appropriate lengths of video cable and a splitter (which allows one input signal to be split into two outputs).

Arrive at the training site in plenty of time to check your equipment. In some instances, video training can be done more conveniently in private homes. Again, be sure someone is familiar with the equipment.

Things to Avoid

Most DVD players are highly reliable. They are, however, technically complicated. Do not try to fix the machine if it is not operating properly. Revert to plan B (flip charts, whiteboard, etc.).

Do not play one DVD segment immediately after another. The maximum viewing time for a segment should be no longer than 20 minutes. Then it is important for you to have an activity that permits participants to exercise their eyes. Viewing at a fixed depth for too long causes eye fatigue.

Never allow the DVD player to become the focus of attention. Avoid putdown or derogatory statements about the trainer, such as, "I never could get this machine to work right."

Avoid exposing the DVD player to dust. Store DVDs and the player in dustproof boxes.

Making Computer Presentations

Presentation Software

The computer with presentation software combines the advantages of the overhead projector, the slide projector, the flip chart, and the whiteboard/chalkboard.

With computer projection systems, a presentation can be made to audiences as small as five (using only a monitor) or as large as a full auditorium.

Projection is best viewed in a semidark room. A completely dark room is not necessary.

The trainer faces the audience. By keeping eye contact with the participants, the trainer is able to maintain control of the group while at the same time controlling the presentation.

Presentation software should have a number of special effects available, such as:

- Animation
- Backgrounds
- Slide transitions
- Uncover (left-down, left-up, right-down, right-up)
- Wipe (down, left, right, up)
- Fly from (bottom, left, right, top, bottom-left, bottom-right, top-left)
- Appear

Clip Art

Clip art dresses up your presentation considerably and is available from a number of sources, including many Internet sites. (Observe copyright ownership: Be sure the site includes a statement granting permission to use the material.)

Additionally, the local council service center should have Scouting clip art.

Fonts and Type

Point Size

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

Titles 50 point

Main thoughts 32 point

Secondary points 28 point

Third-level points 24 point

Fourth-level; smallest recommended 20 point

Serif and Sans-Serif Type

There are two basic groups of type, the serif and the sans-serif. Each has a best use in the presentation of material. Serif typefaces are commonly found in books. They are easy to read and information may be somewhat more readily remembered when presented in serif typefaces. Sans-serif is the best choice for projected transparencies because it produces a more readable character when projected. The following are examples of both type styles:

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

This is sans-serif text. The strokes in each letter are not capped, and the look is smoother.

In a computer presentation, serif typefaces are very acceptable if the presentation is to be viewed on a monitor. However, if the presentation is to be projected from a computer or from transparencies printed from the presentation, then sans-serif typefaces are preferred.

Transparencies are easily prepared from the presentation for use on overhead projectors. The presentation can be prepared in advance and black and white or color slides of the presentation printed. Color ink-jet printers do the best job for color transparencies.

Color on Color (Use With Caution)

Ranked from most visible to least visible:

- | | | |
|--------------------|--------------------|-------------------|
| 1. Black on yellow | 5. Black on white | 9. White on black |
| 2. Green on white | 6. Yellow on black | 10. Red on yellow |
| 3. Blue on white | 7. White on red | 11. Green on red |
| 4. White on blue | 8. White on orange | 12. Red on green |

Tips on Effective Visual Aids

Flip Charts, Tabletop Flip Charts, and Whiteboards

- Ensure the chart is positioned so it is visible to all.
- Write neatly with letters about 2 inches high (practice if you can't do this well, or get help from someone who can).
- Use small-case lettering, which is generally easier to read.
- Prepare charts in advance whenever possible.
- Leave a blank sheet in between charts to avoid show-through.
- Use dark colors (black, brown, purple, blue); avoid red, green, and yellow (colorblind individuals have trouble seeing red and green; yellow is hard for everyone).
- When taking participant inputs, write down comments verbatim if at all possible (ask the participant to summarize if the comment is too long).
- Stand with the flip chart on the opposite side from your writing hand (i.e., right-handed writers should stand with the flip chart on their left) to avoid crossing in front of the flip chart.
- Avoid flipping flip chart pages (use multiple flip charts or tape/pin finished charts on walls).

Slides/Overheads/Projections

- Use materials and media that enhance the learning process.
- Limit text to 6-by-6 (six words per line, six lines per chart) and no less than 16 point type.
- Make the main point the focus of the graphic.
- Target content to the learner rather than as a trainer outline.
- Avoid distracting decorations.
- Aim for a high correlation between graphic and text.
- Use pictures to clarify complex subject matter.
- Avoid frequent changing of slides.
- Use color only if it helps clarify the content.
- Number the slides to ensure easy reassembly if they become mixed.
- Ensure the slides are easy to read and in good condition.
- Check the slides before the presentation to ensure they meet the above guidelines.
- Have a duplicate set of slides available in case of damage and as backup in the event of a computer failure.
- Leave instructions for any exercises visible throughout the exercise so all can refer to them.
- If slides are not relevant to the current discussion, turn off the projection unit.

Handouts

- Make sure you hand them out!

- Hand them out at the right time. You don't want people discussing the material while you are explaining something else.
- Where possible, hand out materials as booklets or manuals, so that there are not lots of pieces of paper flying about in the room.

Participant Materials

- Reference participant materials/manuals during the course.
- Include a copy of your slides (three per page) to aid note-taking.
- If participant materials are primarily reference materials, review each section so participants know what they have.

Buzz Groups

What?

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

When?

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

Advantages

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

Disadvantages

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

How to Give a Demonstration

There is a difference between just using a skill or method and demonstrating it so others can learn. A few suggestions are outlined here.

Prepare for the Demonstration

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

Give the Demonstration

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

Summarize the Demonstration

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

Summary of Training Methods

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

Buzz Groups	A way to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion and solution.	When the group is too large for general discussion or brainstorming. When the experiences of the learners can lead them to discover solutions for themselves.
Question-and-Answer Session	An opportunity for an expert to provide specific knowledge, responding to the direct questions about the specific topic from the group of learners.	Near the end of a training session. When an expert is available whose knowledge is either superior or whose authority makes his answers correct.
Learning Centers	A series of stations/tables/corners. Each accommodates a small group. All stations teach related parts of the same general topic. Learners rotate through all the stations.	Excellent way to teach a lot of information in a short period of time. When the group is too large to effectively teach by the other training methods above.
Reflection	A series of guided questions leading from the facts of what happened to interpretation to application.	As a form of evaluation tool. When connecting activities or connecting an activity to a larger picture.

How to Enhance Presentations and Training

Believe in your message. Live and breathe your message.

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

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

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

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

Use theatre. Show participants that beliefs affect behavior. Use magical metaphors. Magic aids retention and is entertaining.

Use audience participation. Involve the audience with participation stunts. Lead group discussions. Have question-and-answer periods. Use small-group breakout discussions. Employ problem-solving activities.

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

Use simple prizes as participation incentives. Know your presentation tools.

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.

The Gift of Feedback

Name (presenter): _____

Name (person completing form): _____

Start

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

Stop

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

Continue

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

Scavenger Hunt

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

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

Reflection

What?

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

When?

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

Advantages

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

Disadvantages

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

How?

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

Managing Questions for Effective Training

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

Reflections for an Activity or Exercise

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

Reflection Questions

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

Unexpected Questions or Answers from Participants

See the next page for some suggestions on how to manage unexpected questions or responses in a training to maximize learning. Note that for each situation, the first few bullets are typically best for the first or second time the situation occurs. Later bullets are often best to reduce undesirable behavior.

Managing Questions for Effective Training, cont.

Situation	Suggested Trainer Response
A learner asks a question that was already answered.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Clarify the question; check for misunderstandings. Ask the group for answers: <i>Can anyone help us by explaining differently?</i> 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.	<ul style="list-style-type: none"> Let the person make the point, and reinforce the value of the comment. Use open body language and ask: <i>What does the group think?</i> Walk toward the person and use <i>stop</i> hand signals. Encourage participation and input from others with nonverbal body language. <i>Stop</i> 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.	<ul style="list-style-type: none"> Clarify the question. Ask: <i>Could you say more about that?</i>
A learner provides a partial but unclear answer to a question.	<ul style="list-style-type: none"> Encourage the learner: <i>Could you say more about that? or Keep going. This is useful stuff.</i>
One learner is always the first one to answer the trainer's questions.	<ul style="list-style-type: none"> Use body language to encourage others to speak prior to acknowledging this person. Thank the people who are contributing, and encourage those who are not.
A learner asks the trainer to explain the idea again.	<ul style="list-style-type: none"> Ask for clarification of what the learner does not understand. Open the question to the group: <i>How would you address this question? or Would someone else like to explain this?</i>
A shy learner addresses questions to the trainer during breaks, not during the training session.	<ul style="list-style-type: none"> If relevant to the course, when training resumes, comment that so-and-so raised an excellent point during break. Repeat the question and either answer it or ask the learners if they have any answers for this question. If not relevant, deal with the shy learner's questions appropriately. Don't get drawn too deeply into a one-on-one conversations if it means ignoring all the other learners or your own needs to set up the next segment.

<p>A learner asks a lengthy and entangled question. <i>Do these in this order.</i></p>	<ol style="list-style-type: none"> 1. Use eye contact and “stop” hand signals to get them to stop talking. 2. Summarize the question and ask if that is what they are asking. If you can’t get to a summarized question quickly, ask the group of learners if someone can help you understand the issue being raised; let that learner summarize for the first learner. If no one can help, suggest that the two of you talk at break. 3. Ask the group if they have an answer, or simply answer the question.
<p>A learner keeps directing questions to the co-trainer who is not presenting.</p>	<ul style="list-style-type: none"> • The nonpresenting co-trainer nods toward the main trainer for response. • Lead trainer physically moves toward the questioner and responds to the question. • The lead trainer says, “That’s an interesting question. Any thoughts on that?” and uses body language to open the question to the entire class.
<p>The learners are not giving any nonverbal clues about their understanding.</p>	<ul style="list-style-type: none"> • Ask: <i>Does this make sense to you?</i> Wait for head nods or a question. If no one responds, say, “This is the interactive part of the training. You move your head to indicate YES or NO.” • Say, “I know this raises some questions. What are your questions?” Wait until someone is brave enough to respond.

Rules for Discussion Leaders

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

- Prepare for the discussion.
- Let the whole group know the subject in advance so they can think about it.
- Talk with group members individually to find out their ideas.
- Read about the subject.
- Write an outline of the subject so you have a pattern of ideas you want to cover.
- Pick a comfortable location. Consider lighting, heating, and ventilation.
- Have paper and pencil ready to record the main points.
- Start the discussion on time. End it on time.
- Help the group to feel at ease.
- Arrange the group comfortably so they can see each other. Configure the group in a circle, a semicircle, a U, or a hollow square.
- Be sure that everyone is introduced.
- Encourage informality and good humor.
- Permit friendly disagreement, but only on the point being discussed and not between personalities.
- Keep spirits high. Let everyone have a good time. Don't let the discussion drag, get boring, or off on a tangent.
- Give everyone a chance to talk.
- Draw out less talkative members by asking them questions or for suggestions. If possible, call everyone by name.
- Be careful of the person who tries to monopolize the discussion. Interrupt the "speech-maker" tactfully and lead the discussion to another person. If necessary, remind the speaker of the limited time, or suggest that he or she cut it short until others have had a turn.
- Call on individuals when you see they are ready to talk, rather than going right around the room.
- Lead, rather than dominate, the discussion. Ease yourself into the background when the groups really get into a good discussion.
- Keep the discussion on track.
- If the discussion gets sidetracked, bring it back to the main subject by suggesting there are some more important points that need to be covered in the limited time available.
- Stretch a point if necessary to give individuals credit for ideas developed in the discussion.
- Summarize periodically.

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

Sample Certificate of Completion



This certifies that

has satisfactorily completed

The Trainer's EDGE Training



Date



Council Training Chair

Trainer's EDGE Instructor

Trainer's Code of Conduct

Trainer's Creed

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

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

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

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

Trainer's Philosophy

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

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

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

A Scout (Trainer) Is:

Trustworthy

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

Loyal

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

Helpful

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

Friendly

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

Courteous

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

Kind

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

Obedient

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

Cheerful

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

Thrifty

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

Quotations for Wall Posters

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

