



BOY SCOUTS OF AMERICA®

# The Fundamentals of Training



TRAIN THE TRAINER SERIES



Prepared. For Life.®





**Train the Trainer Series**

**T<sup>3</sup>**

# **The Fundamentals of Training**

## **Table of Contents**

Introduction .....	3
Faculty Development.....	6
Gathering Activity .....	8
Icebreaker and Opening.....	9
Why and How We Train Leaders .....	12
Characteristics of Good Trainers.....	16
How People Learn .....	19
Presentation Media—Flip Chart .....	22
Presentation Media—PowerPoint® .....	24
Training Methods.....	27
Course Wrap-up.....	32
Closing.....	34
Appendix 1, Characteristics of Effective Trainers .....	35
Appendix 2, Flip Charts and Posters .....	36
Appendix 3, What Makes a Trained Leader? .....	38
Appendix 4, Whiteboards.....	39
Appendix 5, PowerPoint® .....	41
Appendix 6, Cognitive Overload Theory .....	44
Appendix 7, Origami Bird .....	46
Appendix 8, Participant Course Assessment .....	467

## Introduction

Welcome to *The Fundamentals of Training*. This is the first part of the three-part train-the-trainer continuum ( $T^3$ ) in Scouting and is intended for both youth and adult trainers. This session is designed to introduce new Scouting trainers to teaching techniques and skills.

Most of the BSA's instructor-led training is designed around a variation of what educators are calling the "team-based learning model." Using small groups, team-based learning promotes learning and team development through frequent and immediate feedback by a facilitator/instructor. It helps members learn from each other during and after the course. The team-based learning approach is similar to the patrol method Scouting has used for more than a century all over the world. The patrol method has proven effective in operating a den, patrol, squad, and crew, as well as in learning. We will use this method throughout the course.

This first part of the  $T^3$  continuum, *The Fundamentals of Training*, is designed to help Scouters, regardless of their experience, present effective training. The course will also help those who might have trained for other organizations learn the BSA's training techniques. And, it will help freshen up the skills of current BSA trainers.

Upon completion of *The Fundamentals of Training*, new trainers will be able to apply the techniques they have learned across the BSA's leadership development programs, from unit-level youth leader training taught by youth for youth, to position-specific and supplemental training for adult leaders. Upon completion of this first part, new trainers are coached and mentored by experienced trainers as they become comfortable with and confident in their training skills.

*Trainer's EDGE* is the second part of the continuum. As trainers develop their training skills, *Trainer's EDGE* provides an additional opportunity for trainers to enhance their abilities. *Trainer's EDGE* also supplements the training development sessions offered during faculty development for advanced leadership training courses and increased familiarity with the EDGE model that is used throughout the training.

The third part of the continuum is the Master Trainer course taught at one of the BSA's national volunteer training centers or a regional "cluster council" course. The Master Trainer course does not create a designation for the participants; it teaches the skills and techniques used to address council and district training objectives. Using the analyze-plan-manage-evaluate process, participants are ideally suited to create and implement training improvement plans that achieve Journey to Excellence goals.

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

- Understand the principles of how people learn.
  - Understand four primary methods of instruction used by the BSA.
  - Practice the BSA's training techniques.
- 

**References** *Guide to Leader Training*, No. 511-028 (available as a PDF at [www.scouting.org/training](http://www.scouting.org/training))

*Group Meeting Sparklers*, No. 33122 (display item)

*Trainers' EDGE*, No. 26-242 (display item)

---

**Materials and Supplies** Easel  
Blank flip charts  
Computer  
Projector  
Speakers, if using a video  
Roll of 1-inch blue painters tape (does not harm painted walls)  
Note cards  
Dry-erase markers (black and blue are best; ensure they have sufficient ink)  
Whiteboard  
Posters to decorate the room (Cub Scout, No. 32068; Boy Scout, No. 34880)  
(optional)  
Appropriate signs ("Registration," "Welcome," "This Way," etc.)

---

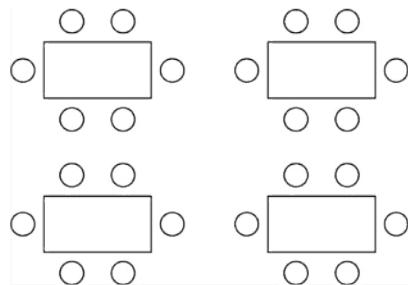
**Time** *The Fundamentals of Training* course is intended for about four hours. A sample schedule might look as follows:

Start	End	Title	Instructor	Remarks	Page
8:00	8:30	Gathering Activity			
8:30	8:35	Opening			
8:35	8:50	Icebreaker			
8:50	9:10	How and Why Train Leaders			
9:10	9:25	Characteristics of Good Trainers			
9:25	9:40	How People Learn			
9:40	9:50	Break			
9:50	10:40	Presentation Media			
10:40	11:30	Training Methods			
11:30	11:40	Break			
11:40	11:55	Wrap-up			
11:55	12:05	Closing and Graduation			

---

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

The optimum facility will be arranged to accommodate the small-group model, with an easel and flip chart per small-group, easy access to whiteboards, and a projection screen that can be seen by all. Auditorium-style seating is usually the least effective classroom arrangement as it inhibits student interaction and the shared reinforcement that is the hallmark of the small-group method. A suggested classroom seating style is shown below.



Be sure to consider any requirements for special access to support the participation of Scouters and Scouts with unique circumstances.

---

**Budget** The goal is to keep participants' course cost as reasonable as possible. Therefore, the following guidelines are recommended:

- Course expenses should not exceed revenues.
- Course faculty should be responsible for their own travel, meal, and personal expenses. These expenses should not be passed on to the participants.
- Reasonable expenses might include facility usage fees and course materials. Light refreshments should be optional for the participants in order to accommodate personal preferences, traditions, and beliefs.

---

**Uniforms** The faculty should portray a professional image as trainers and representatives of the local council. Accordingly, they are expected to wear the complete Scouting field uniform (shirt, pants, belt, and socks) appropriate to their Scouting position during this course. The activity uniform (uniform pants and Scouting T-shirt) is not appropriate for the faculty.

## **Faculty Development**

The training team serves as an important recruiting and retention tool for the district and council. The success of the training team to deliver an effective training program has a direct and measurable impact on the success of Scouting's programs. Faculty development is an ongoing process designed to ensure quality, consistency, and effectiveness of the different training programs. Faculty development for *The Fundamentals of Training* is composed of a pre- and post-course group session and individual preparation.

The pre-course faculty development session offers the training team an opportunity to review and adjust responsibilities for promotion, set-up, registration, lesson assignments, and logistics. Faculty development is also an opportunity for team-building. As trainers also donate their time and talents, the lead faculty member should endeavor to make the faculty development valuable and fun.

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

- Review the course schedule
- Review and adjust specific tasks:
  - Promotion
  - Registration
  - Individual lessons
    - May wish to practice presentations and receive feedback from others
    - Ensure the different presentation methods are utilized
    - Practice new games and sparklers
    - Ensure a meaningful opening ceremony
  - Evaluation
    - A suggested participant assessment is provided in the appendix
    - Provide an opportunity for the faculty to reflect on the course
- Logistics
  - Facility (confirm location, time available, parking, usage fees, tables and chairs, flags)
  - Training aids (computer, projector, screen, easels, flip charts, whiteboards, markers)
  - Printing (sufficient handouts and updated materials)
  - Set-up
  - Comfort items/refreshments (coffee, snacks, soft drinks, etc.)
  - Clean-up

Ensure the participants take the time to assess the course. A suggested participant assessment form is provided in the appendix.

A post-course faculty development session should be conducted immediately after the course concludes and the participants have departed. The intent of this session is for the faculty to reflect on the effectiveness of the course. Reflection is a simple but effective tool for continuous improvement. Key to successful reflection is maintaining a spirit of openness and learning, rather than fixing.

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

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

## Gathering Activity

---

**Time** Be ready for participants who may arrive early; recommend being ready at least 15 minutes before planned starting time. The gathering activity ends at the training start time.

---

**Objective** The purpose of this activity is:

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

---

**Instructor Reference** *Group Meeting Sparklers*, No. 33122

---

**Materials** Sufficient materials for the expected number of participants to participate in the chosen gathering activity

---

**Delivery Method** Game

---

Baden-Powell once said, "Scouting is games with a purpose." The purpose of the gathering activity is to help participants meet new people, make them feel welcome, and provide a first impression of Scouting as fun and active learning. Gathering activities should be simple, not require detailed explanation of the rules, and encourage the participants to share and interact.

*Group Meeting Sparklers* has a large selection of gathering activities to choose from. Pick one from the pamphlet, such as Jumbled Zoo or Indoor Nature Hunt. Whatever gathering time activity the training team chooses to use, it is important to model appropriate Scouting values.

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

## Icebreaker and Opening

---

**Time** Time available is 20 minutes.

---

**Objective** The purpose of this session is to:

- Introduce the participants to each other.
- Have new trainers interact with experienced trainers.
- Introduce and set the tone for the course—fun and active.
- Model a meaningful opening.

---

**Instructor Reference** Use the game described below, or choose another from *Group Meeting Sparklers*

---

**Materials** Small tokens such as beans, marbles, pennies, etc.  
Note cards for the team recorder to write down introductory facts

---

**Delivery Method** Game

---

**Prep** If possible and practical prior to starting, pre-assign participants into teams and tables of four to six persons. Try to mix up the teams as to experience, geography, background, etc., as much as you can. For example, no two participants from the same unit on a team or each team has about equal numbers of Cub Scout, Boy Scout, Varsity, and Venturing leaders.

Have at least one faculty member at each table to facilitate the game and further the participants' sense of belonging to the training team. Assign one person (not the faculty member) the role of team recorder and spokesperson, and ask them to take notes during the game so they can introduce the members of the team after the game. Use the following format for introductions:

Name  
Where they live  
Primary role in Scouting  
One interesting *I Have Never...* fact learned in the game

Place 10 small tokens at each participant's place for the *I Have Never...* game. The tokens can be things like pennies, marbles, jelly beans, or anything that can be easily held in the palm of the hand.

---

**Game**      ***I Have Never...***

The purpose of the game is for the team to get to know each other and prepare to introduce its members to the entire conference.

Allow the game to continue for approximately **10 minutes**.

The game is designed to help people feel comfortable with the other participants, open up playful dialogue, and give each of the participants a unique insight as to what types of things the others in the group have or have not experienced in their lifetimes.

The activity begins with the person whose birthday (day and month only) is closest to today. The first player shares their name, town, and Scouting role, and publicly announces an activity they have never done but that they believe most, if not all, of the other participants have. For example; "I have never been to a jamboree" or "I have never attended a professional sporting event."

If a team member has done the activity (i.e., been to a jamboree or attended a professional sporting event), he or she must forfeit one of their tokens by placing it in the center of the circle.

Play continues with the person on the right of the first player repeating the process—sharing their name, town, Scouting role, and an activity that they have never done, and those who have done the activity forfeiting a token. The process is repeated by each successive team member in the circle. After the first round, only the activity is announced.

**Play Ends**      Play ends when only one person in the circle has tokens remaining or when the faculty ends the game after 10 minutes.

---

After the game (icebreaker/sparkler), ask each team spokesperson to introduce their team members using the format used at the beginning of the exercise. After the participant introductions, introduce yourself and the other faculty members using the same format. Then, introduce the course with comments such as the following:

In higher education circles there is a spreading method of instruction based on what is called the Team-Based Learning Model. It is designed to

be conducted in small groups, calls for individual and group accountability, gives team assignments that promote learning and team development, and allows frequent and immediate feedback from the facilitator.

Sound familiar? It is the patrol method Scouting has been using for over a century. The method has proven effective in operating a den, troop, squad, or crew and in learning. We will be using it as one of the methods of training throughout this course today.

The BSA provides three main courses geared toward trainers. The first part, what we are presenting today, *The Fundamentals of Training*, is to help those, regardless of their Scouting experience to present effective training. This course also helps those who may have trained for other organizations learn the BSA's training techniques. And, it will help freshen up the skills of current BSA trainers.

*The Trainer's EDGE* is the second part of BSA's train-the-trainer continuum. This course enhances the training skills learned in Part One and supplements the skills offered during faculty development for advanced training courses.

The third part of the continuum is the Master Trainer course taught at a regional level or at one of the BSA's national training centers.

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

Welcome participants to *The Fundamentals of Training* and thank them for taking on the important role of a Scouting trainer.

Lead the group in a simple, meaningful, opening ceremony.

## Why and How We Train Leaders

---

**Time** Time available is 20 minutes.

---

**Objectives** As a result of this session, the participants should be able to:

- Explain why we train leaders.
- Describe four BSA training strategies.

---

**Instructor Reference** *Guide to Leader Training*, No. 511-028

---

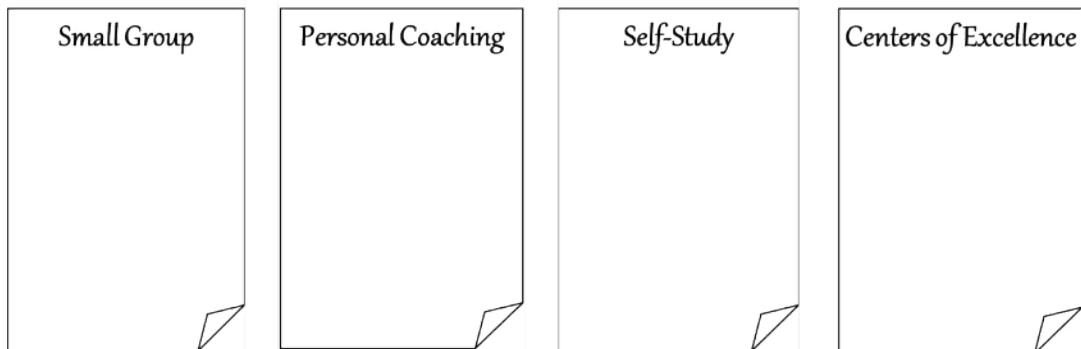
**Materials** Flip charts, markers, blue painter tape  
“Methods and Levels of Training” from *Guide to Leader Training*, pages 8–9  
1 flip chart page per small group (have extras available)

---

**Delivery Method** Small group

---

**Prep** Have four flip charts available. Write “Small Group” on one, “Personal Coaching” on another, “Self-Study” on the third, and “Centers of Excellence” on the fourth.



Direct the students to pages 8–9 in the *Guide to Leader Training*, or provide each participant a copy of the pages titled “Methods of Training.”

---

**Introduction** Ask: *Why do we train leaders?* Get responses for a minute or two. Record the participants' answers, and summarize their answers with the following: We train leaders to ensure that Scouting is exciting, relevant, and safe.

Training is a structured process that provides participants with the knowledge and skills to perform their roles—and the desire to use them.

Everyone requires training for anything that is to be done well. During our lifetimes, we have all received training to do many things. We have benefitted from that training and received satisfaction from developing abilities that enabled us to do something we might not have been able to do before.

The objective of your training should be to train Scouting leaders so that they and the young people they lead receive a worthwhile program full of new experiences, fun, and adventure—so both youth members and leaders stay in Scouting longer and it has an even greater impact on their lives.

We commonly use four training methods in the BSA: small-group training, personal coaching, self-study, and centers of excellence. Small-group training is the most common method used to train leaders in Scouting, but sometimes Scout leaders cannot participate in scheduled group training session, so it may be necessary to use another approach. We will spend the next few minutes working as a small group to learn more about the different training methods.

The class should already be divided into four small groups. Give each group one of the four flip charts prepared earlier. Explain that the participants are to work as a group and, using the Methods of Training section from the *Guide to Leader Training*, come up with a short description of their assigned training method and two or three benefits of their method. Note: If the class is small, further subdivide the groups so there are four equal groups. If the class is large, then assign one of the methods to more than one group.

Limit the small groups to a single flip chart page so they summarize and present only the most important points. After no more than five minutes discussion, each small-group will present their conclusions to the rest of the class. The participants' answers should present the following points.

---

## Small Group

- An excellent way to convey the fun and fellowship of the Scouting program.
- People delight in sharing their experiences; it is easier for people to share when they are in a small group.
- Shared experiences are rarely surpassed as a learning technique.

- Each individual is able to receive immediate feedback, benefits from others' accomplishments, and can be reassured by others' similar issues, challenges, interests, and concerns.
- Builds relationships and networks to ensure leaders can continue to help each other beyond the training course.
- Small group training is not a lecture to a small group.
- Don't need to wait until there are dozens of leaders who need training to have effective group training.
- Can be conducted in informal or formal settings—for example, in the living room or around the kitchen table in the home of a leader.

### **Personal Coaching**

- Some leaders are unable to attend scheduled training, either because of proximity or due to personal scheduling conflicts.
- One-on-one training helps get new leaders trained quickly.
- Appropriate for orientation, basic, and supplemental training.
- Scheduled at the convenience of the individuals to be trained.
- Usually in an informal setting—home or office.
- Adapt the syllabus from the formal training course.
- Trainer ensures the learning objectives are still met.

### **Self-Study**

- Allows leaders access to the information on their own schedules and venue.
- Limited effectiveness in most role-based Scouting training. More learning occurs as a result of sharing opinions, ideas, and experiences during group training and personal coaching sessions. Encourage leaders to participate in one of the other methods if possible.
- E-learning is a form of self-study.
- Used when neither group training nor personal coaching is available.
- Self-study is used in instances where distance or other issues make it necessary for the leader to take training on their own, or in a case where the course content is not necessarily enhanced by the presence of other leaders.
- Follow-up by an instructor to determine if the leaders fully understand the program and their roles and responsibilities is important. A personal visit or call by a trainer and review of the self-study questions helps to show interest in the leader and reinforces commitment to program ideals and standards.

## **Centers of Excellence**

- Leaders learn from visiting great dens, troops, roundtables, districts, camps, councils, or other excellent Scouting venues.
  - We know learning by watching and participating with the best and most successful is very effective, so in the coming years the BSA will be establishing and recognizing Centers of Excellence where formal training will occur through observation and participation in successful programs.
- 

**Conclusion** The important thing to remember is leaders need training as soon as possible, using the best training method available. Leaders need to know how to perform their roles now, not six months or even six weeks from now.

Conclude by reinforcing with the participants that the BSA's ability to influence the lives of young people depends to a large extent on the leaders' abilities and understanding of the aims, principles, and techniques of their various roles within Scouting. High-quality training is what makes that possible.

---

## Characteristics of Good Trainers

---

**Time** Time available is 15 minutes.

---

**Objective** As a result of this session, the participant should be able to:

- List the qualities of a good BSA trainer.

---

**Instructor Reference** Characteristics of a Good Trainer

---

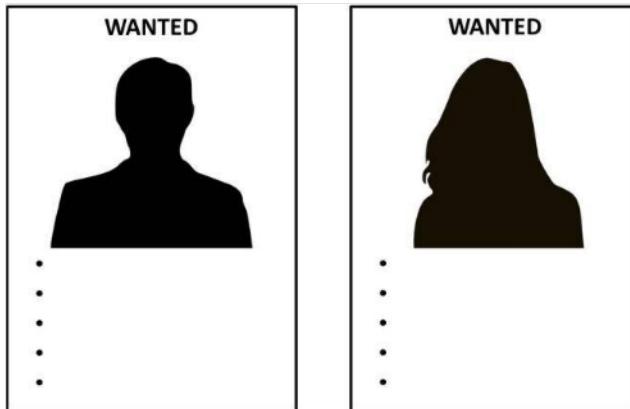
**Materials** “Wanted” posters, markers, blue painters tape to hang posters  
Handout, “Characteristics of Effective Trainers” (appendix)

---

**Delivery Method** Small group

---

**Introduction** Ask the entire group of participants to define “Trainer.” Record their answers on a flip chart or a whiteboard. After a minute or two, summarize their answers with “A person who delivers training.”



Divide the class back into their small groups. Provide each group a “Wanted” poster. Each poster should feature a head-and-shoulders silhouette of a person. (If the training team has the artistic talent, consider mixing up the silhouettes: male, female, short hair, long hair, etc.)

Ask each group to list at least five characteristics of an effective trainer on their “Wanted” poster. Give the participants 3 to 4 minutes, then have each group hang their posters in a spot in the room where everyone can see.

The instructor should highlight the similarities and turn any differences into points for positive discussion. Some of the more common characteristics will often include the following. There is no “school solution,” and the instructor should be ready to compliment the students for the range of answers they provide.

**Professionalism:**

- Because trainers are role models, they should be confident and enthusiastic.
- A training assignment is not an opportunity to display your talents or extensive knowledge, but rather a chance to help others develop skills.
- A trainer should set the example of what a BSA leader should be by wearing a complete, proper uniform and behaving as a Scouting leader should when training.

**Effective Communication Skills:**

- Trainers must foster a learning environment in which learners feel comfortable taking risks without the fear of ridicule.
- Such an environment depends on the trainer’s ability to create open lines of communication.
- Not only must trainers be able to explain tasks and procedures clearly, they also must know how to listen actively and be sensitive to the importance of body language and nonverbal communication.
- Good communication skills are an absolute must for effective trainers.

**Rapport:**

- Capable trainers demonstrate good interpersonal skills when they interact with participants.
- Qualified trainers who are also friendly and congenial exhibit the ability to handle conflict without losing their cool.

**Organizational Skills:**

- The ability to balance various responsibilities and manage time is critical to successful training.

**Experience:**

- This does not mean a shirt full of knots or 50-year veteran status. It means they have an understanding of the Scouting roles the training is for.

## **Other Characteristics and Skills of Effective Trainers:**

- Patience
  - Flexibility
  - Empathy
  - Ability to nurture others
  - Creativity
  - Commitment to the position
  - Ability to be a team player
- 

**Conclusion** Give each participant a copy of the handout “Characteristics of Effective Trainers.”

Summarize the participants’ work by pointing out good trainers possess certain characteristics and skills. Many of the characteristics listed on the groups’ Wanted posters can be gained through practice and commitment. Fortunately, many of these skills are the same ones that also make good Scouting leaders.

## How People Learn

---

**Time** Time available is 15 minutes.

---

**Objective** As a result of this session, the participant should be able to:

- Relate concepts of how adults learn.

---

**Materials** Write the major teaching point on separate flip chart pages: Importance, Learning Styles, Experiential, Problem Solving, and Positive Reinforcement. “Parking Lot” where participants may anonymously leave questions or reminders

---

**Delivery Method** Informal Talk

---

**Introduction** The title of the session is How People Learn. It is focused on the BSA leaders, older Scouts, and adults.

The evidence is overwhelming that older Scouts and adults learn best when:

- They understand why something is important to know or do.
- They have the freedom to learn in their own way—aural, visual, or tactile.
- Learning is experiential.
- The time is right for them to learn.
- The process is positive and encouraging.

### They understand why something is important to know or do

In Scouting, you will have participants in your course who want to be there as well as the ones who have to be there. As a trainer, part of your responsibility is to help both types of participants understand why and how the course is going to help them. “What’s in it for me?” is a common, if usually unexpressed, question among adult learners.

In a well-designed and facilitated course, the purpose should become evident through content as well as the stated course objectives or promotional materials. But it might also be important for you to help answer the “what is in it for me?” question by sharing how the course can help them. Course faculty should consider a parking lot to ensure students are able to leave their questions not

answered during presentations or discussions so the faculty can provide answers.

It is important to use the “Language of the Learner” and be mindful of avoiding the use of acronyms and pet phrases used by experienced Scouters. For example, “The SPL was elected to the OA and wants the PLC to attend NYLT this summer. He is going to NAYLE at PTC.” We know many new leaders are reluctant to ask when they hear a term they do not understand or the training does not relate to them, so they begin to tune out. If acronyms and jargon are used during self-study, the students usually cannot ask for help understanding. If we teach in terms or concepts the participants are familiar with, we can help them get off to a better start, and a new Scouter will soon “speak Scouting” and be more comfortable in Scouting.

### **They have the freedom to learn in their own way**

People learn in different ways. In general, some learn best by watching (visual); some by listening (aural); and some by doing (tactile). Effective trainers vary their teaching styles in order to address the different ways people learn.

A single teaching style should be used for about 10 minutes, and no longer than 20 minutes, to keep participants engaged in the learning process.

### **Learning is experiential**

Experiential learning can either be by having lived an experience or by practicing an experience. The patrol method, where trainers demonstrate and then learners practice skills, is a major example of experiential learning in Scouting.

Experiential training can include the sharing of relevant experience of the trainer or learners, or can be done via role-playing, skits, discussions, brainstorming, or other methods that require personal involvement.

Older youth who serve as trainers will normally use experiential learning techniques.

### **The time is right for them to learn (problem solving)**

When an adult first joins Scouting or takes on a new role, is when the time for learning is right. That is when they have the most motivation to learn. If we wait, they may think they already know what to do and we have missed the best opportunity for learning.

But this concept also relates to unplanned teaching moments. When a question, challenge, or problem arises, it is a good time for learning to occur because the learner’s motivation is high.

## **The process is positive and encouraging**

A course filled with positive reinforcement and fun will enhance learning.

---

**Conclusion** An old proverb says, “I hear and I forget, I see and I remember, I do and I understand.” The faculty should consider having a poster already placed in the room with the above written on it.

Of course there are variables, but participatory, experiential learning has a real impact on how adults learn, what they retain, and then what they apply as Scouting leaders. And it is usually more fun and fits the Scouting model!

**Take a 10 minute break.**

## Presentation Media—Flip Chart

---

**Time** Time available is 30 minutes.

---

**Objective** As a result of this session, each participant should be able to:

- Prepare a flip chart and poster to use for training.
- Demonstrate the effectiveness of letter size and color in creating flip charts and posters.

---

**Materials** Flip chart and/or poster paper  
Easels for flip chart pads  
Assorted colored markers (dry-erase for whiteboards, water-based for paper charts)

---

**Delivery Method** Small group

---

**Handouts** “Five Levels of the BSA Training Continuum,” *Guide to Leader Training*, pages 9–12  
*What Makes a Trained Leader* (appendix)  
*How to Make Flip Charts and Posters* (appendix)  
*Whiteboards* (appendix)

---

**Prep** Prepare the room and supplies during the break.

- Prepare sample flip charts and posters in advance and post them around the room to illustrate important points to remember when creating them for a training event.
- Have supplies set up in advance so each small group can create a flip chart or a poster.
- Prepare the computer and projector for the next lesson as this lesson flows directly into the next one on computer presentations.

---

**Introduction** Presentation technology includes the visual aids we use to enhance the presentation of material. Flip charts are commonly used aids in BSA training.

Flip charts and posters are used to:

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview key points or messages
- Add variety to discussions
- Speed up learning
- Increase retention of information

Distribute “Five Levels of the BSA Training Continuum” and a copy of *How to Make Flip Charts and Posters* to each participant.

Ask participants to work in their small groups. Each small group should prepare a flip chart or poster to present to the large group.

Assign one of the five levels of BSA training to each small group—we recommend not using the “Joining” level as it is overly simple. The group’s flip chart or poster should support a short presentation on their assigned level of BSA training. The teams’ presentations should describe the level of training, when it is required, and give examples of each level.

**Joining  
Orientation  
Basic  
Supplemental  
Advanced**

Allow no more than 10 minutes for the groups to make their flip charts or posters. Take about five minutes for the groups to share their poster.

Once all the groups have presented, the instructor should highlight something good from each presentation, noting how they applied the principles described on the handout.

---

**Conclusion** The purpose of any presentation should be to engage your audience so they learn, appreciate, and understand the material. Training aids should enhance the learning, not distract the students nor detract from the instructors’ efforts.

## Presentation Media—PowerPoint®

---

**Time** Time available is 20 minutes.

---

**Objective** As a result of this session, each participant should be able to:

- Avoid typical computer presentation pitfalls.
- Create an effective PowerPoint slide deck.

---

**Materials** PowerPoint: Good, Bad, and Ugly presentation. Trainers may wish to find local examples illustrating poor use of PowerPoint.

---

**Delivery Method** Informal talk

---

**Handouts** *Computer Presentations* (appendix)  
*Six Principles of Cognitive Overload Theory* (appendix)

---

**Prep** Prepare the room and equipment prior to the previous presentation.

- Ensure the computer, projector, and sound system work properly.
- Test the presentation to ensure it works as intended.
- Dim the area where the projection screen is.

---

**Introduction** In the workplace, at school, and in Scouting, computer presentations have become commonplace. PowerPoint is the most common presentation software, but there are others trainers may use. Presentation technology allows trainers to add creativity and quality to the visual and audio aids used during presentations.

---

### PowerPoint®

Explain there are two basic types of PowerPoint presentations:

- Self-study—slides read on a computer screen by an individual
- Instructor support—slides projected on a screen as part of a spoken presentation

A PowerPoint presentation intended for self-study can have more text and detail than one presented to a group because without an instructor the participant proceeds at his or her own pace by reading the slides. For the purpose of this course, we will focus on PowerPoint used as instructor support.

Explain PowerPoint presentations are used to:

- Help the audience recall information.
- Support the speaker's presentation.
- Highlight key points.
- Provide visual interest and variety to a presentation.
- Clarify spoken explanations for visual learners.

PowerPoint combines the advantages of the whiteboard and the flip chart all into one presentation method. If done properly, PowerPoint makes it easy to have a professional-looking presentation.

We can all list countless examples of bad presentations. Ask the participants to suggest common PowerPoint mistakes. Their answers should include:

- Too many words on the slide
- Unreadable font
- Unfamiliar acronyms
- Inappropriate clip art
- Distracting animations
- Unnecessary sounds

They all share the same core bad traits; the presentations take attention away from the trainer and the intended learning points.

Instructor should continue with the "PowerPoint: Good, Bad, and Ugly" presentation provided with this syllabus. All of the slides were found online and are from real presentations. See the notes in the deck for the teaching points with each slide.

---

<b>PowerPoint</b>	Use the "Good, Bad, and Ugly" presentation to illustrate some of the pitfalls of computer presentations. The slides offer the opportunity for the participants to identify common mistakes with PowerPoint. A suggested improvement follows each example.
-------------------	---

---

**Cognitive Overload Theory** Significant research has been conducted on what affects peoples' attention. One particular research theory that relates directly to the use of PowerPoint is the "Cognitive Overload Theory." Despite its complex title, the theory is simple to explain and its principles can be easy to apply to computer presentations used in Scouting training.

In essence, the theory says a person has a limited amount of mental energy available to pay attention to the world around them. As soon as they become overloaded, their attention span drops and so does their ability to learn. The principles of this theory have direct consequences when training with PowerPoint. Because it is the current media of choice in training, we need to be very familiar with the correct use of this media.

---

**Conclusion** Distribute:

- *The Six Principles of Cognitive Overload Theory*
- *Do's and Don'ts of PowerPoint*

The purpose of any presentation is to engage the audience so they learn, appreciate, and understand the material. Training aids should enhance the learning, not distract the students nor negate the instructors' efforts.

## Training Methods

---

**Time** Time available is 50 minutes

---

**Objective** The purpose of this session is to:

- Introduce other training methods used in BSA training.
- State when each method discussed is used most effectively.

---

**Instructor Reference** *Trainer's EDGE*

---

**Handouts** Origami bird instructions (appendix)

---

**Materials** PowerPoint slides

---

**Delivery Method** Informal Talk

---

**Introduction** An effective trainer creates, seeks, and finds opportunities for learning. However, not all trainers, and not even all effective trainers, use the same training methods to create learning opportunities. Each of us is particularly adept at one or two training methods. We base the methods we use on our own learning styles and the environment in which we were educated.

Information can be presented in any number of ways. To be an effective trainer, one must be familiar with the training methods used most often in Scouting:

- Lecture
- Informal Talk
- Demonstration
- Case Study
- Role-Play
- Simulation

Note: If possible, try to include the methods in the presentation. If there is more than one trainer, switch with each topic. Use media such as a flip chart page or PowerPoint to identify the method while you are sharing the information.

---

### Lecture Method

Lecture is when one person conveys information to a group by talking to them. It has little participant interaction, feedback, or collaboration.

Question for the group: *When might be an appropriate time to use a lecture?*

Answers should include:

- Very large group
- Introductory lesson
- Students have no background or experiences to share
- Audience's primary intention is to listen to an expert

If time is available, you may want to take 1 to 2 minutes and have each pair of people (buzz group) collaborate on determining the advantages and disadvantages of a lecture. Recommend each pair of participants answer only "Advantage" or "Disadvantage," and then share the answers with the group.

Advantages:

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

Disadvantages:

- To be sure learning occurs, a test or question/answer or discussion periods should be used to follow up.
- Even with visuals, the overall depth of learning and remembering will be low.
- However, lecture is the preferred method of learning for some adults.
- Successful learning is dependent on the trainer's knowledge and skills.

### Informal Talk Method

An informal talk is similar to a lecture, except learners are more involved. Some feedback is obtained through questioning, participant answers and feedback, and brief discussions on points. During the informal talk method, the trainer is imparting knowledge but is allowing the learner to help find the answers.

Question for the group: *When might be an appropriate time to use an informal talk?* Answers should include:

- When the information is less technical or is familiar to the learners
- Material may be relatively new to the participant, but they may have some experience relevant to the topic
- When time is available to allow discuss or questions from the learners
- For most purposes in Scouting training (rather than using lecture)

Again, the instructor may choose to have a recorder (with excellent handwriting) record the participants' answers on a whiteboard or flip chart. This will allow students taking notes to recapture the points that were most important to them.

If time is available, may want to take 1 to 2 minutes and have each pair of people (buzz group) collaborate on determining the advantages and disadvantages of a lecture. Recommend each pair of participants answer only "Advantage" or "Disadvantage," and then share the answers with the group.

Advantages:

- An informal talk is generally more comfortable for everyone.
- An informal talk usually involves a smaller amount of material (than a lecture).
- An informal talk allows learners to ask relevant questions and be more involved in the learning process.

Disadvantages:

- The leader must be well-versed in the subject matter and willing and able to answer questions.
- An informal talk cannot be a canned presentation.
- Learners might interrupt the presentation of material with a question that is not relevant.
- The presenter must know how to deal with interruptions effectively to keep the presentation on track.

## Demonstration Method

A demonstration is when the instructor is teaching a skill and the team actually performs a task. The instructor shows and explains how to do "something." The best follow-up to a demonstration is having the participants do the task themselves.

It is best used in a small group when there is plenty of time is available, or if the skill to be learned will not take much time for learners to grasp.

It provides hands-on experience (hear, see, do), and each learner can go at his own pace to achieve mastery. It also requires plenty of attention from the instructor.

Model the demonstration method by having the participants make an origami bird. (Origami is the Japanese art form of folded paper.) Give the students a square sheet of plain paper (not an 8½ x 11 sheet from a notebook). The instructor uses a sheet of flipchart or poster paper cut to a square to ensure all participants can see the demonstration. Following the Origami Bird instructions in the appendix, demonstrate how to make an origami bird. Be sure to do the demonstration where all the participants can easily see what you are doing.

After the demonstration, ask the students for suggestions on effective demonstrations. Their answers should include:

- Instructor prepared and practiced
- Sufficient materials for all participants
- Training aid large enough for all participants to see
- Students have an opportunity to see and do

### **Case Study Method**

A case study is a realistic situation or a series of actual events involving a judgment call. It is presented to learners, either orally or by handout, for analysis and resolution. Sometimes the actual participants are available and the instructor can use a panel discussion to evaluate the actions and decisions made.

It is good to use to get all learners involved when real-life situations make your point more effectively than other methods, where no clear-cut or easy solution to a problem is evident, or where multiple points of view will help learners understand important concepts.

Case studies should be relevant to the lives and/or experiences of the learners to be most effective.

### **Role-Play Method**

Explain that during role-play, leaders or learners act out roles presented in an open-ended situation. Role-playing is distinguished from drama because the lines are not predetermined. The participants must supply their own dialog within the context of the roles and the situations, and may develop their own ending or outcome to the scenario. Like case study, the role-play method allows participants to examine multiple points of view.

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

Question for the group: *What are the primary ways case studies differ from role-play?* Answers should include:

- Role-play is less structured :: Case study is intentionally guided/structured
- Case study normally is a re-evaluation of an actual event :: Role-play typically is fictional
- Both avoid black/white—right/wrong situations in order to encourage discussion, examination, and reflection

### **Simulation**

A simulation is an excellent training method that has great potential for presenting a complete message to the group, but its use is limited to situations that may not be easy to prepare, and those often do not fit into a daylong training session. Trainers should be aware of the potential value of simulations.

A simulation is a more complex form of role-playing and case study. Simulations are used to recreate environments where participants experience potential situations that could happen. Unless you really have the tools and skills in this area, it may be tough to do a simulation during this course, so you may use another method.

Question for the group: Ask the participants to suggest some simulations they have they encountered in BSA training. Answers will typically center around hands-on training opportunities associated with advancement or certification: first-aid kits, lost bather drill, etc.

---

### **Summary**

Ask the participants to identify some of the different training styles modeled during this session. Their answers should include informal talk, demonstration, small-group, and lecture.

Each of us is particularly adept at one or two teaching styles that we base on our own learning styles. Encourage participants to try the teaching styles they are less comfortable with so they might better meet the needs of their students.

**Take a 10 minute break.**

## Course Wrap-Up

---

**Time** Time available is 15 minutes.

---

**Objective** Wrap up the course and provide some closing reminders.

---

**Materials** None

---

**Delivery Method** Informal talk

---

**Handouts** None

---

Here are some final thoughts as we come to a close of this initial training session. This was only the beginning. You received the basics of training and, hopefully, have become enthusiastic about becoming even better. After you have taught a few lessons and tried out what we've covered today, you should take *The Trainer's EDGE*.

In the meantime, some parting thoughts:

**Be yourself and relax.** You would not have been invited if you did not have the skills, but don't try to be something you're not.

**Believe in your message.** Live and breathe your message.

**Change your public speaking attitude.** Change fear of speaking to excitement about speaking.

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

**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, media, or music. Change the pace.

**Know your presentation tools.** Practice!!

**Promote.** Encourage others to participate in training courses.

**Take care of the paperwork!** Be sure to complete a Training Attendance Report for every course so everyone gets proper credit.

**Stick to the syllabus.** The course content has been carefully designed to accomplish the learning objectives. Even if you don't understand the need for a section within a training, that doesn't mean the participants don't need it.

**Have fun!** Don't be afraid to have fun. Create an atmosphere where people are free to laugh.

Encourage the participants to bookmark [www.scouting.org/training](http://www.scouting.org/training) to stay up-to-date on the latest resources and information about training in the Boy Scouts of America.

## Closing

---

**Time** Time available is 10 minutes.

---

**Objective** The purpose of this session is to:

- Recognize the participants for completing *Fundamentals of Training*.
- End the conference on an inspirational high.

---

**Handouts** Copies of the Trainer's Creed (or a poster large enough for all to see)

---

**Materials** Certificate of Training for Train the Trainer (code D70)

---

**Delivery Method** Ceremony

---

**Trainer's Creed**

*I dedicate myself to influence the lives of youth through the training of Scouting leaders. I promise to support and use the recommended literature, materials, and procedures as I carry out my training responsibilities.*

*I promise to "Be Prepared" for all sessions to assure an exciting and worthwhile training experience.*

*I will help leaders understand their importance to Scouting and will take a personal interest in their success.*

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

Present each participant with his or her certificate of training.

### Summary

Our goal as trainers should be to pass on the skills and ideas that will help other leaders be effective in their roles so that Scouting is safer, more fun, and more effective in the lives of Scouts.

Remember—your role is to train leaders, not just run training courses.

Thank the participants for all they do (and will do) for Scouting!

## Appendix 1, Characteristics of Effective Trainers

Effective Trainers	
Positive—Encourage these habits	Negative—Help trainers avoid the perception of these
Good inflection	Monotone/irritating voice or laugh
Tone of voice helpful and unruffled	Tone of voice annoyed, exasperated
Good visual contact	No visual contact
Solid knowledge base—credibility in area	Does not know material or program
Organized and prepared	Unorganized/unprepared
Understanding and attentive	Critical
Willing to share knowledge	Know-it-all
Enthusiastic—excited about message	Apathetic (indifferent, uninterested, unconcerned)
Authenticates material with experiences and practical applications	Dwells on personal life/experiences
Receptive to questions; listens to the whole question before answering	Defensive, intolerant
Flexible; willing to stop and find a new approach	Says things in the same way repeatedly
Good presentation skills	Lack of presentation skills
Handles the unexpected calmly and efficiently	Can't deal with surprise hurdles (i.e., machines do not work, etc.)
Can gauge the mood of the room	Cannot gauge the mood of the room
Professional appearance (clothes, body language, attitude, self-confidence)	Unprofessional appearance (incorrect uniform, poor attitude)
Has a sense of humor—someone who can make us laugh in the first few minutes	No sense of humor
Likes to have fun	Too proper, stiff

## **Appendix 2, Flip Charts and Posters**

### **Flip charts and posters are used to:**

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview key points or messages
- Add variety to discussions
- Speed up learning
- Increase retention of material

### **How to Make a Flip Chart**

- Although excellent flip chart pads are available commercially, you can make your own with a tablet of newsprint, an artist's pad, or even sheets of construction paper, newsprint, or brown wrapping paper.
- If paper is not in pad form, reinforce the top of the sheet with a double fold of paper or cardboard.
- Staple sheets together or fasten with lightweight bolts and thumbscrews.
- If the flip chart is not self-supporting, tie it to the top of a stand, easel, or movable chalkboard. You can improvise a stand by using the back of a chair or an upended table.
- It's a good idea to write out the flip chart in miniature while you are planning it. Changes or corrections can be made easily before you make the actual chart.

### **How to Make a Poster**

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

- Select the main idea. Jot down a few simple words that explain it.
- Decide on the effect you want to create: funny, dramatic, serious, or factual.
- Try out different ideas. Put them all down on scratch paper.

### **Lettering**

- Far too many presentations lose their impact due to poor spelling and improper capitalization.
- Check your prepared presentations at least twice. If you are a poor speller, do not depend on spell check for slides, posters, or handouts—and recruit an assistant to help you with any “during the presentation” writing.
- Block out the chart using light penciled guidelines.
- If you aren't an artist, use plastic stick-on letters, pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
- Use plain block letters. Make them a little taller than they are wide.

- Don't squeeze the letters together or place them too far apart.
- Avoid fancy or difficult-to-read lettering. Use upper and lower case; it is easier to read.
- Be sure your letters are large enough to read in the back of the room. Don't check it yourself; you know what is on the page. Have someone who is unfamiliar with the presentation read it for you.
- Use wide-line marking pens designed for flip charts that do not bleed through the paper.
- Don't try to crowd too much on one page. Limit yourself to only one idea per page.
- To provide the presenter with a cue sheet, duplicate in miniature on the back of the proceeding page what the audience is seeing. Then you can stand slightly behind the flip chart, face the audience, and explain what they see.
- Use masking tape tabs to locate information quickly. They allow you to jump ahead in the presentation.

### **Color and Illustrations**

- Color can enhance your presentation but when used poorly can make it awful.
- Keep it simple and use colors with a sharp contrast.
- Keep in mind about 10 percent of men and 1 percent of women have some form of color vision deficiency. Sometimes black and white is best!
- Make the main idea the largest and brightest.
- Use lots of white space. It makes the main idea stand out.

## Appendix 3, What Makes a Trained Leader?

# WHAT MAKES A TRAINED LEADER?



Prepared. For Life.<sup>®</sup>



Adult leaders in units are considered trained, and eligible to wear the official Trained emblem, once they have completed Youth Protection Training and the training courses outlined below, or have completed Youth Protection Training and a previous basic training course when it was current.

**Youth Protection Training\* is a joining requirement for all registered adults and must be retaken every two years!**

### CUB SCOUTING

Leader-Specific (by position)

### BOY SCOUTING

Leader-Specific (by position)\*\*  
Introduction to Outdoor Leader Skills\*\*\*

### VARSITY SCOUTING

Varsity Scout Leader-Specific  
Introduction to Outdoor Leader Skills\*\*\*

### VENTURING & SEA SCOUTING

Venturing Leader Specific  
or Sea Scout Adult Leader Basic

Need Help?

- E-Learning page at [www.myscouting.org](http://www.myscouting.org)
- \*\* Troop Committee Challenge\* is position specifics for troop committee members
- \*\*\* Not required for committee positions
- + Chartered Organization Representatives take This Is Scouting\*, and Chartered Organization Representative Training

3/15/2012

## Appendix 4, Whiteboards

### How to Use a Whiteboard (or Chalkboard) to Enhance the Training Experience

The same principles apply to chalkboards and whiteboards—you use dry-erase markers for writing instead of chalk. Chalkboards are less common than they used to be.

- Whiteboard work should be simple and brief. Copying lengthy outlines or lists of subjects is a waste of time to the trainer and the participants.
- If it is important for the participants to have a copy of the material, it should be duplicated and distributed.
- A board is similar to a store window. Everyone knows an overcrowded, dirty, or untidy window has little appeal, compared to one that is clean, neat, and displays a few well-chosen items.

**Use whiteboards often!** They are the workhorses of training aids.

Use them:

- When the group is recording ideas
- When a permanent record is not needed (although phone technology allows permanent records of board work)
- To secure learner participation
- To attract and hold attention
- To add interest to a presentation
- To increase retention of the material
- To speed up learning

### Advantages of whiteboards

- Minimal cost
- Are usually available
- May be used in a variety of ways
- Are simple to use
- Attract and hold attention
- Deepen interest
- Increase retention of the material
- Speed up learning
- May be used to secure participation from audience

### Limitations of whiteboards

- May not provide a permanent record
- Can become commonplace if overused
- Are usually stationary
- Cannot be used well with large groups

## **Tips for using whiteboards**

A few rules for using the board will increase its effectiveness as a visual aid:

- Words should be printed instead of written.
- Make sure you have new or near-new markers.
- Form the letters in clear, simple Gothic style.
- Avoid fancy scripts or print that is difficult to read.
- Put the board where it can be seen by everyone, or use a section of a permanently located board that is similarly easy to see.
- Don't crowd the board. A few important points make vivid impressions.
- Make the material simple. Brief, concise statements are more effective than lengthy ones.
- Plan board layouts in advance. Keep the layouts in your training manual.
- Before the group meets, gather everything you need for the board: dry-erase markers, ruler, eraser, and any other items.
- Blue or black dry-erase markers work best.
- Use color for emphasis.
- Print all captions and make drawings on a large scale. The material must be clearly visible to all participants.
- Erase all unrelated material. Extraneous material on the board distracts attention. Use an eraser or cloth, not your fingers.
- Keep the board clean. A dirty board has the same effect as a dirty window.
- Prepare complicated whiteboard layouts before the group meets. Work can be covered with poster board until you are ready to show it.
- Check for glare and eliminate it by tilting the board or removing/blocking the offending light.
- Keep the erasers clean. Practice erasing using straight up and down strokes rather than erasing in a circular motion.
- Strips of paper can be fastened with masking tape (only) over printed material on a board so information can be revealed one step at a time.
- Stick figures and designs can be traced on a board by using an opaque projector.

## Appendix 5, PowerPoint®

Computer-based presentations with tools such as PowerPoint are a great way to support a lesson, visualize complicated concepts, or focus attention on a subject.

However, a bad presentation can achieve the opposite. Badly designed slides with too much text or poor graphics, either unrelated to the lesson or of poor resolution quality, overuse of text animations, and unsuitable color combinations can distract or worse, irritate, the audience.

Here's an overview of helpful hints to help avoid many of the most common mistakes.

### Design

The first thing that gives a professional touch to any presentation is the design. Take the time up front to create a master slide deck and then use the master as you build your presentation.

### Compose Slides

- Don't copy and paste slides from different sources—apply the master to the new slides.
- Keep the design very basic and simple. It should not distract from the message.
- Pick an easy to read font without serif. Calibri, Arial, or Tahoma are most common.
- Use **BOLD** fonts.
- Use sentence case, not all caps or title case, to make the bullets easier to read.
- Leave room for highlights, such as images or take-home messages.
- Decorate sparingly but well.
- Restrict the room your design takes up, and don't ever let the design restrict your message.

### Be Consistent

- Use the same font and sizes on all slides. A good rule of thumb is:
  - 36 point for titles
  - 28 point for primary bullets
  - 24 point for all subordinate bullets—to ensure readability in entire room
  - Avoid going below second bullet—it usually means there is too much detail
- Keep in mind the 6 by 6 rule—no more than 6 words per line, 6 lines per slide.

### Use Contrast

- Black text on a white background will almost always be the best, but it can be boring.
- If you want to play with colors, keep it easy on the eyes and always strive for good contrast so your readers do not have to strain to guess what you've typed on your slide—i.e., black letters in a blue background cannot be read by the audience.

- Use a black shadow on your white or yellow fonts in an object to add contrast and make fonts easier to read.

### **Apply Brilliance**

- Carefully use color to highlight your message!
- Don't weaken the color effect by using too many colors on a slide.
- Make a brilliant choice: Match colors for design and good contrast to highlight your message.

### **Photos and Clip Art**

- Images can reinforce or complement your message.
- Use images to visualize and explain.
- Photos that are related to the topic can enhance retention of the material. Distracting or unrelated photos do the opposite.
- Have more images in your slides than text.
  - Avoid screen grabs—they are low-resolution and rarely show well on the screen.
  - JPG or WMF tend to be the best formats.
- Use a photo editor to compress multi-Mb sized pictures—PowerPoint retains the original file sizes of pictures, so large picture files will increase the size of a presentation, which might make it difficult to share.
- If you don't have your own images, an image search can help you find appropriate material. Search by theme, key words, etc.
  - The local council service center has access to Scouting stock photos.
  - Be sure to follow copyright regulations.

### **Animations and Media**

- In animations, there is a fine line between a comic or professional impression. However, animations can be rather powerful tools to visualize and explain complicated matters. A good animation can not only improve understanding, but can also make the message stick with your audience.
- Don't be silly.
- Use animations and media sparingly.
- Use animations to draw attention, for example, to your main point.
- Use animations to clarify a model or emphasize an effect.
- Do not use cute videos that do not relate to the presentation's essential message.

## More Tips

- If you are using a computer and projector for a presentation, be sure to set it up properly to avoid interruptions and embarrassment. Ensure the computer works with the projector.
  - Check the sound.
  - Turn off your screen saver and/or hibernation feature.
  - Turn off automatic updates (in fact, disconnect from wireless unless it is necessary for the presentation).
  - Turn off instant messenger and e-mail programs, etc.
- Some operating systems have a presentation mode that will do a lot of this for you—use it! And, of course—practice!
- Teach to the back row—Be sure, in advance, the people in the back of the room can see and hear your content. The letters and charts on slides need to be large enough for everyone to read them. If that is not possible and you cannot share the information verbally, use a handout or another media.
- Tool or script?—Too many trainers create presentations that are more like a script than a teaching tool. Slides or charts should be limited to key points to help the trainer and audience remember something. They should not be the entire content of the presentation.
- Spelling—This is pretty basic, but far too many presentations lose their impact due to poor spelling and improper capitalization.

## Appendix 6, Cognitive Overload Theory

### The Six Principles of Cognitive Overload Theory

**1. The Principle of Multimedia.** *People learn better from words and pictures than words alone.*

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

**2. The Principle of Coherence.** *People learn better when extraneous material is removed rather than included.*

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

**3. The Principle of Contiguity.** *People learn better when words and pictures are presented at the same time or next to each other on the screen.*

- Make sure all pictures relate to the text.
- Be sure pictures and text are shown at the same time so the participant doesn't get caught on the first displayed or last displayed.
- Displaying them at the same time says one equals the other.
- Training technique
  - When using a photo or clip art to highlight text, consider arrows or annotations that point directly to the correlation. This will help increase the audience focus on the point.

**4. The Principle of Modality.** *People learn much better from animation with spoken text than printed text.*

- Often presenters are tricked into thinking animation helps the audience stay engaged and awake.
- Animations are generally considered annoying.
- When animations are used with text, they become confusing and difficult to concentrate on the point.
- Training technique
  - Use the spoken word rather than text on a slide when using animation.

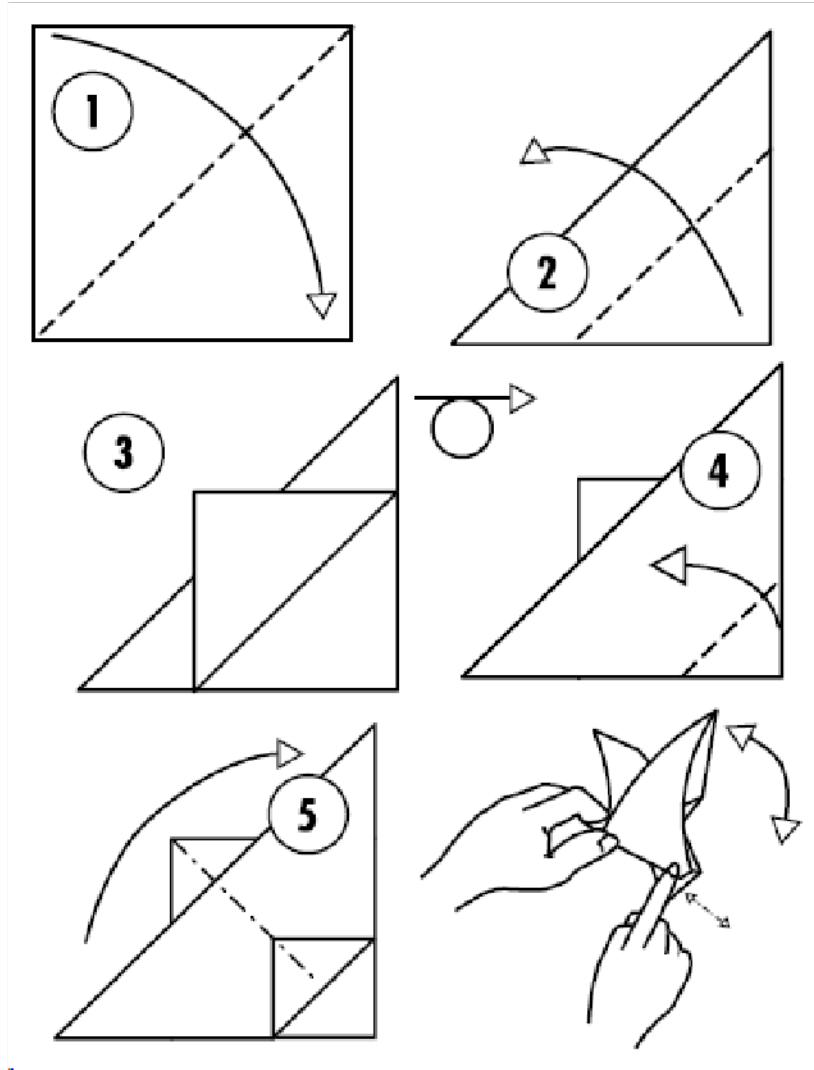
**5. The Principle of Signaling.** *People learn better when the material is organized with clear outlines and headings.*

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

**6. The Principle of Personalization.** *People learn better from conversational style rather than formal style.*

- Research shows people learn better when the person delivers the presentation in conversational tones rather than using the formal method.
- Training technique
  - Learn the material well enough so there is no need to read from a slide or slide notes.
  - Practice, practice, practice.

## Appendix 7, Origami Bird



Numbers correspond to panels in the diagram.

1. Fold the square paper in half along a diagonal.
- 2.–3. Fold one corner so tip extends beyond original fold line.
4. Turn over. Fold other corner up about one-third.
5. Using the other two corners, fold in half with a peak fold (the ends are down and the middle is up).
6. The head will point out, with the tail folded up. Hold the bird's body along the crease with one hand and hold the tip of the tail with the other hand. Gently pull the tail down, and the wings will flap.

## **Appendix 8, Participant 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

If your rating was Needs Improvement or 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

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

---

---

---

### **Recommendation**

Would you recommend this course to other Scouters?

Yes!       Maybe       Probably Not       No!

### **Course Content**

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

Very Good       Good       Needs Improvement       Poor

If your rating was Needs Improvement or 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

If your rating was Needs Improvement or 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?

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

---

---

---

*Thank you for taking the time to give us your feedback.*

**The Training Team**