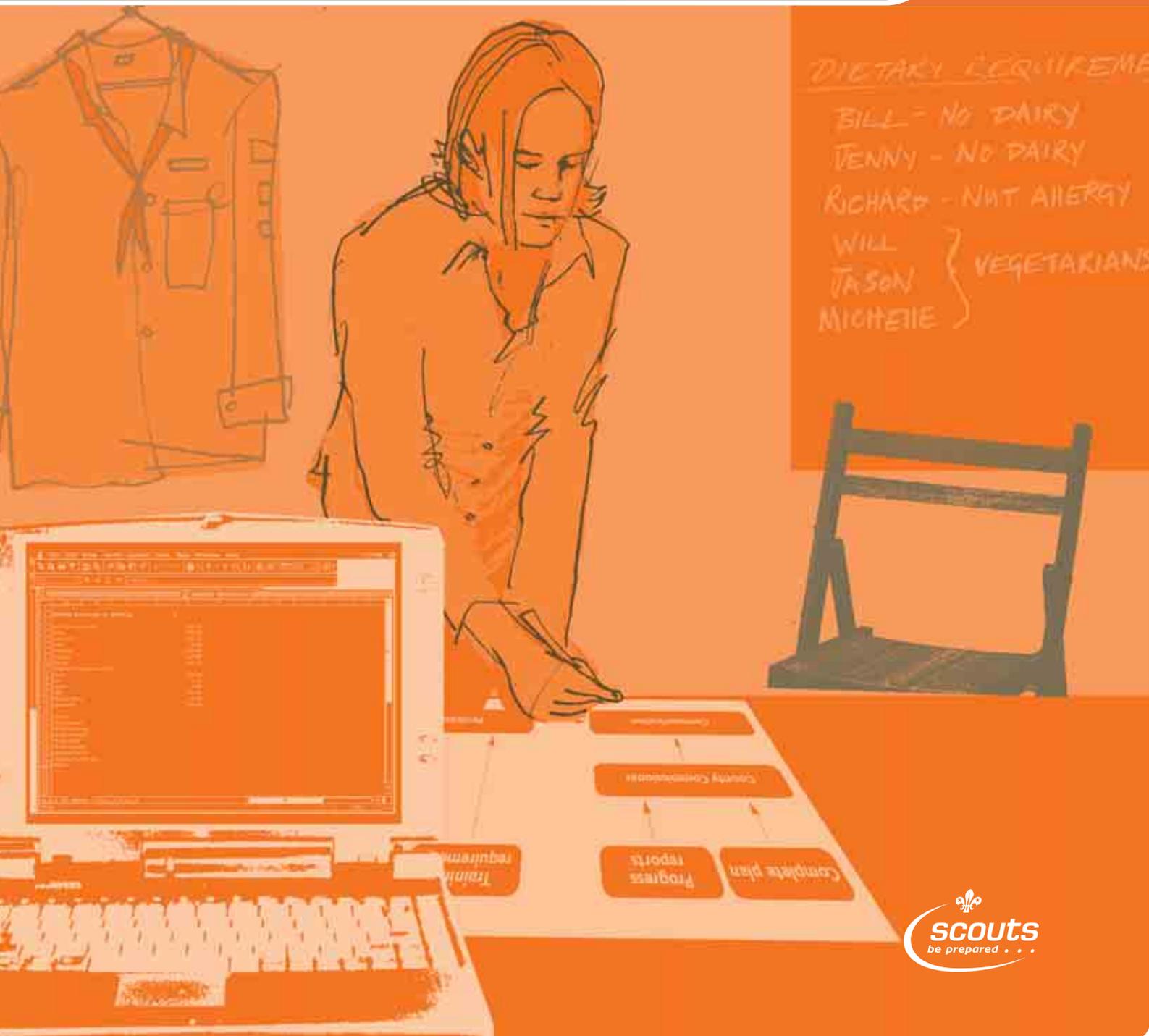


adult training



# 31

## Who is *Planning a Learning Experience* for?

This module (number 31) is designed to give adults in Scouting the skills and knowledge they need to plan and prepare a learning experience. The module is aimed especially at Trainers planning training and learning experiences.

## What does this module contain?

This module contains approximately 10 hours of learning that can be managed in a variety of ways.

## How is this module validated?

The validation of this module is a competence based assessment of the participant's ability to plan learning experiences.

This means that participants will be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the *Guide to Planning and Delivering a Learning Experience*.

It is possible to use some of the exercises in this training as evidence for module validation. The worksheets that apply to each objective are also outlined in the *Guide to Planning and Delivering a Learning Experience*.

## What information is provided?

Each module in this series is set out in the same manner. The objectives for the module are given followed by methods of training. The content is given in outline with key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points.

The information is not however a script for the session. The Trainer will need some prior knowledge and/or research of the subject matter before delivery of the training.



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### **Editor's note**

Although in some parts of the British Isles Scout Counties are known as Areas or Islands and in one case Bailiwick, for ease of reading this material simply refers to County or Counties.

## Session details

Session	Page	Timing (hrs)
1 Introduction to competence based assessment (optional)	4	0:30
2 Identifying training needs	6	1:25
3 Systematic planning	10	2:15
4 Methods (plus time for each participant to report back)	13	1:15
5 Learning styles	16	2:15
6 Evaluation	19	0:40
7 Project	21	2:00

## Planning considerations

Session one is an optional session for participants new to competence based assessment and building portfolios. It is recommended that some research is carried out before the course begins to find out which participants (if any) require this session and the best way of delivering it if it is not required by all. For example, those that do require this session could complete it with their Training Adviser before attending the course.

The session involves building a portfolio for each participant. A decision needs to be made therefore, as to whether the participants will be asked to bring their own ring binder or if they are to be issued with one. If they need to bring their own, this needs to be communicated to the participants before the session.

Session five looks at different learning styles and uses the *Learning Styles Questionnaire* written by Peter Honey and Alan Mumford. The *Learning Styles Questionnaire* and supporting material are not included in this module. The questionnaire can be obtained from The Scout Information Centre free of charge but the Trainer will need to familiarise themselves with the theory. The session also looks at the learning cycle created by David Kolb. This theory should also be well understood by the Trainer.

The course relies very heavily on tutor groups and some staff support will be necessary. However, as the participants will no doubt be experienced Trainers, this may be provided through facilitators who are also experienced Trainers. In the case of a smaller number of participants, the course could be adapted to run as one group.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

# Planning a learning experience

## Aim

To provide the skills, knowledge and attitudes necessary to research and plan learning experiences.

## Objectives

There are five overall objectives for this module:

- 1 Understand the purpose of a learning experience.
- 2 Use systematic planning to plan a learning experience.
- 3 Plan a balanced learning experience to meet the objectives.
- 4 Produce material to support the learning experience.
- 5 Produce a plan to evaluate the learning experience.

As the validation for this module is by assessment of competence, these objectives are supplemented by second level objectives. These relate directly to the knowledge and understanding needed to meet the performance indicators. These objectives are given at the beginning of each session.

## Methods

### A series of sessions

The module is designed to run as a series of sessions for a course, either over a number of evenings or a weekend.

### Small group work

The module could be run for a small group, in effect running the sessions for one tutor group. In this instance, some of the tasks may need to be adapted.

## Trainer's notes

A guide to achieving the competence for planning and delivering learning experiences is also available. The Guide to Planning and Delivering a Learning Experience details the performance levels required and the validation method.

## Resources

To carry out the module training in its entirety, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Paper and pens
- Overhead projector (OHP) and overhead transparencies (OHTs)
- Copies of the module
- Copies of the *Guide to Planning and Delivering a Learning Experience*
- Evidence Summary Sheets (optional)
- Ring binders (optional)
- Copies of completed portfolios (optional)
- Hole punches and/or plastic wallets (optional)
- Copies of relevant worksheets
- Copies of relevant handouts
- Copies of relevant factsheets
- Pinboard and pins (optional)
- Materials for participants' presentations
- Copy of the *Learning Styles Helper's Guide*
- Copies of the *Learning Styles Questionnaire*.

Resources by session are summarised at the start of each set of Trainer's notes.



Factsheet



Worksheet

## Planning a learning experience: **session 1**



### Introduction to competence based assessment (optional)

This is an optional session that can be used for participants who are new to competency assessed modules and to constructing portfolios of evidence.

#### Resources

For this session you will need the following resources:

- OHP and OHTs
- Copies of the module
- Copies of the *Guide to Planning and Delivering a Learning Experience*
- Evidence Summary Sheets
- Ring binders (if to be provided by course staff)
- Copies of completed portfolios
- Hole punches and/or plastic wallets.



### Trainer input

Explain that the validation for this module is by assessment of competence. This means that to complete the module, participants must show evidence of their competence in the form of a portfolio of evidence.

The reason that The Scout Association uses competence based assessment for those in training roles is to ensure that adults provide high quality and relevant training experiences. Because training is a practical skill it is appropriate that adults delivering these courses can actually demonstrate they can do it.

Most participants use an A4 ring binder or lever-arch binder in which to keep their evidence.

Issue copies of the *Guide to Planning and Delivering a Learning Experience*, which contains the standards for the module and enough copies of the Evidence Summary Sheet (which can be photocopied from the back of the *Guide to Planning and Delivering a Learning Experience*) for each element of the module. If participants are being issued with ring binders, they should be distributed at this point. If they have been asked to bring them with them, they should get them out.

Explain that each of the competence assessed modules is split into smaller sections called **elements**. Each element is then split into two further sections, the **Performance indicator** which is what you have to do and **Underpinning knowledge and understanding** which is what you have to know. Take the participants through the simple competence example on OHT **1a**.



The way in which we check that the participant can meet the performance indicators and has acquired the necessary knowledge and understanding, is to ask them to record what they have done. This record is called **evidence** and is kept for ease of reference in a portfolio – usually an A4 ring binder.

### Trainer's notes

*It is helpful at this point to show participants a completed portfolio of evidence, preferably for this module, although any completed portfolio will allow them to see how it is constructed and what other people have included.*



### Task

Look at the completed portfolio and take the opportunity to see how it has been constructed. How has different evidence been linked to different performance indicators?



### Trainer input

Explain that following the module, participants will need to record evidence of what they do to show how they can meet the performance indicators and have acquired the knowledge and understanding. They will need to record and index their evidence using an Evidence Summary Sheet for each element. Outline how this is done using OHT **1b**.

Check that participants understand how to complete competence assessed modules and answer any questions they have.



### Trainer's notes

*Further information on evidence and how elements are constructed can be found in the Guide to Planning and Delivering a Learning Experience.*

Remind participants that they should keep anything they do during this module as it could be valuable evidence for their portfolios.



## Planning a learning experience: **session 2**



### Identifying training needs

#### Key objectives

##### PLE/1

- 1 Understand the importance of where learning fits into the overall development of learners.
- 2 State the importance of defining the participant group or groups.

##### PLE/2

- 2 List a variety of methods of identifying the needs of the participants.

#### Resources

For this session you will require the following resources:

- Flipchart
- Flipchart paper and pens
- Pinboard and pins (optional)
- Copies of Handout A.



#### Trainer's notes

*This session considers how training needs might be gathered before, during and after a learning experience. It is important that participants consider a wide range of learning experiences and not just the formal courses delivered locally.*



### Trainer input

Explain that the first task when planning a learning experience is to find out about the participants. Trainers need to make sure that their needs are being met and what is planned is appropriate. Remind participants that depending on the learner's background, both Scouting and non-Scouting, they may approach things very differently. For example, someone who has been a member of the Scout Network and is now completing the *Essential Information* module will have a different starting point to an adult completely new to The Scout Association. To make sure that both the needs of the audience are met and something appropriate is planned, it is

important that as much background information is found out about participants as possible.

From very basic information such as age, number of years in Scouting, current Appointment, Appointment history, Group/District/County and training history, key assumptions can be made about where the participants are in their overall development. For example, someone who is an experienced Beaver Scout Leader should have a good knowledge of the Fundamentals of The Scout Association. However if they are moving Sections, they may only have a general knowledge of their new Section. This knowledge allows the Trainer to tailor the learning experience to the individual participant's needs.

## Task

Look at the following list of methods of finding out information about participants:

- Questionnaire
- Delegate list/application forms
- Speak to event organiser
- Speak to participant's Group Scout Leader or Commissioner
- Needs identification sheet
- Past training record.

Consider what sort of information could be obtained by using each method.

### Trainer's notes

Answers might include:

- *the organiser's aims for the event*
- *the participants' expectations and needs*
- *the participants' Scouting background*
- *the participants' local situation and their Group or Districts needs.*

## Report back

Discuss each group's answers. Acknowledge that there will be some overlap on the methods. If there is time, discuss with the participants which methods would be appropriate for different situations. For example, would it be appropriate to send out a questionnaire prior to a speech at an AGM?





## Trainer input

Brainstorm on who could be involved in helping to collect needs (the participant, their Group Scout Leader, District Commissioner, other Leaders and Training Adviser, for example).

Discuss issues relating to gathering needs such as:

- Can you test if the needs are real?
- How reliable is the information?
- Is it realistic to gather needs by asking others?
- Are the needs The Scout Association's needs?
- Are the needs local needs?
- Are the needs individual needs?



### Trainer's notes

*The purpose of this task is to look at needs in more detail. Sometimes a need may not be real. Perhaps the need that has been expressed is not the real need. Information from certain sources about the need may be incorrect. For example, a Group Scout Leader may say that a Cub Scout Leader needs some training in running games, when actually all the Cub Scout Leader needs is some new games equipment.*

*Sometimes the need will be The Scout Association's, for example Child Protection training. This type of need is usually formally met by The Scout Association's Adult Training Scheme.*

*Sometimes the need will be local. For example, some Group Scout Leaders may require support in recruiting adults. The need will be met by a Trainer designing a learning experience from scratch, including writing aims and objectives, in this case for a recruitment workshop.*

*Sometimes the need will be that of an individual, in which case it could be met at a one to one level. This would take place either during a learning experience by a Trainer or outside the experience by someone with sufficient experience and knowledge.*



## Task

In pairs, consider the methods for identifying needs on Handout A. Think about the strengths and weaknesses of one of the methods.

You have one minute for one person in your pair to report back on the strengths and one minute for the other person to report back on the weaknesses of your chosen method.

### Trainer's notes

You may wish to allocate needs identification methods from Handout A or allow participants to choose.



### Report back

Each pair describes the strengths and the weaknesses of the method.



### Task

In groups, consider the situations on Worksheet 1 and decide which methods for gathering needs will be most useful for each situation. There is no report back for this task.



### Trainer input

Remind the participants of the key points covered during the session: the importance of the learning in the learners' overall development; the importance of defining the participant group or groups and the variety of methods by which to identify the participants' needs.



# Planning a learning experience: **session 3**



## Systematic planning

### Key objectives

#### PLE/2

- 1 Describe a planning tool used to design learning experiences.
- 3 Understand the principles of writing objectives.

### Resources

For this session you will require the following resources:

- OHP and OHTs
- Copies of Worksheet 2
- Copies of the *Active Verbs* factsheet (FS 500002)



## Trainer input

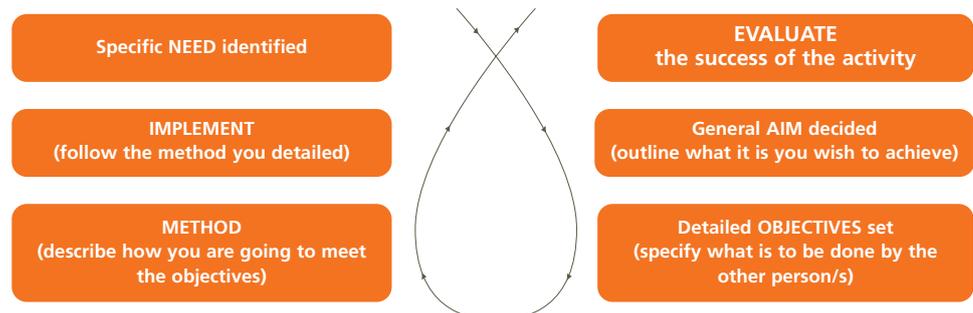
Explain that there are many models for systematic planning of which The Scout Association uses two, both of which have mnemonics.

The first is DOOR for Section Leaders and Commissioners (Decide, Organise, Operate, Review).

The second is NAOMIE (Needs, Aims, Objectives, Methods, Implementation, Evaluation) for Trainers. The latter will be used for this process.

The aim of this session is to provide an overview of NAOMIE as a systematic planning tool.

Using OHT **3** or a drawn visual aid, describe the systematic planning loop explaining what the letters stand for and why it is a loop not a circle. Highlight the following at each stage:



## Needs

Stress the difference between needs and wants, the source of different needs (e.g. individuals, the Scout Association and so on), referring back to the previous session.

## Aim

An aim is a statement of what you wish to achieve.

## Objectives

Objectives describe what the participants will achieve, written in terms of measurable outcomes within a timescale. 'Objectives' refers to skills, knowledge and attitudes with each objective having one simple measurable outcome.

Point out that an objective should be SMART:

### **S = Simple**

Each objective should contain one idea so that it is easily understood and easy to measure whether it has been achieved or not.

### **M = Measurable**

To know whether you have achieved what you set out to do, objectives must include a fixed target. There should also be a tangible outcome to each objective. This is usually achieved by having an 'active verb' in the sentence.

### **Trainer's notes**

*The Active Verbs factsheet is reproduced at the back of this module.*



### **A = Achievable**

The target set must be achievable by the team or person for which it is being set. It is not possible (achievable) for all our Leaders to become brain surgeons as part of their First Aid training. It is actually beyond the capabilities of most people to learn enough to be able to do this and combine that with the physical skills needed.

### **R = Realistic**

Following on from the above, it is not realistic to expect volunteers in their spare time, regardless of their capabilities, to complete the 12 years' medical study necessary to become a brain surgeon.

Note the difference between Achievable and Realistic. Much of what you might like to put in your plan will later probably prove to be achievable but unrealistic.

### **T = Timed**

To know whether an objective has been achieved it needs to be set in a time frame. Otherwise the target might remain possible but never achieved.

## Methods

Methods are the ways in which something is done to achieve the objective. There are usually many alternatives.

## Implementation

Implementation is the process of putting the plan into effect.

## Evaluation

Evaluation is the process of measuring the result of the plan against the objectives set. This subject is dealt with in more detail in session six.



### Task

Work through Worksheet 2 practising writing needs, aims and objectives for different scenarios.

### Trainer's notes

*Timing may vary as some participants might struggle with this task. If this is the case, a Trainer or tutor should be on hand to support participants. Some participants will also complete the task earlier than others. How this time is managed will depend on the individual circumstances of the training event.*

*The aims and objectives produced during this task will be relied upon for a later task in session seven. It is advisable therefore to check participants' work before moving on.*

# Planning a learning experience: **session 4**

## Methods

### Key objectives

#### PLE/3

- 3 Explain why a chosen method is appropriate to meeting the objective(s) of the learning experience.

#### PLE/4

- 1 List the range of materials that can be used to support learning.
- 2 Discuss the key issues to consider when producing a variety of learning materials.

### Resources

For this session you will require the following resources:

- Flipchart
- Flipchart paper and pens.

## Trainer input

Brainstorm as many different visual aids as you can. These might include:

- Flipcharts
- OHP and OHTs
- Post-it notes
- Pin-up sheets
- Stick-up sheets
- Slides
- TV
- Film
- Handouts
- Blackboards
- Pre-prepared charts
- Books
- Data projector.



plus time for each participant to report back





## Task

In buzz groups, identify a variety of training methods.



### Trainer's notes

Draw together the participants' answers on a flipchart. Answers to the above task might include:

- Mind-mapping
- Gameshow/quiz
- Interview
- Acting
- Role play
- Auction
- Market place
- Debate
- Case studies
- Questionnaire
- Ad hoc bases
- Goldfish bowl
- In tray exercise
- Balloon debate
- Reading
- Workbooks
- Discussion
- Watching videos.



## Task

Select an scenario from Worksheet 2. You have 45 minutes to research it, decide which method is the most appropriate and to write a briefing that you will then deliver to the rest of the participants.



The headings for the briefing are as follows:

- Objective
- Method name
- Description of method
- Advantages of this method
- Disadvantages of this method
- I have chosen this method for this objective because...



### Trainer's notes

Some resources will need to be available to support the participants in this task. The following factsheets may be useful together as well as support from the course staff:

- Role Play (FS 625715)
- Buzz Groups (FS 310506)
- Case Study Methods (FS 625717)
- Projects (FS 624718)
- Games and Simulation Exercises (FS 625038)

*You may wish to allocate scenarios rather than spend extra time allowing the participants to choose.*

## Report Back

Participants brief the other course participants about their method.



timing will vary according to the number of participants

## Trainer input

The previous task should have highlighted a number of different methods. List the methods on a flipchart and discuss with participants the key issues to consider when selecting a variety of learning methods.



### Trainer's notes

*If the group has not produced sufficient examples, others will need to be added to the discussion.*

*Examples of the key issues are:*

- *Appropriateness – is the method appropriate to the subject matter?*
- *Variety – are the same type of tasks being used over and over again?*
- *Physical limitations – is the necessary equipment and venue available?*
- *Timing – is there enough time for the proposed method?*
- *Special Needs – can all the participants take part in the method?*



## Planning a learning experience: **session 5**



### Learning styles

#### Key objectives

##### PLE/3

- 1 Identify the different styles of learning and their own preferred style.
- 2 Explain which sorts of methods are more appropriate to certain styles of learning.
- 4 Identify how to create a balanced learning experience.

#### Resources

For this session you will require the following resources:

- The *Learning Styles Helper's Guide*
- Copies of the *Learning Styles Questionnaire*.



#### Trainers notes

*This session looks at the different ways in which people learn and uses work carried out by Peter Honey and Alan Mumford's on learning styles. An individual's learning style can be identified by completing The Learning Styles Questionnaire, available free of charge from The Scout Information Centre photocopied from Honey and Mumford's book the Manual of Learning Styles. It is recommended that you read up on learning styles and their influence before the session. Suggested material is the Learning Styles Helper's Guide by Honey and Mumford (ISBN 1 90289 910 5) which can be obtained through the website: [www.peterhoney.com](http://www.peterhoney.com)*

*The session also looks at the learning cycle created by David Kolb. Information on this can be found in his book *Experiential Learning* (ISBN 0 13295 261 0).*



### Trainer input

Explain that we all learn in different ways. Ask participants to think back to a training session that they particularly enjoyed as a participant. It is likely that the session was not enjoyed as much by everyone. This is because different people have different preferences for how they learn. It is not that

one training style is right or wrong, but that different training styles engage with different learning patterns. When planning a learning experience, Trainers need to ensure there is a balance of all styles.

The four learning styles that Honey & Mumford identify are Activist, Reflector, Theorist and Pragmatist. Each of these is summarised in the handout provided with the *Learning Styles Questionnaire*. Explain each of the different styles.

### Task

Complete the *Learning Styles Questionnaire*.



### Task

In groups, consider which learning methods participants with different learning styles prefer. Consider how methods can be balanced to ensure that all learning styles are met.



### Report back

Each group should present what they have discussed and state any conclusions they have reached.

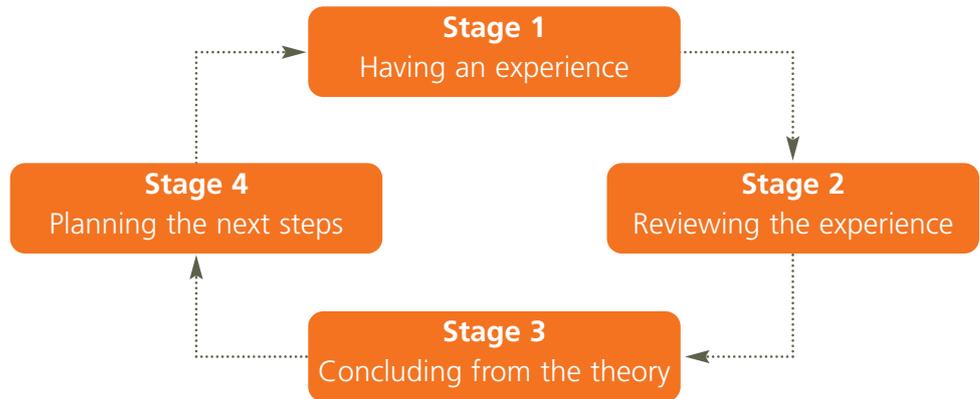


### Trainer input

Remind participants that at the start of the session, a balanced learning experience was considered.



The learning cycle created by David Kolb is a useful tool to help achieve this.



**Stage 1** is about actually having a go. In Scouting this might be anything from putting up a tent to taking part in a counselling exercise.

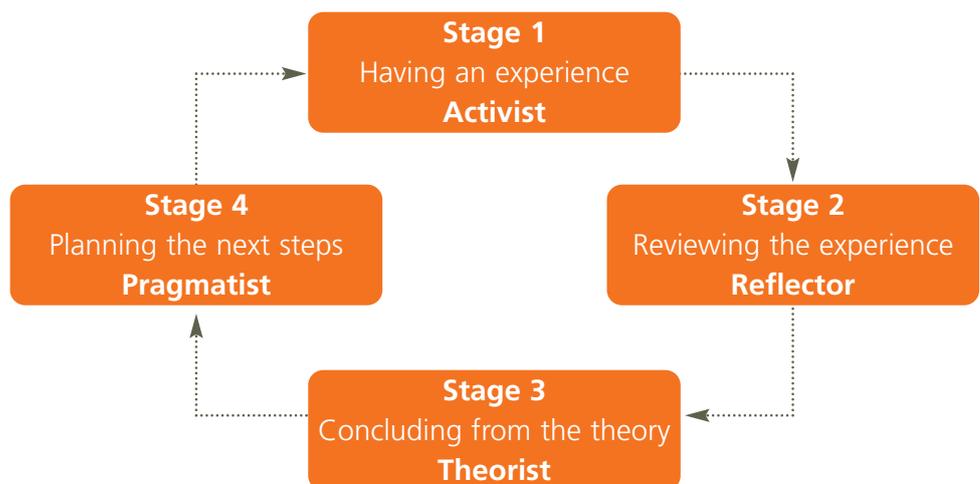
**Stage 2** is about reviewing and reflecting on what the participants did.

**Stage 3** is about understanding the necessary theory.

**Stage 4** is about adapting and making planning decisions for the future.

The cycle can be entered at any point as it is a continuous process. For example, a session could start by asking participants to put up a tent, asking them to review the process, introducing the theory and then planning for next time. Alternatively, they could start by introducing the theory, planning how to do it, doing it and then reviewing it.

Each of the stages in Kolb's learning cycle can be linked to Honey and Mumford's learning styles:



Any learning experience that goes through the stages in Kolb's learning cycle, will therefore meet the needs of all learning styles.

# Planning a learning experience: **session 6**

## Evaluation



### Key objectives

#### PLE/5

- 1 Explain the importance of collecting feedback and responding appropriately.
- 2 Identify ways of collecting feedback from those involved in the learning experience.

### Resources

For this session you will require the following resources:

- Flipchart
- Flipchart paper and pens.

## Trainer input



Explain that we need to collect feedback to determine whether the participants enjoyed the learning experience and if the learning objectives were met. To help identify the differences between these two needs, we first need to establish the difference between review, evaluation, feedback, appraisal and validation.

### Review

Review is a very subjective method. It looks at whether the participants enjoyed the training, how they felt it went and so on, but it does not always measure the learning achieved.

The 'what went well/what difficulties occurred' method is often used as a method for review.

### Evaluation

Evaluation checks whether or not the participants have met the learning objectives. It tends to be factual rather than subjective. It may be that a learning experience has a poor review because the learners did not engage with the method or because the tutor group failed a task, although the learning objectives may still have been met. Conversely, if participants enjoyed the method but have no idea what the purpose was and cannot



show that they have learnt anything, it may be that the method has overtaken the learning. In this case, the method needs to be redressed.

### Feedback

Feedback is an objective report, for example: 'It lasted 15 minutes' or 'it was a video'. Again, it is factual rather than subjective.

### Appraisal

Appraisal is an evaluation on an individual's performance. It should always be objective and based on evidence. Appraisal can be useful at the end of a learning experience for individual participants to look back at what they have done and plan to meet any further personal needs.

### Validation

Validation checks that a knowledge or skill has been put into practice. In Scouting, the process is used to look at an adult's practical work to make sure that they can do what each module requires of them.

Point out the difference in the levels of evaluation, from review that gives a subjective 'snapshot' to validation, which checks that what has been learnt, is actually applied.



#### Task

In small groups, identify when you might use each of the evaluation methods.



#### Task

From the given objectives evaluate this module (*Planning a Learning Experience*) from a personal perspective. Look at how you could take responsibility for your own learning to address any shortfall.



#### Trainer input

Explain that sometimes, although you may plan a learning experience, someone else may deliver it. Brainstorm a list of ways in which the person who has planned learning experiences can get feedback on it. The list should include:

- a report from the deliverer
- speaking to participants
- review sheets from the experience
- the number of participants who have since validated the module.



# Planning a learning experience: **session 7**

## Project



### Key objective

3 Plan a balanced learning experience to meet the objective.

### Resources

For this session you will require the following resources:

- Flipchart
- Flipchart paper and pens
- Pens and paper
- Copies of Worksheet 2
- Any resources needed by participants for their presentation.

### Trainer's notes

*There are some example objectives in Worksheet 2 for participants to complete. However, the preferred option is for participants to plan a learning experience as part of their Scouting role as this will address a real need instead.*



## Trainer input

Introduce the task.



## Task

In groups, plan a learning experience either:

- based on one of the scenarios in Worksheet 2 or
- to meet a real need.

You should already have aims and objectives and should use a range of methods to suit all learning styles. You should also plan evaluations both of the event and of the participants' learning.

You should also prepare a 10-minute presentation of your work.





(per participant)



## Report back

Participants should make a presentation on their work.



## PLE/1 Understand the purpose of the learning experience

### Performance indicator

Evidence must be provided that:

- the purpose of the learning experience in the overall development of the learners is understood
- the specific brief for the learning experience is agreed
- the proposed learner group is defined.

### Underpinning knowledge and understanding

Learners who demonstrate competence should be able to meet the following requirements:

- Understand the importance of where the learning experience fits into the overall development of the learners.
- State the importance of defining the participant group or groups.

---

Evidence should include:

Evidence should include:

---



# Evidence Summary Sheet

Element reference: PLE/1

Element title: Understand the purpose of the learning experience

Date	Evidence	Description	Performance indicator								Knowledge and understanding							
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8
20/9	1	Testimony from Mr Barnes	✓	✓	✓						✓	✓						
15/3	2	Memo from County Training Manager		✓														
12/4	3	Letter to course staff	✓		✓						✓	✓						

## Example methods of identifying needs



### Needs can be identified by:

- asking participants to assess how comfortable they are with the objectives of the training experience. (This might be carried out by a simple yes/no or a range per objective)
- a one-to-one conversation with the participant
- a visit before the learning experience to see the participants in action and to assess their needs
- asking the participant's line manager for their view (Group Scout Leader or District Commissioner for example)
- asking participants to discuss their needs and write them up on a flipchart
- assessing the results of a practical test (for example, asking the participants to put up a tent rather than using an exam paper)
- assessing the results of a tutor group's report back at the end of the session
- asking the tutor for their view after working with the group for a while.



For each of the following situations, consider a number of ways in which the needs of the participants could be gathered **before, during** and **after** the learning experience.

### Situation 1

Your District Commissioner has asked you to make contact with a newly appointed Group Scout Leader. The Group has had many problems in the past and is very fragmented – it really needs to start working as a team. The District Commissioner wants you to provide some training for the Group Scout Leader quickly.

#### **Before**

#### **During**

#### **After**



### Situation 2

You have been asked by the District Executive Chairman to help the Group Executive Chairman become more effective. He has heard many stories of long and pointless meetings. The District covers the city centre and has six Groups.

#### **Before**

#### **During**

#### **After**

### Situation 3

You are the Course Director for an *Essential Information* course. 27 participants are expected from all over the County.

#### **Before**

#### **During**

#### **After**



### Situation 4

You have been asked to help the Assistant County Commissioners (Cub Scouts) in your region. They have all reported that their meetings with Assistant District Commissioners (Cub Scouts) fail as people are not turning up. The region covers seven Counties.

#### **Before**

#### **During**

#### **After**

# Active verbs



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Throughout the adult training material, various tasks and exercises ask you to refer to a 'List of Active Verbs'. This is a list of 'doing words' divided into three sub-headings: knowledge, skills and attitudes. The classified list is shown below, and has been produced as a factsheet because it is referred to across numerous modules.

## Knowledge

Analyse	Illustrate
Apply	List
Calculate	Locate
Categorise	Name
Choose	Order
Compare	Organise
Count	Prove
Define	Rank
Demonstrate	Recall
Describe	Recite
Design	Record
Designate	Repeat
Document	Restate
Evaluate	Select
Explain	Solve
Express	State
Group	Write
Identify	

## Attitudes

Accept	Volunteer
Agree	
Allow	
Build on	
Choose	
Co-operate	
Criticise	
Defend	
Decide to	
Encourage	
Endorse	
Enthuse	
Help	
Lead	
Prescribe	
Recommend	
State	
Value	

## Skills

Adjust	Construct	Execute	Operate	Show
Advise	Control	Find	Perform	Signal
Assemble	Copy	Illustrate	Persuade	Sort
Build	Counsel	Install	Repair	Touch
Close	Demonstrate	Locate	Replace	Trace
Collect	Design	Make	Reproduce	
Combine	Discuss	Manipulate	Select	
Conduct	Draw	Measure	Separate	



### Scenario one

A group of Beaver Scout Leaders need a First Aid post for a planned Colony Fun Day and want to know how to put up a Patrol Tent.

#### **Some possible needs**

These might include how to unpack and repack a Patrol Tent, where to site the tent and how to put it up and take it down safely.

#### **Aim**

To provide the Beaver Scout Leaders with the knowledge and skills to enable them to correctly and safely erect a Patrol Tent with confidence.

#### **Objectives**



### Scenario two

The Group Scout Leader visited the Cub Scout Pack and discovered that the Cub Scout Leader was taking in Cub Scouts from the age of six as the Group has no Colony.

#### **Some possible needs**

These could include knowledge of the rules concerning age of entry to the Pack and the need for the Cub Scout Leaders to understand and value the reasons why those rules have been made.

#### **Aim**

To ensure that the Cub Scout Leader knows and appreciates the need for rules relating to age ranges.

#### **Objectives**



### Scenario three

The camping equipment used by the Patrol Leaders at their recent weekend camp has come back damp, dirty and with some damage to one of the Patrol Tents.

#### **Some possible needs**

These might include making the Patrol Leaders aware of their responsibility to look after equipment and return it in a good state of repair. It might also include some instruction in repairing and replacing guy lines so that repairs can be made.

#### **Aim**

#### **Objectives**



### Scenario four

The Group Parents' Committee very kindly agreed to run a Group outing to Legoland. Unfortunately the coach didn't arrive and so parents had to use their cars. They also had to pay to park them on arrival as the budget couldn't cover this. The lunch that was provided was unsuitable for three of the participants and only as they were leaving did they realise they could have got a discount for the adults in the party as well as the children.

### Some possible needs

### Aim

### Objectives



### Scenario five

You have just taken over as Group Scout Leader of a reasonably sized Group in quite an affluent area. Having now been to most Section meetings you are aware that uniform is rarely worn by anybody. You are aware that cost may well be an issue for one or two families but do not think it is a factor generally and many seem to have some uniform already.

#### **Some possible needs**

#### **Aim**

#### **Objectives**



### Scenario six

What's the most urgent need in your Group, District, or County at the moment? Write your scenario here:

### Some possible needs

### Aim

### Objectives

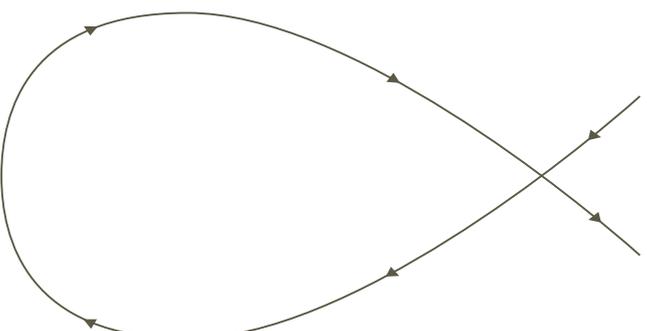


## The systematic planning loop: session 3

Specific **NEED** identified

**IMPLEMENT**  
(follow the method you detailed)

**METHOD**  
(describe how you are going to meet  
the objectives)



**EVALUATE**  
the success of the activity

General **AIM** decided  
(outline what it is you wish to achieve)

Detailed **OBJECTIVES** set  
(specify what is to be done by the  
other person/s)