adult training

scouts
be prepared . . .

Who is *Presenting* for?

This module (number 29) is designed to give adults in Scouting the skills and knowledge necessary to deliver effective presentations to audiences of varying sizes. Primarily, the module is aimed at Trainers delivering training sessions on courses, but is also relevant to those who are required to deliver presentations as part of their Scouting role. The module could therefore be 'ongoing learning' for Group Scout Leaders and Commissioners.

What does this module contain?

This module contains approximately seven 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 present information to an audience.

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 Presenting*.

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 Presenting*.

It would however, be a good idea for participants to keep all the work they do as it may be useful as evidence.

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. Prior knowledge and/or research of the subject matter by the Trainer will be required before delivery of the training.

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

Planning considerations

Session two is an optional session for participants new to competence based assessment and building portfolios. It is recommended that some research is done prior to the course 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 they attend the course.

Because the session involves each participant building a portfolio, a decision needs to be made as to whether the participants are 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 six requires a wide range of equipment to give participants some hands on experience of using different resources and facilities. If some of the equipment is difficult to obtain, the bases offered should be changed to reflect this. The bases should also reflect the equipment available locally. For example, there is no point running a base on data projection if there is no data projector available to use either now or in the future.

Session nine gives the opportunity for participants to practice all that they have learnt from the module. It is recommended that the session takes place not less than a week after the rest of the sessions so that participants can prepare adequately. Alternatively, if the module is being delivered over a weekend, a significant amount of time should be given to the preparation period. It is also important to arrange for participants to present to a 'live' audience.

Where participants have time constraints, it is possible to omit session nine. However at least one Trainer should attend the participant's presentation to support them and check that the learning is being put into practice.

Presenting

Trainer

Learner

Group

Report back

Visual aids

Trainer's notes

Handout notes

Timing

Aim

To provide the skills, knowledge and attitudes necessary to prepare and deliver effective presentations.

Objectives

There are six overall objectives for this module:

1 Understand the purpose of the presentation.

2 Plan the presentation to meet the objectives.

3 Use learning methods.

4 Use resources and facilities.

5 Deliver the presentation and monitor progress.

6 Collect and use appropriate feedback.

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 for the performance indicators. These objectives are given at the beginning of each session.

Methods

A series of sessions

Due to the nature of the subject, this module can only be delivered in a course-based environment. This is to ensure that participants receive practical training. The module could be delivered as a weekend course or as a series of sessions. Some thought needs to be given as to how the sessions are divided if they are to be delivered as a series of sessions.

Trainer's notes

A guide to achieving the competence for presenting is also available. The Guide to Presenting *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:

- Overhead projector (OHP) and overhead transparencies (OHTs)
- Data projector and computer
- Flipchart
- Flipchart pens and paper
- White board
- Pin board
- Video recorder and television
- Audio tape recorder
- Copies of the training material
- Copies of the *Guide to Presenting* (optional)
- Copies of relevant worksheets
- Copies of relevant factsheets
- Evidence summary sheets (optional)
- Ring binders (optional)
- Copies of completed portfolios (optional)
- Hole punches and/or plastic wallets.

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

Factsheet

Worksheet

Presenting: session 1

Introduction to the module

For this session you will need the following resources:

- OHP and OHTs
- Copies of the *Guide to Presenting*.

Trainer input

Explain that the module is aimed at all adults in Scouting who are required to, or wish to, give presentations as part of their role.

Explain that the module is competence assessed and the validation of the module is through the delivery of a number of 'real life' presentations.

Issue copies of the performance criteria for the module, which can be found in the *Guide to Presenting*. If you wish to run through the module objectives they are given on OHT **1**.

Acknowledge that the focus of the module will be on both 'formal presentations' and 'training sessions' and that participants will have had different experiences of each, both as part of an audience and as deliverers.

Explain that during the module participants will have a number of chances to 'have a go' and that this will be a safe environment to 'try new things'.

Presenting: session 2 (optional session)

Introduction to competence based assessment

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

For this session you will need the following resources:

- OHP and OHTs
- Copies of the module
- Copies of the *Guide to Presenting*
- 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 competency based. This means that to complete the module, participants must show evidence of their competence in the form of a portfolio of evidence.

The reason The Scout Association uses competency 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 involved in training 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 Presenting*, 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 Presenting*) 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 **2a**.

The way in which to check that the participant can both meet the performance indicators and has 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. Any completed portfolio however, will allow them to see how it is constructed and what other people have included.

Task

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

Trainer input

Explain that following the module, participants will need to record evidence of what they do to demonstrate how they can meet the performance indicators and show they have the relevant 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 **2b**.

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

Further information can be found on evidence and how elements are constructed in the *Guide to Presenting*.

Remind participants that they should keep any work they do during the course as it could be valuable evidence for their portfolios.

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Presenting: session 3

The purpose of the presentation

Key objectives

PRE/1

2 Explain why it is important to know relevant background information about the learners.

3 Identify ways to find out relevant background information about learners.

For this session you will need the following resources:

- Printed information/method cards (included at the end of this file)
- Pin boards or flipcharts (alternatively, the floor could be used)
- Review method - thermometer (HO A).

Trainer input

Explain that 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 the participants as possible.

Group task

Divide into groups of four. Each group has a set of eight cards each with the following printed on them.

- Questionnaire
- Delegate list
- Speak to organiser
- Speak to participants' Group Scout Leaders or Commissioners
- 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.

Match up what information can be found out with the suggested method. Cards can be matched up on the floor, on flip charts or on pin boards

depending on what is available.

Discuss each group's solutions. 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?

Session review

Explain that from now on, at the end of each session, the participants will be asked for feedback. For this session, draw a large thermometer or distribute Handout A. Ask participants to draw a line where they thought the session was between hot (very good) and cold (very poor). These evaluations will be looked at later during session 8: feedback.

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Presenting: session 4

Planning the presentation

Key objectives

PRE/1

1 Explain the purpose and value of having objectives for a presentation.

PRE/2

2 Explain a systematic planning process.

3 Understand the value of previous evaluations to systematic planning.

4 Identify various methods by which people learn.

5 Describe the reasons for selecting different methods.

6 Write a clear plan for the presentation from given objectives.

For this session you will need the following resources:

- OHP and OHTs
- Flipchart
- Copies of Worksheets 1 and 2
- Copies of the *Active Verbs* factsheet (FS 500002)
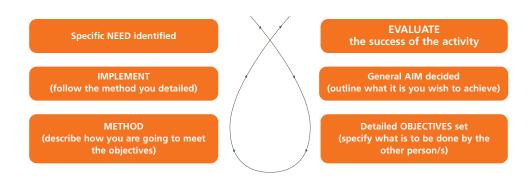- Review method - dartboard (HO B).

Trainer input

Explain that this session is about planning the presentation to meet the objectives, which will ensure that the presentation meets the needs of the participants.

Introduce the mnemonic used for systematic planning in The Scout Association, NAOMIE (OHT **4a**).

Specific NEED identified	**EVALUATE** **the success of the activity**
IMPLEMENT **(follow the method you detailed)**	**General AIM decided** **(outline what it is you wish to achieve)**
METHOD **(describe how you are going to meet the objectives)**	**Detailed OBJECTIVES set** **(specify what is to be done by the other person/s)**

Take the participants through NAOMIE explaining the following key points:

Needs

The difference between needs and wants, the source of different needs e.g. individuals, The Scout Association and so on.

Aims

The general nature of an aim is a statement of what you wish to achieve.

Objectives

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

Methods

The method is the way 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 achieved by measuring the result of the plan against the objectives set.

Stress the difference between an objective and an aim. Explain that it is helpful to ensure that objectives are SMART. Write SMART on a flipchart and ask participants to brainstorm what each letter stands for:

S = Simple

M = Measurable

A = Achievable

R = Realistic

T = Timed

S = Simple

Each objective should contain one idea so it is easy to understand and easy to measure whether it has been achieved or not. Therefore an objective that reads:

'Find out how many people need First Response courses and agree a course programme with Girlguiding UK and St John to train everyone,' would be better considered as an aim and split into objectives of:

1 'Identify the number of Scouters requiring First Response training'.

2 'Discuss a joint programme with Girlguiding UK and St John'.

3 'Agree (if possible) a joint programme to accommodate the numbers identified'.

If the Guides therefore don't want a joint programme or St John cannot provide the training, only one objective needs re-planning, not all three.

M = Measurable

To know whether you have achieved what you have set out to do, objectives must include a fixed target. For objective one above the target is a number, for objective two the target is a discussion and for objective three it is a joint programme. There is a tangible outcome to each objective. This is usually achieved by having an 'active verb' in the sentence.

Be careful not to confuse Measurable with Timed.

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 a result 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, nor is it 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.

Check that the participants understand the difference between Achievable and Realistic. Much of what they might like to put in their 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.

Explain that it is helpful to start each objective with 'By the end of the session, participants will be able to. . .'

Group task

Complete the following task using Worksheet 1.

The *Active Verbs* factsheet (FS 500002) will be useful for this exercise.

Worksheet 1

You have been asked to come and give a 10 minute talk to a group of new Section Leaders on how to run a good game for Cub Scouts. Please write objectives for the session in the following style:

By the end of this session, participants will be able to:

1

2

3

4

Report back

Ask each group to report back on what they have done. Make sure that each objective they have written is SMART.

Trainer input

Explain the difference between objectives and learning points. Objectives are what the participants will be able to do as a result of the learning or training. Learning points are what the participants should learn during the learning or training.

Listing learning points will enable participants to draw up a clear presentation plan. Explain that each session, or each section of a session, should have no more than seven learning points, as it is hard to remember any more.

Highlight that a presentation should flow, and if that means covering each objective and/or learning point out of its original order, then that is acceptable. Ensuring the flow of the presentation may also mean covering numerous objectives in one section.

Group task

Using the worksheet, complete the following task:

Worksheet 2

Look at the following training session objectives and identify three main topics you will need to cover in the presentation:

- Outline the Purpose, Principles and Methods of The Scout Association.
- State the Promise and Law and explain how they relate to the Fundamentals of The Scout Association.
- Explain that Scouting is open to all young people and operates an Equal Opportunities Policy.
- Accept the importance of The Scout Association's Child Protection Policy.
- Accept their role in protecting young people from harm.
- Discuss how the Code of Behaviour 'Young People First' should be implemented by themselves and others adults involved in Scouting.
- Explain the steps to take where child abuse is suspected or alleged.
- List the main causes/types of accidents in Scouting.
- Explain and apply The Scout Association's method of Risk Assessment to Scouting activities.
- Explain how to find out about the relevant rules/guidance for Scouting activities.
- Describe the actions to take following an accident/ incident (or the report of an accident/incident) during a Scouting activity.
- Describe the structure of their Group/District/County and identify the support available.
- Explain how the Scout Information Centre may be contacted and the type of support and information that is available.
- Describe the training process and opportunities for adults in Scouting.
- Answer the questions listed on the Adults in Scouting model prompt card and explain the type of support they should receive in their role.

Topic 1:

Topic 2:

Topic 3:

Report back

Ask each of the groups to share the key topics that they have produced. Comment on any areas of uncertainty.

Trainer input

Explain that once objectives and a session plan have been set, methods should be considered. There are three main ways in which people learn. These are by hearing, by seeing and by doing (OHT **4b**). By far the most effective of these is 'doing' and The Scout Association's training puts a high value on learning by doing.

Any training session should utilise a variety of methods; it would be a boring course that used just one style of delivery. It should also be noted that there are a number of ways of selecting the best methods. Previous evaluations, pre-course questionnaires (background of participants, role, experience) and the learning environment are all factors that must be taken into account, and there are many more.

Session review

Ask the participants for feedback. Draw a dartboard with the session objectives around the edge, or distribute Handout B. Ask participants to draw a dot at the point where they felt the session hit each objective using the following criteria: closest to the bulls eye - very good; furthest away from the bulls eye - very poor.

Presenting: session 5

Methods

Key objectives

PRE/2

6 Describe the reasons for selecting different methods.

PRE/3

1 Explain the value of brainstorming.

2 Explain the value of writing and using a case study.

3 Explain the use of buzz groups.

4 Explain how to lead a goldfish bowl exercise.

5 Explain how to write a brief for a role-play.

6 Discuss the use of games and simulation exercises in training.

7 Identify the value of projects in training.

For this session you will need the following resources:

- Flipchart
- Notes for goldfish bowl exercise
- Copies of the questionnaire on Handout C.

Goldfish bowl exercise

The course staff should role-play a Trainers' meeting where they discuss the methods they intend to use and why they are using them. If possible, use this session to look at the various methods they have chosen to use in the delivery of this module.

Trainer's notes
During the goldfish bowl exercise, the positive aspects of briefing a staff team should be clear. The brief should be detailed enough so that everyone understands it. Those taking part in the exercise should also be given the opportunity to ask questions and a written brief should be distributed. Any other good practice that is appropriate should be included to ensure that the participants receive a good quality briefing.

Report back

De-brief on the effectiveness of using both the role-play and goldfish bowl techniques. Outline the 'rules' of each one and when and how to use them.

Also draw out any points from the content of the exercise and reinforce the areas of good practice.

Trainer input

Ask the participants to brainstorm methods used during this module and seen elsewhere. Ensure that each of the methods in the session objectives is mentioned. If participants are unclear on any methods, then they need to be explained.

Group task

In groups, look at the advantages and disadvantages of three of these methods.

Session review

Ask participants to review the session using the short questionnaire on Handout C.

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Presenting: session 6

Resources and facilities

Key objectives

PRE/4

1 List the range of resources available.

2 State the factors affecting the choice of resources.

3 Describe the use of audio visual equipment.

4 Describe the conditions which create an effective learning environment.

5 List things to consider when briefing staff and/or colleagues.

For this session you will need the following resources:

- Data projector and screen
- Overhead projector and screen
- OHTs 6a and 6b
- Flipcharts
- White board
- Video/audio tape recorder
- Session OHTs
- Review sheets.

Trainer input

Explain that this session will cover the range of resources at the disposal of Trainers and presenters and how to use them effectively. Explain that much of the session will be a 'hands-on' experience and a lot of time will be devoted to enabling participants to look closely at different resources and equipment. The session will also cover human resources and the briefing of the staff team.

Lead a brainstorming exercise in which participants are asked to name the different support resources that might be used. These could be pre-written on cards and stuck to a board as they are identified. They might include:

- Data projector

- Overhead projector
- Flipcharts
- White boards
- Pin boards
- Video camera
- Tape recorder.

If pre-writing cards, ensure that you have some blanks to list new or unusual ideas.

Group task

Each group has a scenario. What resources should be used for that scenario and why? The scenarios are:

- a briefing to three people on campsite layouts
- a presentation to 100 people on training opportunities
- a series of presentations on The Scout Association's mission statement
- a series of presentations in unknown venues on Risk Assessment.

Group task

Rotate between four 12-minute bases. The bases should look in detail at the following subjects:

- Data projection (the base should look at how to set up a data projector etc. There will not be enough time to look at any software although this subject is worthy of a course on its own)
- Overhead projection and acetates
- White boards/flipcharts and pin boards
- Video/audio tape/television.

Trainer's notes

Preferably each base should be run by someone with the relevant experience for each piece of equipment. If it is not possible to run one of the bases, it can be either omitted or substituted. A three minute 'change around' time for each base has been allowed.

Group task

Look at two learning environments. The first one (OHT 6a) is not set up well. The second one (OHT 6b) is set up correctly. In groups, look at the differences between the two environments.

Report back

Each group is asked to report back on the good and bad points they have seen. Any points that participants have missed should be picked up.

Goldfish bowl exercise

Participants are asked to watch a goldfish bowl exercise of a staff briefing. This could be the staff briefing for the next session done 'for real'.

It is important that this briefing is of good quality. Written notes about the session should be handed out.

Report back

Discuss what has just been observed in the staff briefing. Explain that it is important that:

• everyone knows their role
• everyone knows the objectives of the session
• everyone understands the method
• the person leading the meeting ensures everyone is clear and there are no unanswered questions.

Session feedback

Ask participants to review the session, this time using a 'What went well/What difficulties occurred' chart. For an example see OHT 6c.

Presenting: session 7

Delivering the presentation

Key objectives

PRE/5

1   Recognise their preferred style of presentation and the purpose of effective monitoring.

2   Understand how to interpret verbal and non-verbal feedback.

3   Explain how to adapt a presentation during the delivery.

For this session you will need the following resources:

*   Resources necessary for participants' presentations
*   Copies of Worksheet 3.

Task

Each participant has 30 minutes to prepare a three minute presentation.

Trainer's notes

Depending on the number of participants, it may be sensible for the participants to break into groups in which to present. In this case, it is recommended that the groups consist of no more than five participants each. It is important to point out any equipment restraints that there may be for the participants. It may be helpful to issue each participant with a subject to prevent them spending unnecessary planning time on choosing a subject.

Five minutes per person has been allowed to give two minutes set up time for the next presenter.

The presentations should be timed so participants are able to get an idea of how long their presentation was compared to the set time limit.

The audience should be asked not to make any notes during the presentations, so they are able to give their full attention.

30 mins +5 mins per participant

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Session review

The feedback should take the form of review sheets (Worksheet 3). Each participant should complete one for the participant who has been presenting. These should be completed after each presentation has finished.

Presenting: session 8

Feedback

Key objectives

PRE/6

1 Explain the importance of collecting feedback.

2 Identify different ways of collecting feedback from participants and staff.

3 Explain how to use the results/outcomes of feedback to apply to future presentations.

For this session you will need the following resources:

- Copies of the reviews from the previous sessions
- Flipchart.

Trainer input

Explain that collecting feedback on the presentation checks whether the participants enjoyed themselves and that the objectives have been met.

Refer back to the end of session feedback exercises used during the previous sessions. They were:

Session 3 – Thermometer

Session 4 – Dartboard

Session 5 – Questionnaire

Session 6 – What went well/what difficulties occurred?

Session 7 – Individual review sheets

If possible, the reviews from earlier should be put up around the room.

Group task

Discuss and record the advantages and disadvantages of each method.

Report back

The following points should be covered during the report back:

- Thermometer – gives a quick measure of how participants are feeling and whether they enjoyed the session. Does not measure learning.

- Dartboard – slightly more detailed than the thermometer, measures against objectives.

- Questionnaire – can be constructed to measure learning as well as enjoyment, but can be time consuming to create, complete and analyse.

- WWW/WDO – gives participants individual feedback on areas they need to work on. The practical activity shows the Trainer how much the participant has learnt or is putting into practice.

- Review sheets – detailed view on how participants feel the session went, and where participants feel improvements can be made in the future.

Stress that there is no right or wrong answer, just different methods that are appropriate in different situations.

Group task

Which of these methods would be the most appropriate to review this course? When this is agreed, review the course using that method.

Trainer's notes
If participants decide that a questionnaire would be the most appropriate method for the review, it may be useful to have a pre-written questionnaire ready to be distribute if and when it is required.

Trainer input

Explain that the results of these evaluations need to be considered when next running the module. Some will obviously need to be taken on board, for example 'there was no food.' Others need to be considered, for example 'personally I didn't enjoy the session'. Trainers need to decide what feedback is worth changing the session for and what is not.

Presenting: session 9 (optional session)

Putting it all together

Based on 5 participants, each making a 15 minute presentation

This is an optional session that gives the participants an opportunity to put together everything they have learnt from the module. It is important to invite a 'live' audience for the participants to present to so that the exercise can be as realistic as possible.

For this session you will need the following resources:

• Resources necessary for participants' presentations.

Task

Give a 15-minute presentation on a subject of your choice. Use at least two different presentation methods, produce objectives and drawn up a session plan.

Trainer's notes
This session could make up the second day of the module. It may be wise to leave a gap between finishing the other sessions and this session to give participants time to prepare. Alternatively, participants may have the opportunity to present as part of their normal Scouting role. This would meet the requirements and prevent the creation of an unnecessary task.

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Module objectives

1 Understand the purpose of the presentation.

2 Plan the presentation to meet the objectives.

3 Use learning methods.

4 Use resources and facilities.

5 Deliver the presentation and monitor progress.

6 Collect and use appropriate feedback.

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PRE/3   Apply learning methods

Performance indicator

Evidence must be provided that:

a a variety of learning methods are used

b learning methods appropriate to the learners needs are applied

c where necessary, support material is obtained, created or adapted to meet the requirements of the learners.

Evidence should include:

Underpinning knowledge and understanding

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

1 Explain the value of brainstorming.

2 Explain the value of writing and using a case study.

3 Explain the use of buzz groups.

4 Explain how to use a goldfish bowl.

5 Explain how to write a brief for a role play.

6 Discuss the use of games and simulation exercises in training.

7 Identify the value of projects in training.

Evidence should include:

2b

Element reference: PRE/3   **Element title: Apply learning methods**

Date	Evidence no.	Brief description of evidence	Performance indicator								Knowledge and understanding							
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8
20/9	1	Presentation plan	✓	✓							✓	✓						
20/9	2	Testimony from Mr Pike		✓							✓	✓						
15/11	3	Support material used in presentation		✓								✓	✓					

Evidence Summary Sheet

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Questionnaire

Delegate list

Speak to organiser

Speak to participants' Group Scout Leaders or Commissioners

Photocopy and cut out these cards for use in Session 3.

The organiser's aims for the event

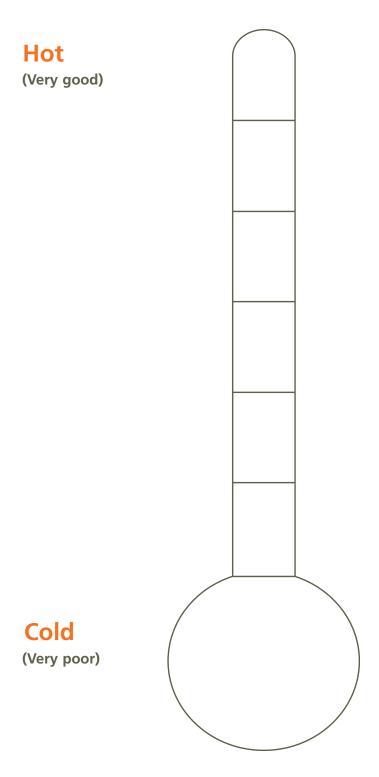The participants' expectations and needs

The participants' Scouting background

The participants' local situation and their Group or Districts needs

Review method - thermometer

Draw a line on, or colour in the thermometer to show how successful you thought the session was in meeting its objectives.
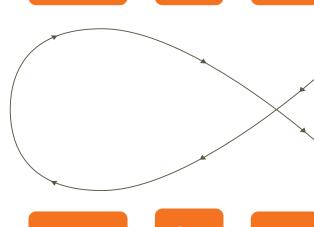
Hot
(Very good)

Cold
(Very poor)

Systematic planning – NAOMIE

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)**

4a

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Writing objectives: session 4

You have been asked to come and give a 10 minute talk to a group of new Section Leaders on how to run a good game for Cub Scouts. Please write objectives for the session in the following style:

By the end of this session, participants will be able to:

1

2

3

4

Active verbs

0845 300 1818

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	

adult training

Look at the following training session objectives and identify the main topics you will need to cover in the presentation:

- Outline the Purpose, Principles and Methods of The Scout Association.
- State the Promise and Law and explain how they relate to the Fundamentals of The Scout Association.
- Explain that Scouting is open to all young people and operates an Equal Opportunities Policy.
- Accept the importance of The Scout Association's Child Protection Policy.
- Accept their role in protecting young people from harm.
- Discuss how the Code of Behaviour 'Young People First' should be implemented by themselves and others adults involved in Scouting.
- Explain the steps to take where child abuse is suspected or alleged.
- List the main causes/types of accidents in Scouting.
- Explain and apply The Scout Association's method of Risk Assessment to Scouting activities.
- Explain how to find out about the relevant rules/guidance for Scouting activities.
- Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity.
- Describe the structure of their Group/District/County and identify the support available.
- Explain how the Scout Information Centre may be contacted and the type of support and information that is available.
- Describe the training process and opportunities for adults in Scouting.
- Answer the questions listed on the Adults in Scouting model prompt card and explain the type of support they should receive in their role.

Topic 1:
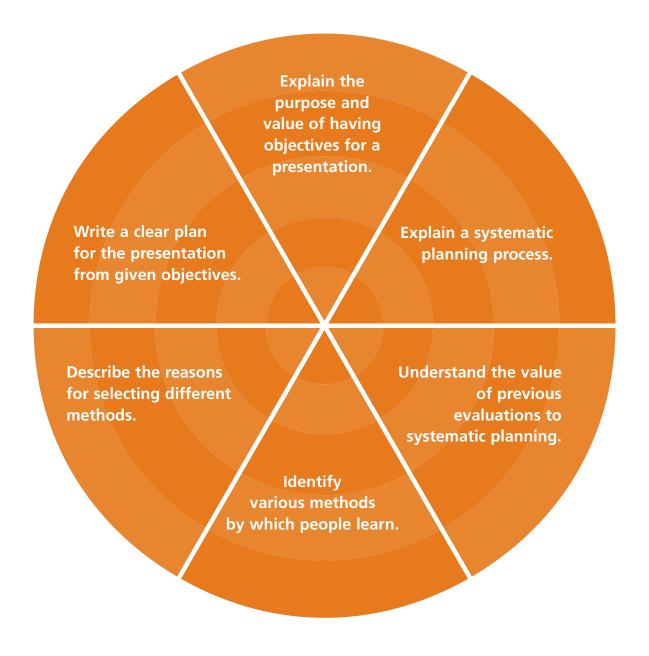

Topic 2:

Topic 3:

How people learn

- By listening

- By watching

- By doing

Planning the presentation – review method: dartboard

Draw a dot on the dartboard to show how close you thought each session came to hitting its objective: closest to the bull - very good, furthest away from the bull - very poor.

Explain the purpose and value of having objectives for a presentation.

Explain a systematic planning process.

Write a clear plan for the presentation from given objectives.

Understand the value of previous evaluations to systematic planning.

Describe the reasons for selecting different methods.

Identify various methods by which people learn.

adult training
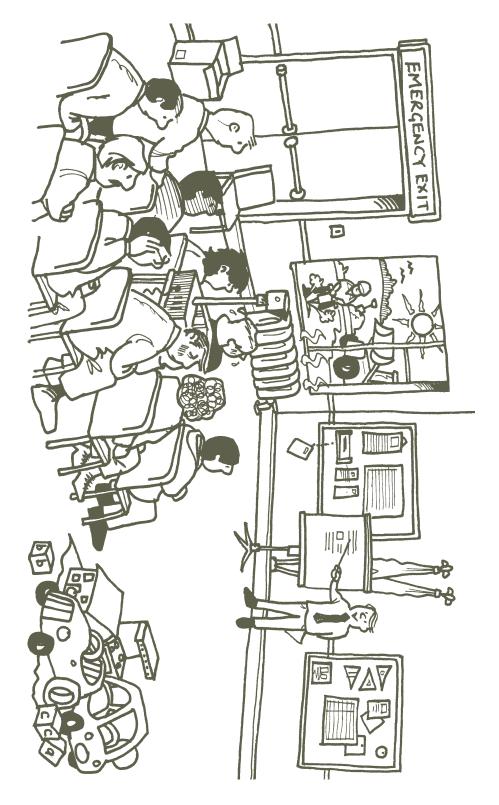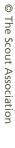
Methods - review method: questionnaire

Explain what brainstorming is and when and where you would use it.

Explain what case studies are and when and where you would use them.

Explain what buzz groups are and when and where you would use them.

Explain what the goldfish bowl method is and when and where you would use it.

Explain what role plays are and when and where you would use them.

What is the difference between role plays and goldfish bowls?

Explain what simulation exercises are and when and where you would use them.

Explain what projects are and when and where you would use them.

Did you enjoy the session?

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6a

A good learning environment

6b

6c

Resources and facilities – review method

What went well?   **Why?**   **Plan for next time**

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

What difficulties occurred?   **Why?**   **Plan for next time**

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

adult training

Presentation review sheet

How did I do?

Presenting skills course

Name _____

Other comments

Did I answer your questions?	☺	☺	☹
Were all relevant areas covered?	☺	☺	☹
Opening and closing	☺	☺	☹
Presentation of main material	☺	☺	☹
Choice of visual aids	☺	☺	☹
Quality of visual aids	☺	☺	☹
Were the visual aids appropriate?	☺	☺	☹
Delivery - voice	☺	☺	☹
Delivery – posture	☺	☺	☹
Delivery – gestures	☺	☺	☹
Delivery – eye contact	☺	☺	☹
Timing	☺	☺	☹

Other comments: