

adult training



18

Who is *Practical Skills* for?

This module (number 18) is for Section Leaders and Section Supporters in Scouting wishing to train, coach or otherwise help young people and adults develop practical skills. It requires participants to gain at least two new practical skills of their own.

What does this module contain?

The module contains approximately two hours of learning that may be managed in a wide variety of ways.

How is this module validated?

The validation of this module is based on the individual's ability to meet the validation criteria, as set out in the *Training Adviser's Guide* and the *Adult's Personal File*. This means that the adult will be required to demonstrate that they have gained or developed two practical skills and that they can instruct or demonstrate practical skills to others.

What information is provided?

The module contains objectives that relate to personally gaining or developing practical skills, understanding methods of training and demonstrating practical skills to others.

The objectives for the module are given followed by training methods. The content is given in outline with the 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.



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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 Teaching practical skills – the theory	4	0:20
2 Teaching practical skills – the practice	7	1:40

Depending on the number and nature of the participants and staff, these sessions may need to be preceded by introduction and/or integration sessions.

Planning considerations

Module 18, *Practical Skills* is a compulsory module for Section Leaders and Section Supporters. The learners for this module may have various roles and levels of experience within Scouting. Some will be adults taking on a Warranted role or Appointment. Others may be either new to Scouting or changing roles.

If the module is to be delivered as written, participants will need to undertake some pre-module preparation. In particular they will be required to bring with them to the session, the equipment, materials and other resources necessary to demonstrate a practical skill of their choice to another participant (see Handout A). Where possible it would be preferable to deliver session one at a different training event from session two. This would enable the participants to incorporate the learning from session one into their preparations for session two.

Other methods of delivering this module are possible. In particular, it may be advantageous to incorporate session one into a local skills day as a base. This would also give participants the opportunity to gain the two necessary practical skills.

If both sessions are being delivered at the same event, check before the module commences that each participant has brought with them the equipment, materials and any other resources necessary to demonstrate a practical skill (see Handout A). If the sessions are being delivered at separate events, this check should be made before the start of session two.



Trainer



Learner



Group



Report back



Trainer's notes



Handout notes



Timing



Worksheet

Practical skills

Aim

To enable adults to gain and develop practical skills for the benefit of the young people in their Section.

Objectives

There are five overall objectives for this module:

- 1** Develop their personal ability in any two practical skills that may be used in the programme offered to young people.
- 2** Use at least one of the skills developed for objective one in the programme offered to young people.
- 3** Describe effective methods of learning for adults and young people.
- 4** Select appropriate training techniques to meet different training needs.
- 5** Demonstrate how a young person is effectively trained and developed in a practical skill.

Although objectives one and two are not covered by this material, they are included as part of the validation for this module.

Methods

A series of sessions

This module may be delivered as a series of training sessions during an evening or as a series of individual sessions.

Small group

A facilitator with sufficient experience to lead a group through the subject areas may deliver this module on a small group basis.

Resources

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

- Overhead projector (OHP) and overhead transparencies (OHTs)
- Flipchart
- Flipchart paper and pens
- One knotting rope for each participant
- Copies of relevant handouts
- Horn or whistle.

Practical skills: session 1



Teaching practical skills – the theory

Key objectives

- 1 Describe effective methods of learning for adults and young people.
- 2 Select appropriate training techniques to meet different training needs.

Resources

For this session, you will need the following resources:

- OHP and OHTs
- One knotting rope for each participant.



Trainer's notes

*This session explains the best methods for teaching practical skills. Before the session ensure that each staff member is able to tie an alpine butterfly knot using the method described below and shown on OHT **1**.*



Trainer input

Provide each participant with a short length of knotting rope. Explain that since this is a module about practical skills, they are going to start by learning a new knot. Do not at this stage tell them what knot they are going to tie.

Proceed by reading out the instructions given below and asking them to follow them in order to tie the knot.

Instructions:

- 1 Make a small loop around the fingers of your left (or right) hand.
- 2 With the end of the rope furthest away from you, make another loop, running in the same direction.
- 3 Lay the centre of the second loop in between the two strands already held in your left (or right) hand.
- 4 Take the loop on the right (or left) side of your hand, pass it over the top of the other strands and through the remaining loops.

- 5 Gently tease the knot into position.
- 6 You should have formed a loop at right angles to the main rope.

NB: The instructions in brackets relate to tying the knot left-handedly.

The participants may ask for the instructions to be repeated, in which case read them out again. Most (if not all) of the participants will fail to tie the knot.

Explain that since many people are finding the knot difficult to tie, you will assist by showing them a picture. Display OHT **1**. Again, most of the participants will fail to tie the knot.

Finally, ask the course staff (who should have been briefed and if necessary taught how to tie an alpine butterfly before the session) to work with two or three participants each in order to teach them how to tie the knot.

Those participants that can tie the knot or learn how to, should be asked to assist those who cannot, until everyone can tie the knot correctly.

Explain to the participants that the knot they are tying is called an alpine butterfly and that climbers use it to insert a loop into a length of rope. It is frequently used in winter climbing where a number of climbers are moving together linked by a single rope.



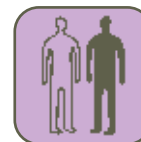
Report back

Once all the participants are able to tie the knot, ask why it was so difficult to tie when just the instructions were read out. It is likely that the participants will say that it was difficult to understand what was meant, that the instructions were read out too quickly and that they were too difficult to follow.

Ask if it became easier once they could see the diagram. It is likely that most will say that it was helpful, but that it was still not easy to work out how to tie the knot.

Ask how most of them learnt how to tie the knot. Most will have learnt only when shown by someone else. Most will only be confident in their ability to tie it after they have practised it a few times. Many will have also found it useful to know what it is called and how it is used.

Explain that we remember only 10% of what we hear, 25% of what we see but 65% of what we actually do.



Explain that the best method of teaching a practical skill is to explain what you are going to do, demonstrate the skill or activity and then get people to have a go themselves.

Use the phrase:

What I hear, I forget,

What I see, I remember,

What I do, I know.

Practical skills: session 2

Teaching practical skills – the practise



Key objective

- 1 Demonstrate how a young person or adult is effectively trained and developed in a practical skill.

Resources

For this session, you will need the following resources:

- Any equipment, material or resources required by the briefed staff member
- Flipchart
- Flipchart paper and pens
- Copies of Handout A.

Trainer's notes

This session gives the opportunity for each participant to teach and learn a practical skill. Each participant should have been asked prior to attending the module, to prepare a practical skill to teach to another person. They should bring with them any equipment, material or resources required. (See Handout A).

Where there are an odd number of participants, it may be necessary for a member of staff to take part in both the teaching and learning elements of this session. A member of staff should be briefed before the module to this effect and should have any equipment, material or other resources they might require.

Before the session commences, split the course into two equal halves, Group A and Group B. If necessary, include the previously briefed member of staff to equalise the numbers in each group.



Copy each of the tables shown below onto a sheet of flipchart paper:

Group A Participant name	Practical skill offered	Group B Learner

Group B Participant name	Practical skill offered	Group A Learner

Ask the participants from each group to insert their name and the practical skill they are offering to teach into the left-hand columns of the appropriate sheet.

Once everyone has done this ask the participants to look at the other sheet and insert their name as a 'learner' into the right-hand column against a skill they wish to learn.

Ideally the tables should be filled in well in advance of the session itself. It will be particularly useful if the participants are able to consider and complete the tables during regular breaks such as coffee or meal times.



Task

Explain to the participants that for the first period of 40 minutes, Group A will have the opportunity to teach their practical skill. This will be followed by a 10 minute hand-over period, after which Group B will teach their skill for 40 minutes.

Check that each participant knows who they are teaching, the practical skill they are learning and with whom.

Give the participants from Group A 10 minutes to set up their learning environment.

Trainer's notes

It may be found useful to sound a horn, blow a whistle or otherwise indicate the start and finish of each 40 minutes session.





During the *Practical Skills* module, you will be given the opportunity to teach a practical skill to one of the other participants. In return, you will also have the opportunity to learn a practical skill.

You may choose to teach any practical skill that you wish. It might for example be a skill used in your job or as part of a hobby or other interest. If possible please try to avoid choosing typical 'Scouting' skills.

When deciding what skill to teach you should consider the following issues:

- You will have 40 minutes to teach your practical skill, with 10 minutes in which to prepare.
- You will be teaching your skill to one other participant.
- Your teaching methods should give the 'learner' the opportunity to have a go.
- You will need to bring with you to the module, any equipment, materials or other resources you require, both for your demonstration and for your learner.

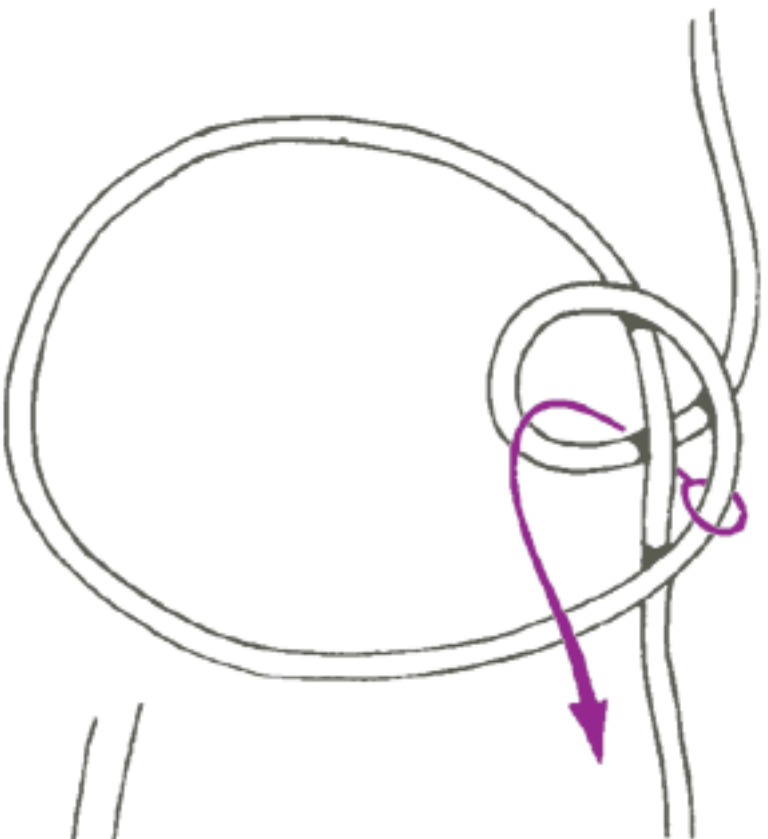
If you are unsure what skill may be suitable or have any questions or difficulties please contact:

Name: _____

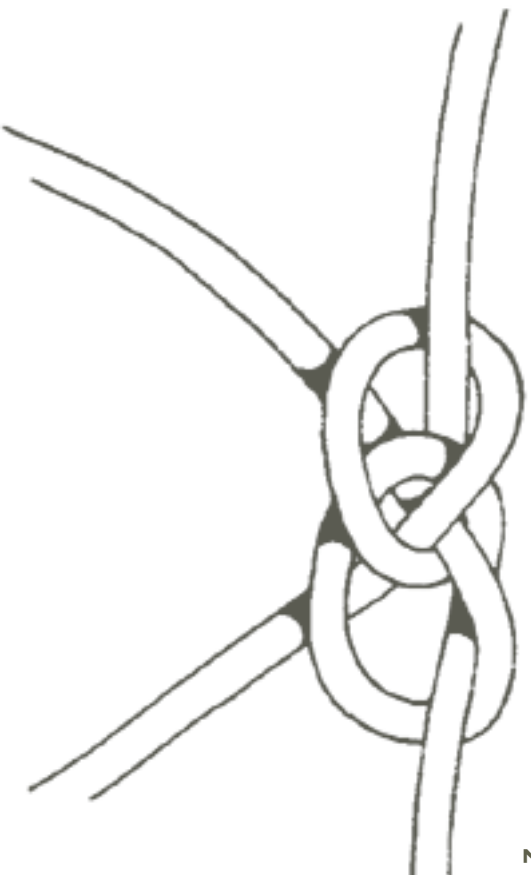
Contact number: _____

email: _____

Remember: Please bring with you any equipment, materials or other resources you require.



1



2

