

2015 National Order of the Arrow Conference

**Train the Trainer**

Session Length: 9 Hours total, delivered over 3 days, 180 Minutes each Day’s Session

After completing this course, participants will be able to:

* - Create effective training sessions to enable participants to become better leaders
* - Build effective training teams
* - Teach what participants need to know using methods that work
* - Use available resources
* - Prepare for potential problems
* - Evaluate presentations to improve the process

This session will help the \*\*Lodge/Chapter/Section\*\* with the Journey to Excellence Requirement #16 Leadership Development.

The theme of NOAC 2015 is “It Starts With Us”. This session will relay this theme in the following ways:

* Developing Trainers and Training Teams will aid in the quality of training delivered
* Trained personnel are more effective at their jobs and positions creating momentum for more enthusiasm for the program
* Expanding the knowledge base of younger members helps them grow in their roles and try new ideas
* Creative training can improve morale and can stimulate excitement for the program.

**30 Total Minutes**

**DAY 1: Prelude SESSION NARRATIVE**

**Opening 10 Minutes**

**Trainer Instructions:** Create a catchy opening chant, song, or dance sequence. The goal here is to catch their attention and demonstrate some teaching. Choose to make your teaching shine or make a mess of it humorously. You do not need to use these precise words

To start, one trainer (Goodman) enters from one side and the others enter from the other.

Goodman: Hi, guys. Let's show everyone how we train.

Others: (They agree in various ways)

Goodman: Let's start with something simple. (He does a clapping, snapping, stepping, twisting sequence that might include some phrases about this training that we want to make sticky or related to the theme of "It Starts with Us". Think along the lines of how we teach multi-part songs at a campfire but include actions and have it somewhat longer than someone can learn from one repetition.)

Others: (they simultaneously mimic various parts with different people doing different parts mostly wrong)

Goodman: Well that didn't work. Suppose I could wave my hands over you in a special way and you would just learn it. Like so. (he waves hands; they act transformed) Can we do it now? (they do it in unison) Bravo.

Goodman: Could each of you teach a part to a portion of the class? You'll have two minutes. I'll blow this whistle when it's time to be quiet and perform. Ready, go (blows whistle)

Others: (they move to in front of a part of the class and review their part of the sequence with their section of the class; yes, this is noisy as they overlap presentations. They might use different techniques that will work or not.)

Goodman: (blows whistle) Let's do it. When I point to your group, do your part. (do it) Hmmm. Did that work? You were enthusiastic, that was good. But there were some mistakes (mention some if possible). But for the short time you had, you did pretty well. With practice, you'd be great. But there were both good and not so good ways to teach you that sequence. Let's talk about how this course will help you be a more effective trainer.

**Preview of course (Planning, Developing, Delivering) and objectives 10 Minutes**

**Trainer Instructions:** Decide whether you will have a list of topics for their presentations on day 3 or whether the topic must merely be "scouting appropriate". Brainstorming as a staff for a list of topics may be most appropriate.

* Introduce staff
	+ names, lodge, council, state
* Briefly describe course objectives listed at beginning
* Briefly mention that they will develop a presentation for third day but course will lead them through the process
	+ That presentation is for practicing
* Review Schedule
	+ Day 1 is Planning Your Training: deciding what to teach, what resources do you have, building training teams
	+ Day 2 is Developing Your Training: techniques, time management, syllabus development, practicing
	+ Day 3 is Delivering Your Training: managing group behavior, giving your presentation, learning from the experience
* At the end, you should have solid resources you can take back to your lodge or section and start your ripple

**Ice Breaker 10 Minutes**

**Trainer Instructions:** If it's a group of 20 or fewer, do ice breaker as a whole. Otherwise, break into groups no larger than 20.

Choose Merge Sort Name Game or Adjective-Noun Name Game depending on whether participants can move around or must stay in their seats. Or use similar game.

Mention goals of ice-breakers (learn names, learn something about people, find commonality of purpose)

Group Meeting Sparklers is a resource.

Suggested Games:

* **Merge Sort Name Game** (if space to move around)
	+ Have group sort physically by the four regions
	+ Within region, participants sort themselves into a line sorted by first letter of first name
	+ Merge sort defined:
		- compare front of each line and choose the earliest for the combined/merged line
		- then compare fronts again
	+ Use merge sort to combinetwo pairs of regions (Northeast and Southern, Central and Western) and then merge sort the result of those merges.
* **Adjective-Noun Name Game** (if limited space to move around)
	+ Each person thinks of an adjective that starts with the same letter as their first name and a noun that starts with the same letter as their last name.
	For example, Carroll Edson might choose Courteous Elephant.
	+ Go around group giving name and as well as adjective-noun pair.

**120 Total Minutes**

**DAY 1: Planning Your Training SESSION NARRATIVE**

**What is Training? 10 Minutes**

**Trainer Instructions:** Note that the training technique used here is brainstorming where we record all suggestions on flipcharts or whiteboard to get ideas expressed; trim later. Model good training practices by having a scribe with good handwriting who writes large enough.

* **Brainstorm**: teaching, learning, of general ideas, of specific steps, multiple approaches
	+ Trim as appropriate or leave

**Deciding on Topics 10 Minutes**

**Trainer Instructions:** Use lecture technique here with PowerPoint slides

* Many times the topic will be set by someone else and has usual topics, for example, Brotherhood Conversion
* Other times, such LLD (Lodge Leadership Development), there is overall structure but you choose topics
* Sometimes choosing topic is the hard part.
* Consider:
	+ audience diversity (experience, needs)
	+ what has worked in the past
	+ what audience wants (surveys from previous course)
	+ what audience needs (skills for a specific task, general skills, inspiration)
	+ new items for previous attendees (don't repeat everything from previous offering)
	+ prerequisites (don't assume audience has background they may not; have to get the level right)
	+ resources available (special talents of team members, developed sessions, hot topics)
	+ venue (space available, size of group, assets and pitfalls)
	+ Even if your topic is set, you still refine the syllabus and make it your own.
* Share potential topics for their presentations. Do we want to give them a list?

**Evaluation 10 Minutes**

**Trainer Instructions:** Use informal talk here. It is sort of an aside at this point in the presentation. But it is important; don't leave it out.

Explain importance of evaluation

* Goal is to look at everything they see and consider whether it works. What would they change?
* "In all training, feedback is a gift. But it will be received as a gift only if it is wrapped like a present."
* "Suggestions should be made like a sandwich with positive statements around the constructive criticism."

Tool we can use for sharing that evaluation is start-stop-continue

* What should we start doing? - positive
* What should we stop doing? - negative
* What should we continue doing? - positive

Maybe use SSC on opening or ice breaker

We will use SSC for presentations, but for now, make notes to yourself about what is working (and not) in these sessions.

* What would you say to trainers in a positive way?
* Practice noticing positive aspects as well as negative as you take notes of what we teach.

**Break 10 Minutes**

**Group Size and Methods 30 Minutes**

**Trainer Instructions:** Use informal talk for beginning (types).

Demonstrate the methods, perhaps with a narrator and a great deal of humor.
The methods will all be discussed in more detail on day 2.

BSA encourages 4 types of training:

* Small group: one-to-many approach; maybe break large group into smaller groups with each possibly led by a trainer
* Personal coaching: one-on-one or two
* Self-study: learn on your own
* Centers of Excellence: observe good examples

This group is larger than most of the training we would do. This creates a new challenge for us as trainers looking to do more personalized training.

Most of the training you will do in OA will be "small group".

Aim to break groups into smaller groups to involve everyone.

We will cover these in more depth on day 2.

Methods

* Lecture
* Informal Talk
* Demonstration
* Case Study
* Role-Play
* Simulation
* Buzz Group

Which method works best?

* People learn best if they are involved and active.
* Make content "sticky" by keeping it interesting; but that's a later topic.
* Use a variety of methods matched to appropriateness of topic (open discussion of experiences)

**Building Training Team 20 Minutes**

**Trainer Instructions:** brainstorm; leave flip sheets on wall for reference

Who are Good Trainers? (brainstorm; leave flip sheets on wall for reference)

* Characteristics of Good Trainers
* Roles of Trainers in a good Training Team

Recruiting Good Trainers (brainstorm)

* Ask directly
* Let them know they will be mentored
* Give them useful and positive feedback
* Practice, practice, practice to gain confidence.

Keep recruiting. Team members will move on. Always have an understudy.

**Break 10 Minutes**

**Identifying Resources – Materials and People 30 Minutes**

**Trainer Instructions:** Display of some printed resources available all three days

Have one-page sheet of this course's resources as a handout.

This should be an informal talk and discussion

Resources abound

* People with varying skills (survey skills and catalog information for reference)
* Published course outlines (LLD website, OA Training website)
* When using non-BSA resources, be sure they don't conflict with BSA guidelines
* Check for language and grey areas
* Respect copyright
* Acknowledge sources (helps for others to find more information)

**Summary and Wrap-up of Day 1 10 Minutes**

**Trainer Instructions:** This part may take longer than scheduled. Perhaps present a list of topics for them to choose from for their presentations. Emphasize that they should be enjoying the NOAC activities. This is not a huge presentation.

* Review topics covered
* Discuss "homework". What is expectation for next day?

Appendix Resources:

* BSA-Train the Trainer Courses (Fundamentals of Training and Trainer's EDGE):
http://www.scouting.org/Training/Adult.aspx
* Group Meeting Sparklers

**165 Total Minutes**

**DAY 2: Developing Your Training SESSION NARRATIVE**

**Overview for trainers**

Day 2 of Train The Trainer will cover:

* How people learn
* Training tools
* Presentation Media
* Time Management
* Syllabus Development
* Demonstration and Buzz groups on Syllabus development
* Preparing and Practicing
* Summary of items covered and Assignments for Day 3

**Trainer Instructions:** In day 2, we are going further in the development stage of being a trainer. Care must be given that every staff trainer shows, by example, that they follow the various items they are teaching about.

**How People Learn/Communication 15 Minutes**

**Trainer Instructions:** Present as an informal talk.

Introduction: One important aspect in developing your training session is having an understanding of how people learn. Knowing the different factors in how people gain knowledge will help you in putting together a training that is more effective.

Not everyone learns things in the same way, so including a variety of methods and tools will help ensure that you can reach the most participants in your session and share your knowledge with them.

People learn best when:

* They understand why they need to learn this new information
* Information is presented in a variety of ways so they can learn in their own way
* Experiential – Learn by doing
* Timing is right
* The process is positive and encouraging

**Trainer Instructions:** If possible, a humorous short bit on “What’s In It For Me”. A possible way to present this is using the 2 radio stations:

WII FM, (What's In It For Me) and MMFI AM, (Make Me Feel Important, I AM).
Possible video on children talking to adults and asking "why" over and over again.

Understanding why something is important for them to know:

* “What’s in it for me?” is an important aspect in getting people to learn. When the participants understand that the training contains things that benefit them, it gets their attention.
* Not everyone taking the course is there for the same reason. Some are there because they want to be; others are there because they have to be. The sooner participants understand why this training is of value to them, the more focused they become.

Having freedom to learn in their own way:

* People learn in different ways- some by watching (visual), some by listening (aural), some by doing (tactile). By varying the training styles used, it allows participants to gain knowledge through the type of learning they are most comfortable.
* A single teaching method should be used for only about 10 to no more than 20 minutes so it keeps the participants engaged in the learning process.

Learning is experiential:

* The most effective learning is by doing, living through it. (Patrol method- demonstrate then practice) Sharing own experiences to illustrate training points.

Time is right for them to learn:

* Taking on a new position, needing to know how to do something because they will be using those new skills shortly. (Example- setting up a tent because they will be going camping that weekend) Unplanned teaching moments – problem or challenge arises, needing to solve that gives high motivation to learning.

Process is positive and encouraging:

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

Conclusion:

* Understanding how people learn, and what motivates them to learn, will help you in putting together effective training sessions. Using variety in your training that brings in different aspects, Aural, Visual, and Tactile, will allow people to learn through the method that best suits them.

**Types of Training Delivery 45 Minutes**

**Trainer Instructions:** This section is mostly a review of the styles of training. More emphasis should be given to advantages and disadvantages of each type, and the determining factors for why you would use these different styles. These should be styles a trainer is somewhat familiar with. Scanning the participants, you should be able to tell if they need a little more elaboration on a particular style. **Be careful of your time here.**

Introduction: Having knowledge of the variety of tools you can use, allows you, as a trainer, to use different methods to share your knowledge. It keeps the training session interesting.

Lecture

* Large group
* Introductory lesson
* Participants have little or no background or experiences to share
* Participants get to listen to an expert
* Give advantages/disadvantages of this method, noting it is rarely used in Scouting sessions.

Informal Talk

* Less technical information, or topic somewhat familiar to participants
* Material relatively new, but participants have some experience relative to the topic
* Allows opportunity to discuss or take questions from participants as time allows
* Preferred method in Scouting over a lecture
* E of EDGE: Explain
* Give advantages/disadvantages

Demonstration

* Show a skill by doing it using step by step instructions
* Plenty of time available to show and do
* D of EDGE: Demonstrate
* Instructor prepared and practiced
* Materials for all participants
* Training aid large enough to be seen by all (or camera/ screens available to aid in visual clarity)
* Participants should have an opportunity to see, then do the skill
	+ G of EDGE: Guide
* Note limitations of this method, class size can be a factor to consider

Case Study

* Actual events involving a judgment call
* Presentation of the situation, orally or handout, for analysis or resolution
* Real life situations give immediate relevancy to the training
	+ (Note, while these may be real life situations, use different names, locations. Possible sources can come from news articles, personal experience, or knowledge.)

Role-play

* Act out roles presented in an open-ended situation
* Players use own dialog within context of roles and situations
* Allows look at multiple points of view
* Outcome not predetermined
* Sets stage for discussion
* Role-play less structured, Case study intentionally guided and structured

Case Study – re-evaluation of an actual event. Role Play is typically fictional

* Both avoid “black and white” – “right or wrong” situations to encourage discussion, examination, and reflection

Simulation

* More complex than Role-play. Places participants in environment of the situation.
* Requires putting known skills into practice, uses the situation to use a combination of skills that would mimic real life

Presentation Media

**Trainer Instructions:** These are not the only media tools you can use; just the more frequently used ones. If time allows, you can have the participants give other ideas for presentation media they might use. **But be careful of your time.**

Flip Charts

* Demonstrate prepared Flip charts
* Pitfalls to avoid
* Advantages/ disadvantages

**Trainer Instructions:** Be aware that writing on a board or flip chart can become a distraction to the participants. When possible, make use of a “scribe” when writing is to be done during a training session. When using a “scribe”, make sure they can write clearly and can spell well.

White Board

* Marker colors to use/ avoid

PowerPoint

**Trainer Instructions:** PowerPoint is used quite frequently in Scouting training sessions. Therefore, it is important to highlight what a PowerPoint is for and how to use it effectively without it becoming a distraction. Can use a sample of the Good, Bad and Ugly of PowerPoint slides. If putting this together yourself, make sure you follow the best practices of PowerPoint use, such as same look for every slide- every slide having same border design, lettering of the same type, good contrast for ease of reading, writing in the same location, clutter free, writing limited to main points, and appropriate use of animation and color.

* Demonstrate characteristics of well-made and poorly made PowerPoint presentations
* Give list of do’s and don’ts
* Use of video – Permissions may be needed, respect copyrights
* Advantages/ disadvantages discussion

Flip Books

* Small group
* Limitations
* Similarity to Flip Charts
* Show Flip-book stand – handout of basic design

Demonstration materials

* Large enough for all to see
* Enough materials for all participants if they are “seeing and doing”
* Alternate means to increase visibility might be use of cameras and display on screens or TV’s

Handouts

* Relevant to topic
* Allow for alternate information delivery method, for self-study or review

Conclusion:

By knowing when to use the various delivery methods, adapting to the number of participants, fitting the training delivery method to the information being given, and using a variety of presentation media, you will develop effective trainings.

**Break 10 Minutes**

**Time Management 15 Minutes**

**Trainer Instructions:** Add in advantages and disadvantages to each of the Time Management types, so participants will have a better idea of which methods will suit their own personal styles, or limitations if they are working by themselves or a small group of trainers who are doing other things, limiting how well they can track your time keeping.

Possible video could be a simple timer running through this presentation

Possible video could be a simple timer running through this presentation, or video of a presenter going slowly, and then having to speed up or end a presentation abruptly

Keeping an eye on the time allowed for each section of the training helps keep the trainers focused and ensures you get through the material you need to present.

Time management tools:

* Time clock – your own method
	+ “Egg Timer”
	+ Smart phone or other timing device
	+ Alarm settings
* Time keeper
	+ Member of training team who can give signals for how much time left
	+ Clock visible to trainer in back of the room

Watching the clock and knowing where in the presentation you need to be at a given time

Personal Practice of delivery

* Going through the session multiple times, possibly taking a video of session, allows you see how long each area generally takes, so you can trim off talk where needed to fit the session length.

**Syllabus Development 60 Minutes**

 **(divided)**

This session is meant to give the participants a “how-to” guide on the various steps used to build a syllabus, as well as time to break into Buzz Groups to develop their own basic syllabus.

Building your own syllabus:

When doing training on specific topics, you will probably encounter times when a training syllabus is unavailable, or is inadequate for your needs.

* Decide on time involved for the course (this may be already set)
* Set defined Objectives for the session or course
* Break topic into separate sections with highlights of items to be covered
* Decide on methods of delivery (styles)
* Find out anticipated audience size, knowledge base
* Evaluate: Start-Stop-Continue method as discussed on Day 1
* Write it out, try it out
	+ Have it written down, at least in a rough draft form, so you can go through it and ensure the order and desired outcomes are met.
	+ Check timing expected vs. reality. Try going through the session and seeing if it meets the time limit, or fills the time expected.
* Finalize the syllabus
	+ Put it into a format you can follow
	+ List resources used
	+ List materials needed
	+ Put together handout materials

Demonstration:

**Trainer Instructions:** Using the course trainers, put on a demonstration of how to gather as a buzz group to discuss the above steps in building a syllabus. That is, have a topic that you want to teach, and demonstrate the above steps to developing a rough syllabus or outline. This should be scripted enough so that it will show participants the steps they should use.

Use about 10 minutes for this demonstration. Then take a break before having the participants do buzz groups.

**Break 10 Minutes**

Buzz Groups:

**Trainer Instructions:** Divide the class into groupings (if this hasn’t already been done), for the participants to have some hands-on time in going through the steps of developing their own syllabus. Give them suitable topics that they know, such as teaching non-OA members about OA's purpose and terminology, so that they don't waste time deciding on a topic. All groups can do the same topic. These could be topics they take home with them to use in their lodges. This part may take 20 minutes or more.

**Preparing and Practicing 20 Minutes**

This session focuses on how and what to prepare prior to doing a training session and methods of practicing the training.

A good trainer will practice their presentation so they are sure of their delivery and can feel comfortable being in front of the participants of the course.

Preparing:

* Go over the entire session and make a list of all items you will need.
* Prepare Flip-Charts or PowerPoint or other presentation media you will be using and review it to make sure it adequately reflects the points you are making.
* Handouts- gather together the handouts you intend each participant to walk away with, and come prepared with extra copies for walk-ins. Dependent on the size of the course registration, a good practice is adding 10% to the totals of expected participants. (Know if there is a means of making additional copies at the facilities; if so, additional copies beyond what you prepared for can be made on site.) But you don't need to print everything. Determining "enough handouts" is hard.
* Materials- enough for each participant
	+ Demonstration materials and practice materials. Might want to consider adding extras for participants to have a new one if they make an error.
* Consider props, songs, games that might be added to enhance the training and make it more memorable. Look for means of involving the participants at relevant times to give some variety to the presentation.

Practice:

* When possible, with an audience.
	+ Teaming up with other trainers can be helpful. Ask for an evaluation of the practice.
* Don’t read or memorize.
	+ Use of Flip Charts, PowerPoint or other presentation media should be enough to bring to mind the discussion points. Notes on stories or examples should be short, enough to give the reminder of what you want to say without it being set down word for word.
* Be aware of posture and body language
	+ Making a video of the practice can be valuable in being able to see if you are doing what you think are doing. Keep hands out of pockets, don’t “dance”, but have some dynamics that can emphasize points through body language.
	+ As part of the evaluation, if practicing with other trainers, have them pay particular attention to any habits you might have that could be distracting, rather than engaging.

Be Prepared:

* Try to anticipate possible questions that might come up from the session. As a trainer, you might not be an expert in the topic at the beginning of your assignment, but before the actual presentation, doing homework on topic should make you familiar enough with the topic that you can answer most questions that arise. Be familiar with the whole training course being given so you will know if answers to the questions will be in a following session.

Conclusion:

Closing statement on the importance of preparing and practicing. It is leading by example. Showing you are prepared and practiced gives confidence in the topics your session covered. This influences your audience.

**Summary and Wrap-up of Day 2 10 Minutes**

**Trainer Instructions:** This part may take longer than scheduled. You might need to field questions about their presentations including what materials they may use and who the audience will be. Remind them that it is practice and that they will evaluate each other. But they should be enjoying the NOAC activities rather than treating this like homework.

* Review topics covered
* Discuss "homework". What is expectation for next day?

Appendix Resources:

* BSA-Train the Trainer Courses (Fundamentals of Training and Trainer's EDGE):
http://www.scouting.org/Training/Adult.aspx
* Good and bad examples of training materials
* PowerPoint: Good, Bad, and Ugly:
http://www.scouting.org/filestore/training/ppt/PPTdeckT3.ppt

**150 Total Minutes**

**DAY 3: Delivering Your Training SESSION NARRATIVE**

Through this session, you will:

* Gain knowledge of different types of disruptive behavior that can impact your training
* Learn some techniques that can assist in modifying group behavior to keep the training on topic, and on time.
* Have an opportunity to put the information learned in this course to use by giving a small group training session
* Through a practical session of specific evaluations of your training, you will have the opportunity to see how evaluations of your own training session can be used to improve and expand your own personal training skills.

This third, and final day of this trainer development course will focus on the various behaviors of participants that can be disruptive to your training session and methods that can be used to curtail them.

The majority of this session will focus on the participants, divided into small groups, putting their own training sessions. Each session will have an evaluation, with the intent on showing how the evaluation process works, and giving the participants ideas on areas they can work on to deliver more effective training back in their Units, Lodges and Sections.

**Trainer Instructions:** Throughout this day of the course, the trainers will move from delivering instruction and training, to becoming mentors and guides for the participants.

**Managing Group Behavior 30 Minutes**

Group Behavior can be driven by variety of factors. Ask participants to identify some issues that affect how your audience will respond to your presentation:

* Level of knowledge in subject matter – too basic or to complex for audience
* Assess knowledge and readjust content to appropriate level.
* Time of day (early in day, right before or after lunch, last thing in the day…)
* Environmental conditions (hot, cold, bright light, dark, etc..)
* Length of time since last break. Discuss how often should you take breaks?
* Individual Personalities

Types of disruptive behavior of participants:

* Long Winded
* Know it All
* Disruptive
* Interrupts trainer
* Talking during presentations
* Doing actions that take attention away from the presentation
* Methods for handling these behaviors
* Share your experiences

Presenter can change the group dynamics. How?

* Take a break – go outdoors, stretch, coffee or health & safety break
* Song / cheer or other activity
* Change the room layout/format – go from lecture to small group or round table, etc. …
* Change the presentation style from prior presentations
* Call upon the disruptive personality in a non-confrontational manner
* Discuss how everyone will participate before others participate
* Call out the disruptive personality in a direct manner (last step effort)

Ask for any other ideas from the Participants.

**Participant Platform 60 Minutes**

Exercise:

NOAC participants will have planned as “homework” over day 1 and day 2 to give a 3-5 minute presentation on a topic of their choice using skills they have learned.

Encourage positive evaluation by the participants and training team.

**Trainer Instructions:** For evaluations, use Start-Stop-Continue "forms". Depending on time available, the evaluations can be given verbally.

**Trainer Instructions:** Pick several participants to present a second time, and secretly change the dynamics of the group by illustrating individuals who may be bored, disruptive, questioning or other of the influences that have been addressed, and then evaluate again to show the effect of these influences and how we can respond.

Alternate non-NOAC exercise: Participants need to plan a closing for the training topic of their dreams. The closing is a TV closing that must be completed in time for commercial, so is limited to no more than 2 minutes. It must be just as effective as those TV jury arguments that say it all.

Participants will be given this assignment on the first day of the session.

**Break 10 Minutes**

**Learning From Experience 15 Minutes**

Participants will spend a few minutes discussing general observations and comments about presentations that they have seen.

* What did they see that was done well?
* Constructive feedback for improvements?
* What didn’t work (and as important, why did it not work?)

**Creating Your Ripple 20 Minutes**

Our job in training is to inform, motivate, and inspire Arrowmen to assist their units, chapter, lodge, and section in achieving success. Participants will spend a few minutes developing a personal action plan for using the skills they learned here back at home.

 [On returning home, “When our goal is to try to do our best, when our focus is on preparation and sacrifice and effort----instead of recognition or reward----we will always succeed.”]

From that most famous of all intergalactic philosophers: “Do or do not, there is no try.”

As trainers we must succeed. We must inspire participants to train at a higher level. We must inspire participants to want to train. Someone must come after us. We are charged with that responsibility.

What are their individual plans on assisting in training? What areas do you see a need to focus upon?

* What training can I provide immediately in my unit?
* What areas is my chapter struggling with?
* How can I assist my lodge?
* What can I do to improve my knowledge, skills and experience as a trainer?

**Review and Discussion 15 Minutes**

Review the overall 3-day track with the participants. Explain the layout of the three days, the skills that were covered, and how they built upon each other.

Explain how this overall plan – Plan, Develop and Deliver – was used in this cell, and provides a model that can be implemented to provide training for any topic.

Discuss whether cell objectives met participant needs, how content may have been adjusted according to this plan.

**Evaluation**

Ask participants to complete the cell evaluation.

Appendix Resources:

* Start-Stop-Continue "forms" (enough copied and cut apart to use by each person for each person they observe during the participant presentations)
* Cell Evaluation forms

**TRAINER PREPARATION**

Trainers for this session should have experience being trainers in a variety of settings and with a variety of techniques. Experience teaching at Lodge Leadership Development and Conclaves is appropriate. Even better would be experience teaching at National Leadership Seminar. National Youth Leadership Training staffing experience is also appropriate. Staffing their troop's Introduction to Leadership Skills for Troops (or a crew's ILSC) is also experience. Trainers must be experienced with being trainers in a scouting setting to staff this course.

Trainers should include their experiences in this training. At many points, the staff will need to add examples of their own. Throughout, the trainers should model the behavior they are teaching. Embody the theme of "It Starts with Us".

Resources will be listed with each day as well as at the end

Appendix Resources (for entire course):

* BSA-Train the Trainer Courses (Fundamentals of Training and Trainer's EDGE):
http://www.scouting.org/Training/Adult.aspx
* Group Meeting Sparklers
* OA Training Central: http://training.oa-bsa.org

rather than have the links/URLs, list of how to get to relevant articles; tips at site are great

* + NOAC 2002 424B Develop Your Training
	+ NOAC 2006 421AB&C LLD
	+ NOAC 2006 431 Train the Trainer 🡨 detailed
	+ NOAC 2009 PLN 301 How to Plan an Effective LLD
	+ NOAC 2012 Building Your LLD 🡨 detailed
	+ NOAC 2012 Spicing Up Lodge Events
	+ LLD (especially Leadership Development)
* Good and bad examples of training materials
* PowerPoint: Good, Bad, and Ugly:
http://www.scouting.org/filestore/training/ppt/PPTdeckT3.ppt
* Start-Stop-Continue "forms" (enough copied and cut apart to use by each person for each person they observe during the participant presentations)
* Cell Evaluation forms