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## N Y L T   S t a f f   D e v e l o p m e n t G u i d e

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The purpose of staff training is to help the youth and adult staffs of a National Youth Leadership Training course reach the Performing stage of team development and to enable each staff member to carry out his responsibilities for the course with competence, confidence, and enthusiasm.

Staff training has six specific objectives:

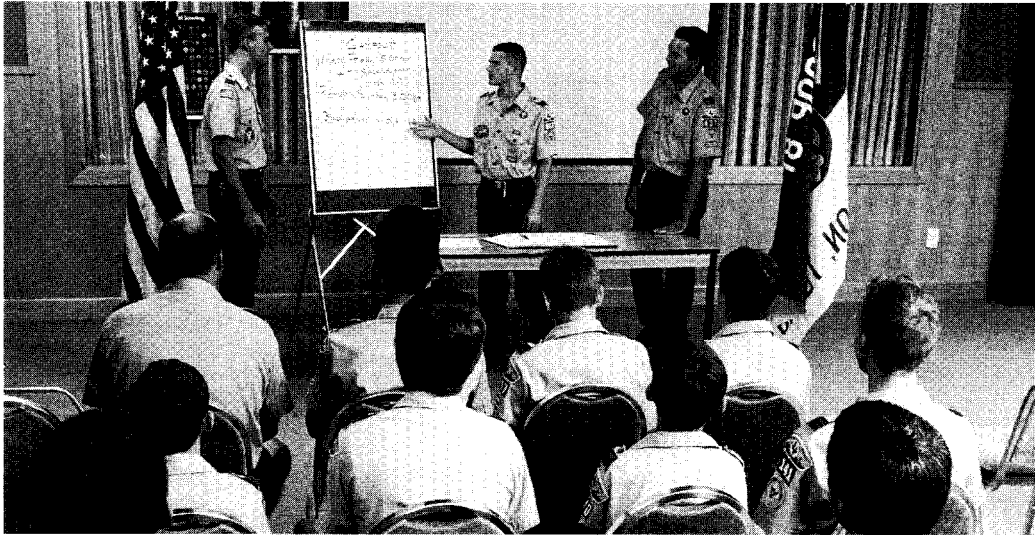
- To set the tone and standards for the course
- To give staff the confidence and knowledge to teach their assigned lessons and conduct an NYLT course
- To provide staff with a clear understanding of team and personal development and how those elements relate to being a leader
- To guide the youth staff through stages of team development
- To allow adult and youth staff to practice modeling the core learning and leadership messages of the NYLT syllabus
- To create an environment of Scouting fellowship and fun guided by the Scout Oath and Law—Scouting at its best!

The NYLT course is the Boy Scouts of America's most effective means of providing its members with the skills, attitudes, and confidence to serve as leaders in many settings, including being youth staff members of future NYLT courses. Most importantly, however, youth participants who employ the skills learned during NYLT will strengthen their home units.

Some Scouts selected to serve on the youth staff of an NYLT course will have had the experience of being NYLT participants. Other staff candidates may be new to NYLT. Staff training can serve as a refresher for those familiar with the syllabus and as an introduction for those who are not. It also provides an environment of cooperation and contribution that allows the NYLT adult and youth staff to prepare the details of the course and come up with solutions for any problems they may foresee. It is important that the staff development meets the needs of the staff. The activities should focus on the needs of the staff and not be limited by the staff development material presented here.



Consisting of an orientation meeting, multiple training sessions and a weekend session, NYLT staff training provides a compressed version of the key learning points of a full course. As staff members develop a vision for the course and establish the goals to achieve that vision, they will learn about and experience the stages of team development. They will become accustomed to using the skills of effective communication and put into practice the principles of the Teaching EDGE™, the Leading EDGE™, conflict resolution, and all the other NYLT concepts that will ensure effective course leadership by every member of the youth staff.



## Syllabus and Training Schedule Distribution

Staff members accept the offer to serve by signing a Staff Commitment Letter. Provide the following materials to each staff member:

- A copy of the *National Youth Leadership Training* syllabus
- A copy of the NYLT Participant Notebook (the notebook participants will receive the first day of the NYLT course)
- The schedule for NYLT staff training sessions
- The schedule for the NYLT course

Encourage staff members to study the syllabus and note areas that are unclear so that their questions can be addressed during staff training.

Ask each person to share feedback on previous Timberline / scouting experiences and desires / goals for this year's experience.

Remind staff members to bring their notes, the NYLT syllabus, and the NYLT Participant Notebook to the staff orientation meeting.

## Additional Items to Be Covered During Staff Training

NYLT Scoutmasters should ensure the following items are covered during staff training meetings:

- Flag ceremony for each staff development.
- Sessions are conducted using a prepared agenda.
- Set guidelines for camp areas, i.e., Eating Area, Teaching Area, Gilwell Field, Staff Camp Area.
- Staff should impress upon participants by word and deed the importance of clean campsites.
- Observe camp courtesy.
- Wear uniforms properly and make sure the participants do, too.
- Reinforce troop movements—when the troop moves, they move as a unit!
- Staff should be extremely conscious of using appropriate language. Staff is always the role model.



Each staff member should verify that he can attend all meetings, staff training sessions, and the entire NYLT course and that he will devote the time and effort needed to fulfill his responsibilities. Staff members should alert the Scoutmaster of any scheduling conflicts so that they can be addressed well in advance of the course.

## NYLT Training Schedule

The key events of training are the times that youth and adult staff members gather:

180 days before the course—Staff orientation meeting

150 days before the course—First staff development session

120 days before the course—Second staff development session

90 days before the course—Third staff development session

60 days before the course—Fourth staff development session

30 days before the course—Fifth staff development session

8 days before the course—Participant's orientation session

**Note:** Depending on the needs of the staff, you might find it helpful to include an extra staff development session or weekend, or expand the orientation to make sure that the youth and adult staff fully understand and have the necessary presentation skills to bring life to the content. The goal and spirit of staff development is to enable the staff to arrive in the *Performing* stage with the least amount of time investment.



## Timberline Staff Commitment

On my honor, I promise that I will:

1. Live faithfully according to the Scout Oath and Law during my time on staff. During the course I will ensure that I do my part in having the troop operate on the principles of the Scout Oath and Law.
2. Spend the time necessary to prepare to lead, teach, and serve. I will set an example in knowledge, skills, and attitude as a staff member.
3. Commit to attend all staff development meetings. I understand the time commitment involved and the high standards set for staff members. I am prepared to do my very best.

*Staff Schedule with dates and times*

4. Do all in my own power to recruit scouts to attend our course. I will accept the responsibility to personally talk to five scouts and promote the values of Timberline.
5. Pay my staff fee of \$XXX by (Date). *(Staff fees include use of facilities, food, supplies, etc.)*
6. Have a complete physical and turn in the medical form by (Date).
7. Have the best time of my life, filled with fun, by being a servant-leader and enjoying the true fellowship of Timberline.

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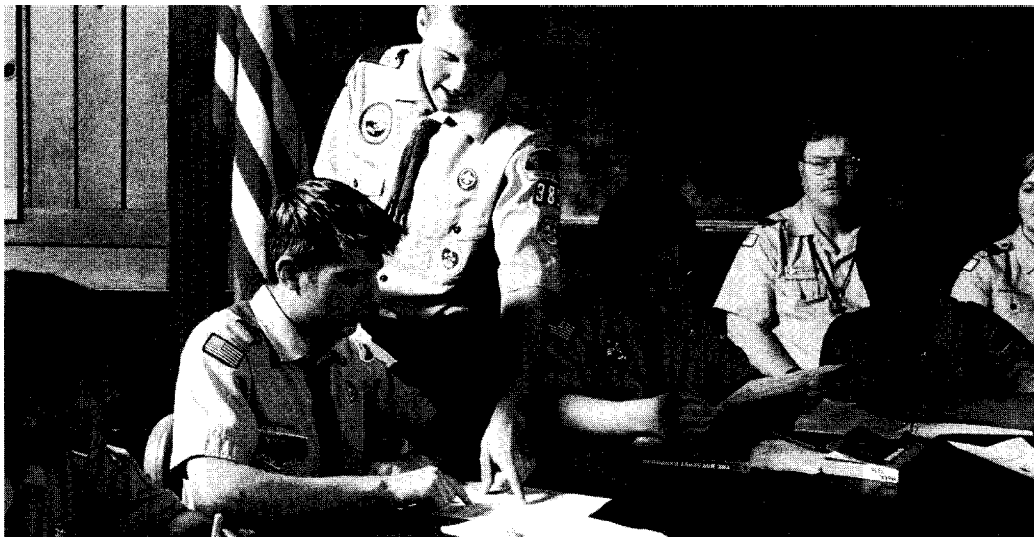
Staff Member Signature

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Date



## Staff Orientation Meeting



### 180 Days Before the Course

The staff orientation meeting is designed to set the tone for staff training and the upcoming NYLT course. It is an opportunity for the adult and youth staff members to get to know one another and for the staff team to begin forming. Staff members will develop their vision of success for the NYLT course and will begin using the skills of effective communication as they share information with one another.



Many portions of NYLT staff training draw directly from sessions, events, and activities of the NYLT course syllabus. Using the syllabus as a guide for staff training will allow presenters to **EXPLAIN** key elements of the course, **DEMONSTRATE** them, and **GUIDE** youth staff members in practicing those elements in ways that will **ENABLE** them to use and present them on their own during the NYLT course.

### Notes on Selected Activities of the Staff Orientation Meeting.

#### Opening and Staff Introductions—Scoutmaster and senior patrol leader

- Welcome everyone warmly. Have the typical activities associated with starting, i.e., Flag ceremony, prayer, boots & compass presentation, and review of agenda for the session.
- Model the introductions of the Day One troop assembly.

#### Overview of National Youth Leadership Training—Scoutmaster

- Let staff know that an important part of NYLT is sharing information. There are no secrets among staff members, and no information is withheld from participants. You will

do all you can to make staff aware of everything about the course, beginning with this overview.

- Provide staff with the big picture of the upcoming NYLT course, using the Course Overview section that begins on page 1 of the Staff Guide.

**Communicating Well (Part One)—Assistant Scoutmaster (or other assigned staff)**

- Present the session on Communicating Well (Part One) (found in Day One of the syllabus), adapted where necessary for staff training.
- During the session, distribute copies of the Communication Skills Checklist.
- Encourage staff members to practice good communication skills throughout staff training and the NYLT course and to use the Communication Skills Checklist to help improve their own skills and those of other staff members.



The sessions on Communicating Well, Finding Your Vision, Developing Your Team, and the Leading EDGE' must be practiced by their presenters before the staff orientation meeting. Since many attendees are new to NYLT staff training, the presenters of these sessions must be either veteran youth staff who have made these presentations at a previous NYLT course or adult staff who have fully prepared the presentations in advance of the staff orientation meeting.

In either case, this is an opportunity for presenters to deliver these sessions in ways that demonstrate the use of effective communication skills and presentation techniques. Youth staff can then model their own presentations to be as effective as those they have witnessed.

For the NYLT course itself, presentation of these sessions will be assigned to members of the youth staff.



# Staff Development Sessions

The staff development sessions are planned and led by the Senior Patrol Leader under the direction of the Scoutmaster. Typically, each staff development session requires a planning session. These planning sessions are similar to a Patrol Leader's Council with the Senior Patrol Leader, his assistants, and the adult staff.

## Notes on Staff Development Sessions

### Opening and Overview for each staff development session—Senior Patrol Leader

- Greet attendees and welcome them to the session.
- Ask the color guard to perform the flag ceremony.
- Ask the pre-selected individual to offer the prayer.
- Ask the pre-selected individual to present the symbols of Timberline, The Boots and Compass, and share the symbolism.
- Invite the Scoutmaster to add his own words of welcome.
- Sing a song. It is nice to be spontaneous. The pre-selected song may be changed if the group is interested in a different song. However, the details of the agenda, including the songs should be planned.
- Distribute copies of the schedule for the session and briefly discuss how events will unfold. Discuss what was learned in prior sessions as appropriate.

### Content for each staff development session.

**Each session will have different content that progresses from EXPLAINING and DEMONSTRATING to GUIDING then ENABLING.**

- **Lessons to the Staff** – These are lessons that are taught to the entire staff. Two of them are in this staff development guide. The other three are in the syllabus and should be adapted to meet the needs of the staff.
  - Communicating Well (part 1)
  - Finding Your Vision (part 1) – For the team vision challenge, ask the youth staff to develop a picture of what their success as a staff will look like at the end of the NYLT course. Have them refine and write out their team vision. (Make copies of the team vision to distribute when the staff returns for the first staff training weekend.) During the presentation, point out effective ways to use the course slides and video clips from the National Youth Leadership Training DVD.
  - Developing Your Team – Discuss with the staff how the staff itself and the patrols they will guide during the course will undergo the stages of team development. Point out that the staff itself is in the Forming stage, complete with excitement about the upcoming course as well as some lack of skills in the new content and presenting. Explain that each day the staff and the patrols will take time out to analyze where they are in the stages of team development.
  - Preparing Your Training Session
  - Trainer's EDGE

- **Team Building Activities** – These are activities that strengthen the team. Each time the staff is together they should have experiences that bring them closer together as a team.
  - Getting to Know Me Game
  - Activities from Problem Solving Round Robin
  - Team games from Timberline Syllabus
  - Team games from Troop Program Resources
- **Staff Discussion and Preparation** – These discussions ensure that everyone is aware of their assignments and prepared.
  - Campfire Program for first night of the course
  - Quest Presentation
  - Review of the schedule and assignments for each day
  - Geocache preparation
- **Lesson Practice and Pass-off** – These lessons are taught for the benefit of the presenter. They are taught in small groups with fellow staff members playing the role of course participants. Other adults and youth may participate in these sessions to make the experience more realistic. The presenter should get feedback to help them improve.
  - Setting Your Goals
  - Preparing Your Plans
  - Valuing People
  - Solving Problems
  - The Leading EDGE
  - Teaching EDGE
  - Resolving Conflict
  - Leading Yourself
  - Finding Your Vision (part 2)
  - Communicating Well (part 2)
  - Making Ethical Decisions

**Closing for each staff development session—Senior patrol leader**

- Gather attendees and sing a song.
- Ask the Scoutmaster to give a Scoutmaster’s Minute.
- Ask the pre-selected individual to offer the prayer.
- Ask the color guard to perform the flag ceremony.
- If someone has donated refreshments, then they are shared for Cracker Barrel.

## Notes on Staff Discussions and Assignments

**Model Patrol Leaders' Council Meeting Preparations and Practice—Scoutmaster and senior patrol leader**

- The first patrol leaders' council meeting of an NYLT course is a model PLC meeting presented in the round—that is, with the rest of the NYLT troop observing the proceedings. A youth staff member acting as narrator explains key points of the meeting to the observers.
- Discuss the importance of PLC meetings in an NYLT course and review the agendas of all the daily meetings. Ensure that staff members understand their roles for each PLC meeting. (See the NYLT syllabus, days Two, Three, Four, Five, and Six.)
- Practice the model PLC meeting. (See the NYLT syllabus, Day Two.)

- Staff members can use Start, Stop, Continue and the Communication Skills Checklist to help those involved in the model PLC meeting improve their presentation skills.

#### **Troop Meetings Preparations and Practice—Scoutmaster and senior patrol leader**

- Discuss the importance of the NYLT course troop meetings as explained at the beginning of this manual. Emphasize that each meeting is built on the BSA's seven-step troop meeting plan.
- Review the troop meeting plans and ensure that each staff member understands his part in each troop meeting. (The meeting plans can be found in the appendix, days Two, Three, and Four.)
- Give special attention to the Day Two troop meeting and the roles of a narrator, senior patrol leader, and other staff members in modeling an effective troop meeting.
- Enliven the troop meeting practice by engaging staff in the interpatrol activities of the three troop meetings.
- Emphasize the importance of using the Teaching EDGE" throughout the troop meetings.

#### **Opening Campfire Planning and Practice—Senior patrol leader, Scoutmaster, assistant Scoutmasters**

- Discuss the format and possibilities of the opening night campfire and explain the importance of it being instructional as well as enjoyable and inspirational. (See the NYLT syllabus, Day One, Opening Campfire.)
- Using the opening campfire described in the syllabus and the Campfire Program Planner, guide the staff through the initial planning of the opening campfire. Draw on their ideas and ingenuity to provide content and freshness to the event.
- Explain the use of the Quest for the Meaning of Leadership (as described in the NYLT syllabus, Opening Campfire). Challenge staff members to develop their own presentation of the meaning of leadership that will be presented as a model at the opening campfire.

#### **Scoutmaster's Minutes**

- Thank everyone for attending and encourage them to use the time until the next session to study the syllabus and to practice any presentations they have been assigned.
- The Scoutmaster can conclude the meeting with a Scoutmaster's Minute based on the activities from the session and/or utilizing the Scoutmaster's Minutes that are prescribed in the syllabus.

#### **Quest for the Meaning of Leadership Preparation**

- Guide staff members in completing their definition of the meaning of leadership.
- Based on their definition, staff will develop and practice their presentation of the meaning of leadership, to be included in the NYLT course opening campfire.

#### **Troop Assemblies**

- Guide the staff through their roles for the daily troop assemblies. (See the NYLT syllabus for troop assembly guidelines for each day of the NYLT course.)
- Ideally this practice can occur at the site where the troop assemblies will take place during the NYLT course.
- Discuss with staff their roles as leaders serving others. In everything they do, from the NYLT troop assembly each morning until lights out at night, they are to model the best leadership behavior.
- Clarify the extent and purpose of spirit activities at troop assemblies.
- Discuss behaviors of concern including hazing, bullying, teasing, and any inappropriate NYLT traditions passed down from earlier years. Seek out strategies to prevent them from

occurring during the upcoming NYLT course and to bring them to a halt if they do appear.

- Describe the responsibilities of the assistant senior patrol leader for program and the assistant senior patrol leader for service and how they will carry out those duties.

### **Opening Campfire Rehearsal**

This rehearsal serves both to prepare the staff for the opening campfire of the NYLT course and to offer the staff members an evening of fun and fellowship as they enjoy their time together around the campfire. While it needs to be productive in terms of refining the opening campfire program, it also can be conducted in a relaxed manner that begins to bring a sense of completion to NYLT staff training.

### **Orientation Trail Preparations**

- The Orientation Trail is a very important part of an NYLT course. It sets the tone for new participants, provides them with essential information about the course, begins their formation as patrols, and allows staff to model appropriate and effective methods of leadership and the use of the Teaching EDGE".
- The inclusion of the Orientation Trail preparations at this point in staff training should be an indication that the major elements of the course have been presented and practiced and that what remains are matters of how best to greet incoming NYLT course participants, form them as patrols, and give them the basics of camp life that will serve them through the coming week.
- The senior patrol leader reviews with the staff the printed material explaining the Orientation Trail and its operation (see the NYLT syllabus, Day One).
- Assign staff the responsibilities for all aspects of preparing and conducting the Orientation Trail.
- Review and practice using the Daily Campsite Inspection Checklist. Review how it will be used during the course to ensure that staff and patrol campsites are kept clean and orderly.

The following are example agendas for the Staff Orientation Meeting, Staff Development Sessions, and the participant orientation meeting. Each staff needs to create their own agendas to meet their needs and ensure they are prepared.

Staff Orientation Meeting – Date, Time, Location

<b>Time</b>	<b>Activity</b>	<b>Day Page</b>	<b>Notes</b>	<b>Responsible</b>
5:45 P.M.	Pre-opener			ASPL – 2
6:00 P.M.	Opening		-Welcome -Flag Ceremony -Prayer -Boots & compass -Induction of SPL & ASPLs -Song -Overview for the course and Staff (commitment letters)	SM
6:30 P.M.	Communicating Well (Part one)	1-14		Assistant SM or SPL
8:00 P.M.	Staff Assignments		-Hand out with teaching assignments for the course -Handout when lessons need to be ready	ASPL
8:15 P.M.	Closing		-Song -Scoutmaster Minute -Prayer -Flag Ceremony -Cracker Barrel	SPL

Staff Development # 1 – Date, Time, Location  
(Compare to Monday)

Time	Activity	Day Page	Notes	Responsible
5:45 P.M.	Pre-opener		Turks head	ASPL – 2
6:00 P.M.	Opening		-Welcome -Flag Ceremony -Prayer -Boots & compass -Song -Agenda and assignments	SPL
6:30 P.M.	Finding Your Vision(Part One)	1-20		TBD
7:15 P.M.	Review of Monday Schedule			TBD
7:30 P.M.	Preparing Your Training Session			TBD
8:00 P.M.	Team Building Activity		Getting to Know Me Game	TBD
8:30 P.M.	Campfire / Quest			TBD
8:45 P.M.	Closing		-Song -Scoutmaster Minute -Prayer -Flag Ceremony -Cracker Barrel	SPL

Staff Development # 2 – Date, Time, Location  
(Compare to Tuesday)

Time	Activity	Day Page	Notes	Responsible
5:45 P.M.	Pre-opener			ASPL – 2
6:00 P.M.	Opening		-Welcome -Flag Ceremony -Prayer -Boots & compass -Song -Agenda and assignments	SPL
6:15 P.M.	Trainer's EDGE			TBD
7:00 P.M.	Review of Tuesday Schedule			
7:20 P.M.	Team Building Activity			
7:45 P.M.	Lesson Practice Break Out Groups	1-40 2-8 2-15	Setting Your Goals Preparing Your Plans Valuing People	
8:45 P.M.	Closing		-Song -Scoutmaster Minute -Prayer -Flag Ceremony -Cracker Barrel	SPL

Staff Development # 3 – Date, Time, Location  
(Compare to Wednesday)

Time	Activity	Day Page	Notes	Responsible
5:45 P.M.	Pre-opener			ASPL – 2
6:00 P.M.	Opening		-Welcome -Flag Ceremony -Prayer -Boots & compass -Song	SPL
6:15 P.M.	Developing Your Team	3-7		TBD
7:30 P.M.	Review of Wednesday Schedule			
7:50 P.M.	Team Building Activity			
8:15 P.M.	Model Troop Meetings	2-28 3-36 4-32	Review assignments and activities Quest Presentation Sing songs	SPL ASPL-2 ASPL-1
8:45 P.M.	Closing		-Song -Scoutmaster Minute -Prayer -Flag Ceremony -Cracker Barrel	SPL

Staff Development # 4 – Date, Time, Location  
(Compare to Thursday)

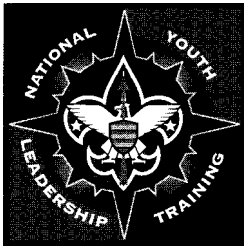
Time	Activity	Day Page	Notes	Responsible
5:45 P.M.	Pre-opener			ASPL – 2
6:00 P.M.	Opening		-Welcome -Flag Ceremony -Prayer -Boots & compass -Song	SPL
6:15 P.M.	Review of Thursday Schedule			
6:40 P.M.	Lesson Practice Break Out Groups	3-15 3-42 4-7 4-47	Solving Problems The Leading EDGE™ The Teaching EDGE™ Leading Yourself	
8:00 P.M.	Team Building Activity			
8:30 P.M.	Quest Presentation Practice			
8:45 P.M.	Closing		-Song -Scoutmaster Minute -Prayer -Flag Ceremony -Cracker Barrel	SPL

Staff Development # 5 – Friday/Saturday, Date, Time, Location  
(Compare to Friday/Saturday)

Time	Activity	Day Page	Notes	Responsible
	Meet at TBD		Dinner from home	
5:00 P.M.	Travel to camp at TBD Set-up camp			
7:45 P.M.	Opening		-Welcome -Flag Ceremony -Prayer -Boots & compass -Song -Review today's agenda and assignments	SPL
8:00 P.M.	Review of Friday Schedule			
9:00 P.M.	Campfire & Quest Presentation			
	Closing		-Scoutmaster Minute -Prayer -Cracker Barrel	
10:00 P.M.	Sleep			
7:00 A.M.	Arise		Breakfast & cleanup	QM
8:30 A.M.	Opening		-Welcome -Flag Ceremony -Prayer -Song	SPL
9:00 A.M.	Lesson Practice Break Out Groups	4-7 4-19 5-7 5-14 5-29	Teaching EDGE Resolving Conflict Finding Your Vision part 2 Communicating Well part 2 Making Ethical Decisions	
10:00 A.M.	Review of Saturday Schedule			
10:15 A.M.	Closing Ceremony	6-2		
11:00 A.M.	Lesson Practice Time (as needed)			
12:00 P.M.	Lunch		Song, prayer, eat, & clean up	QM
1:00 P.M.	Problem Solving Round Robin Team Games Geocache	3-22  3-52 4-39		
	Quest Presentation			
	Closing / Travel home		-Song -Scoutmaster Minute -Prayer -Flag Ceremony	

Participant Orientation Meeting – Date, Time, Location  
(Held on Sunday, eight days before course.)

<b>Time</b>	<b>Activity</b>	<b>Notes</b>	<b>Responsible</b>
5:45 P.M.	Pre-opener		ASPL – 2
6:00 P.M.	Opening	-Welcome -Flag Ceremony -Prayer -Boots & compass -Song -Introductions	SPL
6:15 P.M.	Break Out Groups	Youth – Staff leads participants in games Adults – Discuss the following: <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Purpose – Model Troop, Activities</li> <li>• Logistics – car pooling, medical form</li> <li>• Support – Food, Tents, Facilities</li> <li>• Effect – Be, Know, &amp; Do Leaders</li> </ul>	
6:45 P.M.	Closing	-Song -Scoutmaster Minute -Prayer -Flag Ceremony -Cracker Barrel	SPL




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# Preparing Your Training Session Staff Development Lesson

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This session should be conducted by one of the trainers from the first weekend, who will share the preparations made for that session. The idea is to show how one prepares a training session. The following is a suggested lesson plan for this session.

## Preparing Your Session

Ask the group if anyone has ever put together a model airplane. Have you ever done it without instructions? Make the point that a training session without a plan is like trying to build a model without using the instructions.

## Get an Overview of the Session

- Review the session's learning objectives and make sure your plan covers each learning objective during the session.
- Review the EDGE™ Connections Chart (appendix) to get a feel for how the course elements tie together. Use the Teaching EDGE™ —*Explain, Demonstrate, Guide, Enable*. Know which parts of EDGE™ you are covering in each session. Sometimes *Guide* and *Enable* will come later in the day or even later in the week. *Explain* what the key points are up front; *Demonstrate* how to do it and why it is important to learn; *Guide* participants to be able to do it themselves, perhaps through questions and discussion; and *Enable* by making sure the participants have a chance to try it themselves so they can learn by doing. That's the Boy Scout method of training.
- Do a quick read of the training guide to highlight all the session activities. Even highlight the questions you will ask that they should be able to answer.
- Picture the participants succeeding at the activities and answering all the questions with enthusiasm. That is your vision of success. Everything you do and say as a trainer should help you achieve that vision for the participants.

## Prepare to Train

- Read the suggested materials and highlight key points or prepare an outline of what participants need to succeed at the activities.
- Compare your outline or highlights to the activities and learning objectives. Did you provide the participants with just enough so they could succeed? Are your media elements in the right order?
- Personalize your presentation. Use your own experiences or common experiences (perhaps something from a popular movie almost everyone has seen) to underscore the key elements of the session. It may take several weeks to practice what you are teaching in real life so you can share personal experience to help the participants better understand the skills and concepts.
- Write in your notes the time allotted for each section of the training. It will take lots of practice to stay within the time allocations.
- Use the questions in the syllabus as much as possible. These are designed to help the participants think about the topic so they can learn it and remember it in their heads after the training is over.

## Prepare Your Media

- Consider the media you will use—slides, flip charts, white boards, etc. The media should help the learners know what they are expected to learn in this session, remember or visualize key concepts or techniques, and recall what was just covered. The slides are there as a guide and resource for you.
- Use pictures or illustrations to make key points. Pictures can represent what you are saying or can provide a visual example. You also can use graphs, charts, or models to organize the concepts or process you are teaching. Don't be fooled by slides—words on a slide are not the same as an illustration or picture.
- Don't let your pictures be so elaborate that they take attention away from what you are saying. Also, presentation software offers lots of fancy transitions, sounds, and animation that can distract the learners. Aim for simplicity. If you practice with live participants you can test your illustrations to assure that they help and do not distract from the learning.

## Practice

- Practice your training session until you have it well in mind. Some trainers like to use a tape recorder (or even a video recorder) so they can hear themselves. Others like to train with a few people who can provide them with real responses. Practice any exercises that are five minutes or longer with a group of people to assure you can give clear instructions and that the participants act the way you expect them to act.
- The goal is to talk with the participants naturally—that is, only looking at your outline occasionally. Never read a presentation word for word from the syllabus, and don't try to memorize it word for word. Be yourself as you help the learners achieve the learning objectives.
- Make sure your posture and body language are inviting learning.
- Be prepared, and know the topic. Practice sharing your own experiences on this topic in a short, interesting way. Then relax and focus on caring about your participants. If you are prepared, practice what you are teaching, and care about your learners, you can provide a great training session.

### Practice the Three P's

#### PREPARE Your Presentation

Size up your audience, considering the sort of people they are and what they probably know and want to learn about the subject. Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered. Research the subject, taking brief notes. Talk with others who know the subject and make notes of their ideas. Then outline your presentation, including only the most important points—usually the fewer, the better—and put them in a logical order.

#### PRACTICE Your Presentation

Rehearse your presentation until you have it well in mind. Write in your notes the time allotted to major points—it will help you stay within the time limits. Put your outline in final form so that it will not be cluttered with discarded ideas. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Also, it helps to take a few deep breaths before you begin.

### **PERSONALIZE Your Presentation**

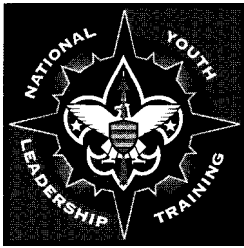
Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes. Watch the group's reaction as you go along. Stay close to their interests. Use thought-provoking questions to help stimulate everyone's thinking. Participants' answers will give you feedback on whether they understand what you are saying.

### ***Things to Do During Training***

- Pace yourself. Stay within time limits. Stay on the topic. If discussion drifts off-topic, it is your responsibility to snatch it back and put it back on track where you know you want it to go—toward the key learning points!
- Wrap it up. Summarize the subject by restating the main ideas and their importance. Give listeners a chance to ask questions.
- Remember to look at the participants in the audience as individuals, not a big group.

## **Feedback**

- Ask staff members for Start, Stop, Continue feedback to improve training skills for both the trainer and those who are participating. If staff can recognize behaviors and skills that should be started, stopped, or continued, they will improve their own awareness and be more likely to be better trainers themselves.
- Ask staff to review the Communication Skills Checklist to encourage trainer improvement




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# The Trainer's EDGE™

## Staff Development Lesson

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This session should be provided as a handout for all staff. This important session provides a standard for all course presenters. Tell participants: You are being provided this session as a handout because it will be up to each of you to incorporate these skills into your training styles.

We are going to talk about five ways you can use body language to help learning occur. They are:

1. Understand that training is not presenting
2. Connect with the learner/participants using your eyes, ears, and mouth.
3. Use your arms and hands for effective training.
4. Use your position.
5. Use media to make your point.

Along the way, stop and give the learners a chance to try the techniques being taught. We are using the Teaching EDGE™—*Explain, Demonstrate, Guide, Enable*.

### 1. Understand that training is not presenting.

Training is different than presenting. In presenting, the speaker has all the knowledge and the listeners are supposed to absorb the information. In school, you may have been taught to present. In training, the speaker not only presents information but does so in a way to ensure learning occurs. The key ingredient is care for the learner/participant. Training causes learning to happen in the head of the learners/participants.

So, how do you get the learners to learn? There are three key things you as a trainer can do:

- Know the subject very well. If you know your subject, you help the learners to understand.
- Show respect for your learners by being organized. Make sure videos and other training materials are ready, and handouts are prepared and easy to get to. Remember the Scout motto: "Be Prepared."
- Have an attitude of caring. This is using your position—your body language—to show that you are open and care about the learners. You want to make sure that they get something from the training session.

Be aware of your posture. You want to project a neutral, open stance. Stand upright, two feet on the ground, hands at your side. It is harder than it looks—but it shows the learners that you are **open**.

Let's try it now: Stand upright, hands at your side. (The presenter should demonstrate the open stance.) Don't put your hands in your pockets, or shift from side to side. If you put your hands in front of you, you create a barrier between you and the learner. Don't put your hands behind your back—you don't want to project yourself as the commandant, or the person in control.

Use your body to communicate an open, caring message to the learner.

## **2. Connect with the learner/participants using your eyes, ears, and mouth.**

Trainers are going to make eye contact with participants. You should look at a participant as you say each phrase or sentence, catching the learner in the eye. When you look them in the eye, you also are getting feedback. If you find this hard to do, then focus on a spot on the forehead or just above the head.

Focus on one learner at a time and then move to another. The learners will feel that you care. Focus on one and then the next and the next.

Let's give this a try. Let's break up into groups of six to eight people and each take a turn saying something simple, like the Scout Oath or Scout Law. Focus on one participant at a time, one phrase per participant.

When the exercise is over, the presenter explains that another way to use the eyes is to collect feedback. Communication is a two-way activity, and while you use your eyes to project out, you also use them to gather information. Is the audience paying attention? Is anyone taking notes? Do they need to take notes? Are they talking? If so, are they talking because they are excited? Do the learners need a break? Do they need a change of pace? You as a trainer need to get feedback and respond.

Just as you use your eyes to get feedback, you can also use your ears to gauge the learners' comprehension and attention.

Ask questions. Ask if there are any questions. When questions are asked, listen closely to what the learner is saying.

Repeat the question. This does two things: It allows the others to hear the question, and it clarifies your understanding of what the learner was asking.

Who will answer the question? Sometimes it will be the trainers. But can't the learners also provide the answer? You may want to ask if anyone knows the answer.

If it is a point covered earlier, you can ask the learners if anyone remembers what was said. That will demonstrate if the learners actually comprehend the message.

Using your mouth is important, too. When training a group, imagine there is a wall behind the last row of learners, and that there is a person behind that wall. You need to talk loud enough for all of your learners to hear—including that imaginary person behind the wall.

You also need to vary your tone. If you are monotone—if you use little inflection—you risk putting your learners to sleep. You should practice your presentation in front of a mirror or record it on tape and listen to your tone.

Remember, you have been given two eyes, two ears, and one mouth. Use them proportionally.

### 3. Use your arms and hands for effective training.

Some people talk with their hands, constantly moving them. Constant movement of hands can be like white noise—learners tune it out. Instead, use your hands to emphasize points rather than create a blanket of white noise.

Be careful about hammering into your hand to make a point. Can you imagine a 20-minute talk of having every little point hammered on? The learners will feel hammered, too.

Use your hands purposefully. Use of your hands can drive up the energy in the room.

When using your hands, think about the full range of motion. (**Instructor demonstrates** by holding hands out in full extension in front, from hands together arcing outward to arms extended and from hands down to hands up like a touchdown signal.) Use the whole space. Don't talk with your elbows in at your sides and hands out. (**Instructor demonstrates**)

If you get a chance, watch yourself on a video tape.

Also be aware of what is in your hands. If you are holding a pen, make sure you do not click it nervously. Don't cause distractions for your learners. Put the pen down.

It is OK to use notes—just don't hold them in front of you. Look at them, then put them by your side or put them down.

As I said, using your hands helps drive up the energy in a training room. But how do you manage that energy? What happens when the energy in the room is high—when people want to talk or when they are raising their hands to comment?

Use the same hands that help drive the energy.

When you use your hands, hold your arm out with the hand open and palm up. It is open, welcoming. Scan the room, using your eyes to find who has a question. (**Instructor demonstrates**)

What happens if five people raise their hands? Use your hands to direct the verbal traffic. (**Instructor demonstrates** by holding one arm out, palm up, to recognize a questioner while using the other hand, palm out, in a stop-sign like motion to hold off the other questioners.) Your hand is open to the one to speak while the holding hand recognizes but delays the others. When you are ready, turn your stop sign into a welcoming, palm-up hand to recognize the next learner.

If no one answers your question, don't call on people by name. It is threatening. Also, don't point. That is threatening, too. Use the open hand.

#### 4. Use your position.

No, we are not talking about using your position as the leader. We are talking about how you use your body during a training session—your position relative to the learners.

Most of us are often full of energy when we are training. Sometimes we pace back and forth. That can be distracting to the learners. Instead, channel that energy into your voice, using your eyes and ears to gather feedback from the learners.

Movement should be purposeful. Move to get something to show, or toward the flip chart for emphasis. Or, move toward a participant to show attention. Don't forget to walk backward to get back to a teaching position. It is not as easy as you think. Practice it sometime before you try it.

Practice using your position to manage the classroom. Let's say there is a group of learners who are chatting or otherwise not paying attention and disrupting. Walk up to them and simply put out your hand—palm down, not in their face—perhaps on the table or table level. Often, they will stop talking. If they don't, turn your back to them. During a break, you might want to privately ask if they can help you so the participants can hear. You may have an adult talk to them.

Let's try this: Have a small group sit to the side and chat while someone talks, perhaps reciting the Scout Oath or Law. Use the tactic mentioned above.

#### 5. Use media to make your point.

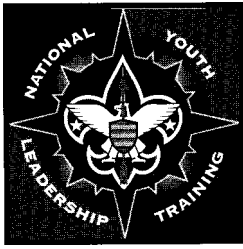
What is media? Why do we use media? For excitement, to generate interest, for better understanding. All of those are appropriate answers.

When you want the learners to focus on the media, move closer to it. If you want your learners to quit focusing on it, walk away from it. This works for all media—from flip charts to video.

Often presenters misuse media. They use it to help them remember what to say. Instead, media should be used to help the learners know where we are, where we are going, and what to remember.

You should know your material—remember our earlier point. Being organized shows the learner you care. When you know your material, the media is for the learner and not the presenter.

Remember to use the Trainer's EDGE™: *Explain, Demonstrate, Guide, Enable*. Go out and practice your training skills.



# Participant Orientation Meeting

The participant orientation meeting is a combination of a meeting for the participants and youth staff and a meeting for the parents and the adult staff. The opening and closing are held together, but most of the meeting is spent in two separate groups. The meeting is typically held on a Sunday night eight days before the course starts.

## Notes on Participant Orientation Meeting

### Opening and Overview

- Greet attendees and welcome them to the session.
- Ask the color guard to perform the flag ceremony.
- Ask the pre-selected individual to offer the prayer.
- Ask the pre-selected individual to present the symbols of Timberline, The Boots and Compass, and share the symbolism.
- Sing the pre-selected song.
- Introductions – Each of the staff take a turn introducing them self. It is good for the youth staff to mention their rank, Timberline experience, and hopes for this year's Timberline experience.

### Youth Break Out

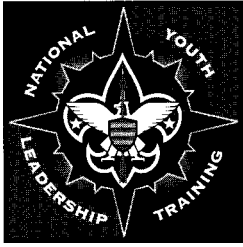
- The youth staff can ask if there are any questions and explain that Timberline is going to be a lot of fun.
- Play a game or two. Keep it simple and involve everyone. This is an opportunity to set expectations that the staff cares about the participants and they are going to enjoy Timberline.

### Adult Break Out

- Each adult staff member can take a turn discussing Timberline from a different perspective. The purpose is to set expectations that the adults care about the boys and the course is ready to provide a great opportunity for the boys.
- Clarify the equipment, drop-off information, pick-up information, and other details that the parents need to help the participants have a good experience. This meeting is a good time to collect participant's medical form.
- Try to draw out questions from the parents. The best discussion is the one they want to have, but there is not time to teach them everything about Timberline.
- Give the parents time to talk with each other about car pooling.
- Keep it short.

### Closing

- Gather attendees and sing a song.
- Ask the Scoutmaster to give a Scoutmaster's Minute.
- Ask the pre-selected individual to offer the prayer.
- Ask the color guard to perform the flag ceremony.
- If someone has donated refreshments, then they are shared for Cracker Barrel.



## Precourse Setup

### Saturday Before the Course

The schedule of events for precourse setup will be determined by the Scoutmaster, senior patrol leader, and other staff members. They should have a clear idea of what needs to be done, both in preparing facilities and in further practice and rehearsal of sessions, activities, meetings, and other course events.

At a minimum, areas to be addressed by the youth and adult staff include:

- Site setup
- Commissary organization
- Program equipment and materials preparation
- Audiovisual equipment and DVD presentations ready to go
- Opening day details arranged (registration, medical review, etc.)
- Presentations and meetings fully prepared and rehearsed
- Orientation Trail developed
- Opening campfire and closing session well-prepared
- Daily schedules and assignments reviewed
- Agendas prepared for meetings of the troop, patrol leaders' council, and patrols



Effective preparations for an NYLT course are seldom noticed when everything runs smoothly. Preparation slipups, however, can cause great confusion. Everybody usually can understand and cope with unforeseeable complications, but they can't understand why there is no pepper in the commissary or how somebody could have forgotten the extension cord for the AV projector. It is the little things that are often the most important.

A secret of good planning is living the experience in advance. Now is the time to think your way through the course—day by day—and live it in advance. Then you'll know what you need, where you'll need it, how you'll use it, how the Scouts will like it, and what you'll do with it when you're done.

### Equipment

Councils should develop a suggested personal equipment list specific to their camp. The equipment needed for the various projects is listed in the appendix. A master equipment list should be prepared based on the needs of your council and then broken down by days to be sure materials are available when and where needed.

## Supplies

Large quantities of paper and a number of simple office supplies are required for an NYLT course. All materials for distribution to participants are provided in the appendix in printer-ready form. The council service center can recommend the best and least expensive method of producing these materials. Be sure the reproductions are good quality.

## Worship Service

During communication with NYLT participants in advance of the course, determine whether the religious obligations of each Scout can be met by the Scouts' worship service on Day Two. When that is not the case, involve those Scouts and their families in making arrangements for the Scouts to attend a service of their own faith.

## Uniforms

NYLT staff and participants should have both their Boy Scout field uniforms and activity uniforms as clothing for a course. The Scoutmaster and senior patrol leader will determine the uniform appropriate for each NYLT activity. (Field uniforms are normally worn for troop assemblies, evening meals, and evening activities.)

Since the course supports the local roles of Scouts, NYLT staff and participants should wear the uniforms of their home troops. Temporary emblems of offices held during the course can be pinned to the uniform or worn as armbands. Some councils also may make available special uniform items—NYLT neckerchiefs, T-shirts, and/or hats, for example—to be used as part of the official uniform during an NYLT course.

Uniforms worn by youth and adult staff should follow the same standards as those of participants. Staff may elect to wear identical staff hats.



Each Scout who attends will do so as a representative of his home troop and will wear the uniform and insignia of his home troop.

## Precourse Communication

The council should send each participant a letter acknowledging his acceptance to the NYLT course, with information on dates and equipment needed.

To model servant leadership, a staff member should phone each participant to inform them of the participant orientation meeting. If the participant is not able to attend the orientation meeting, then give the Scout and parents an opportunity to discuss his questions or concerns. If patrols have been organized before the precourse period, the phone call can be made by the troop guide.

## NYLT Participant Notebooks

Upon arrival at the course, each participant will be issued a notebook with a basic set of course materials. (These materials are found in the appendix.) Be sure all materials to be distributed at the course are three-hole punched.

## Monday of the Course

The preparations are done. Have a great course.