

COURSES FOR TRAINING OF TRAINERS

AIM OF THE TRAINING OF TRAINERS

The World Adult Resources Policy gives great flexibility to NSO to develop their own training scheme/patterns. They can best satisfy the particular needs of their own adults, provide modern training techniques and increase their emphasis on the training of trainers based on local or cultural situations.

The scheme for the training of trainers requires the development of two or three-stage progressive levels of training.

The Two - Stage Approach

The first stage aims to train Assistant Leader Trainers (3-Beaders) and the second stage aims to train Leader Trainers (4-Beaders).

In some countries, the first stage is broken into two stages, thus giving Three-Stage training. In such a case, the first stage focuses on training Course Helpers who have the potential to be developed as Assistant Leader Trainers; the second stage, training of Assistant Leader Trainers; and the third stage, training of Leader Trainers.

Course for Assistant Leader Trainers (CALT)

The aims for the training of Assistant Leader Trainer are to:

AIMS

- Introduce the principles and method of training.
- Identify the purpose of adult training.
- Demonstrate the methods, techniques used, and their application in the interpretation of local policies and procedures in National Associations.

In order to satisfy the outcomes, the training should be designed such that at the end of the training, the participants will be able to achieve the following objectives:

OBJECTIVES

- Accept and explain the fundamental principles of Scouting.
- Explain the policies of the Association, particularly with regard to training.
- Accept and explain current World Policies in relation to Youth Programme, Adult Resources and the Management of an Association.
- Formulate learning objectives.
- State the outcomes of the courses and other training opportunities, including specialist courses, which make up the pattern of adult training in their Association.
- Promote, organise and lead training courses and other training opportunities, up to any including Basic Level Courses.
- Recognise the training needs of participants undergoing training.
- Adapt the training content and the syllabus of courses (whilst meeting the stated outcome) and other training opportunities, in accordance with local circumstances, to satisfy the needs of the participants.
- Create and ensure efficient learning experiences by applying the principles of adult learning.
- Select and use the appropriate up-to-date training methods and training aids for use at each type of training event.
- Recognise training as a continuous process.
- Identify learning needs for personal development.

COURSE FOR ASSISTANT LEADER TRAINERS (CALT)

Day 1

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
0800-0900		Assembly – Flag Ceremony			
0900-0945	45	Opening Ceremony Photo Op			
0945-1000	15	Course Routine			
1000-1015	15	SNACKS			
1015-1115	60	1. Defining Course Objectives 1.a Relate to Vision & Mission of Scouting 1.b Framework of the CALT	<ul style="list-style-type: none"> • State his/her objectives in attending the course • Relate his/her objectives with the Course objectives formulated by the NSO • Explain the roles of the trainer as a manager of learning • Relate the role of the trainer to the Vision and Mission of the NSO. • Discuss the Framework of the CALT 	Self-reflection Group discussion Comparison Discovery learning Analysis Lecture	Portfolio Assessment Self-Assessment Reflections Feedback
1115-1215	60	2. Principles of Adult Learning 2.a Andragogy & Pedagogy	<ul style="list-style-type: none"> • Explain the principles of adult learning • Identify his/her learning style • Differentiate between andragogy and pedagogy 	Simulation Questionnaire Simulation	Quiz Results of questionnaire Observation Checklist
1215-1345	90	LUNCH			
1345-1515	90	3. Learning Styles & Teaching Styles 3.a. Learning Styles 3.b. Teaching Styles 3.c. Matching Learning Styles with Teaching Styles	<ul style="list-style-type: none"> • Identify his/her teaching style • Explain how s/he can match his/her teaching style with the learning style of participants in a training Course • Apply the principles of adult learning in running sessions 	Questionnaire Group discussion	Results of questionnaire
1515-1545	15	SNACKS			

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
1545-1700	75	4. Content of Unit Leader Training 4.a. Formal Courses (Sectional) 4.b. Selecting Session for Practicum	<ul style="list-style-type: none"> • Explain the content of the Introductory Course • Describe the scope and sequence of the Basic and Advanced Unit Leader courses • Distinguish between the content of basic and advanced Unit Leader courses • Select a topic for his/her practicum from either the Basic or Advanced course in his/her section 	Group discussion Analysis Workshop	Feedback Feedback
1700-1830	90	5. Formulating Instructional Objectives 5.a. Domains of Learning 5.b. Formulating Session Objectives	<ul style="list-style-type: none"> • Differentiate general from specific objectives • Formulate specific objectives for the topic s/he has chosen for the practicum 	Exercise Individual work	Result of Exercise Feedback
1830-2000	90	Staff Meeting / Dinner			
		Discuss Rating Card of Participants	(Each participant has a Rating Card which is filled up by the Group Counselor/Facilitator)		

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
2015-2115	60	6. Training Method & Technique (TMT) 6.a Lecture with Buzz Group 6.b Presentation Skills 6.c Communication Skills	<ul style="list-style-type: none"> • Demonstrate how to give an effective lecture • Explain guidelines for giving an interesting presentation • Illustrate the use of appropriate verbal, nonverbal, and symbolic communication in giving a presentation or a lecture • Present an interesting lecturette to his/her group • Differentiate buzz group from small group discussion • Demonstrate the use of the buzz group 	Demonstration	Observation checklist
2115		Announcements / Reflections / End of Day Prayer			

Day 2

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
0800-0845	45	Flag Ceremony – Games			
0900-1015	75	7. TMT-Panel Method 7.a. Panel Discussion 7.b. Panel Presentation 7.c. Panel Interview	<ul style="list-style-type: none"> • Explain the differences among panel discussion, panel presentation, and panel interview • Illustrate guidelines in using the panel methods • Identify topics in training courses where the panel methods can be appropriately used • Demonstrate the use of the panel methods 	Demonstration Group discussion	Feedback Group output Observation
1015-1200	105	8. TMT-Small-Group Discussion 8.a. Facilitation Skills (w/SNACKS)	<ul style="list-style-type: none"> • Explain the guidelines for using small group discussion • Identify topics in training courses where small group discussion methods can be appropriately used • Enumerate guidelines in facilitating a small group discussion • Demonstrate how to facilitate a small group discussion 	Demonstration Group discussion Demonstration	Group discussion output Observation checklist
1200-1330	90	LUNCH (Turn-over of Responsibilities/ Change of GL)			
1330-1600	150	9. Project Work Group 9.a. Preparing Rubrics to Evaluate Projects 9.b. Working on Projects (w/SNACKS) 9.c. Presentation & Evaluation	<ul style="list-style-type: none"> • Explain the guidelines in using the project method • Identify topics in training courses where the project method can be appropriately used • Demonstrate the use of the project method • Demonstrate how to facilitate the planning and implementation of a group project • Appraise the facilitation skills demonstrated in doing the group project 	Demonstration and group discussion Group work Demonstration	Feedback of group discussion Rubric Observation checklist

Time	Mln.	Session/Activity	Objectives	Strategy	Evaluation
1600-1730	90	10. TMT– Demonstration & Base Method	<ul style="list-style-type: none"> • Show the steps in doing a demonstration • Demonstrate the base method • Identify topics in training courses where the demonstration and base methods can be appropriately used 	Demonstration and base method Group discussion	Performance task Output of the group discussion
1730-1930	120	Staff Meeting / DINNER			
1930-2130	120	11. TMT– Brainstorming and Other Creative Training Strategies	<ul style="list-style-type: none"> • Explain the steps in brainstorming • Identify topics in training courses where brainstorming can be appropriately used • Demonstrate brainstorming • Explain the characteristics of creative teaching strategies • Demonstrate other creative teaching strategies 	Lecture with demonstration Buzz groups Demonstration Lecture-demonstration Lecture-demonstration	Observation checklist Output of buzz group Feedback
2130		Announcements/ Reflections – End of Day Prayer			

Day 3

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
0800-0845	45	Flag Ceremony Games			
0900-1000	60	12. TMT – Role Play vs. Dramatization / Case Study	<ul style="list-style-type: none"> • Describe case study • Explain the guidelines in doing case study • Write a scenario appropriate for a case study • Demonstrate the effective use of case study • Differentiate role play from dramatization • Role play the case study analyzed, if appropriate • Identify topics in training courses where case study, role play, and dramatization can be appropriately used 	Lecture Group project Demonstration Analysis Demonstration Buzz group	Feedback Rubric Observation Performance test
1000-1030	30	SNACKS			
1030-1145	75	13. TMT- Cooperative Learning in the Patrol System	<ul style="list-style-type: none"> • Explain the theory behind the use of cooperative learning • Demonstrate cooperative learning strategies • Identify topics in training courses where cooperative learning methods can be appropriately used 	Lecture Demonstration Buzz group	Learning Journal
1145-1330	90	LUNCH (Turn-over of Responsibilities/ Change of GL's)			
1330-1430	60	14. TMT- Structured Learning Experiences and Processing Skills	<ul style="list-style-type: none"> • Explain the use of structured learning experiences (SLE) in adult training courses • Demonstrate the 4 A's of SLE • Demonstrate processing skills • Identify topics in training courses where SLEs can be appropriately used 	Demonstration Demonstration Buzz group	Observation Checklist

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
1430-1500	30	15. TMT-Using Modules in Training	<ul style="list-style-type: none"> • Explain the importance of individualizing instruction in training courses • Describe how modules are used in training • Give examples of different types of modules that can be used in training courses • Identify topics in training courses where modules can be appropriately used • Demonstrate the use of modules 	Input Discovery Buzz group Buzz group Demonstrate	Feedback Answers to Module exercises
1500-1600	60	16. Openers and Enders	<ul style="list-style-type: none"> • Explain the importance of inducing a set and planning for closure in a session • List down effective openers and enders that can be used in handling sessions • Illustrate guidelines in choosing appropriate openers and enders in teaching • Demonstrate appropriate openers and enders for specific sessions 	Input and Group discussion Brainstorming Group work Demonstration	Output of session Output of group work Critique of demonstration
1600-1630	30	SNACKS			
1630-1700	30	17. Selecting Teaching Strategies	<ul style="list-style-type: none"> • Explain the factors that should be considered in selecting appropriate teaching strategies • Select a strategy appropriate for the topic s/he has chosen for his/her practicum 	Group discussion Workshop	Presentation of output Individual interview

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
1700-1830	105	18. Evaluation of Instruction 18.a. Portfolio Assessment	Relate evaluation with the objectives of instruction. Explain the importance of evaluating instruction Explain different methods of evaluating instruction with emphasis on alternative assessment Illustrate the use of portfolio assessment in training Choose the evaluation method appropriate for the objective of his/her practicum topic	Input Lecture with samples Workshop	Matching game Portfolio assessment Interview
1830-2000	90	Staff Meeting / DINNER Preliminary Evaluation of Participants, Checking of Group Objectives			
2000-2130	90	19. Training Aids / Equipment 19.a. Using Training Aids/Equipment 19.b. Choice of Training Aids	<ul style="list-style-type: none"> Describe various training aids (hardware and software) that can be used in training, e.g. audio-visual aids, transparencies, slides, PowerPoint presentation, etc. Explain the precautions that must be taken in using audio-visual equipment Demonstrate how to use audio-visual equipment commonly used in training courses Identify appropriate teaching aids that can be used in specific topics in training courses Prepare a teaching aid appropriate for the topic s/he has chosen for the practicum 	Exhibit of training aids Demonstration Group discussion Workshop	Learning journal Performance test Output of discussion Exhibit
2130		Announcements/ Reflections – End of Day Prayer			

Day 4					
Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
0800-0830	30	Flag Ceremony			
0830-0900	30	20. Use of Songs and Games In Training	<ul style="list-style-type: none"> Identify songs appropriate for training adults/boys. Describe how songs may be used to enhance training sessions Demonstrate how games may help to enhance training sessions. 	Brainstorming Demonstration	Output of brainstorming Observation Practical test
0900-1000	60	21. Management of Human, Material and Time Resources in Instruction	<ul style="list-style-type: none"> Explain how human, material, and time resources can be efficiently managed in teaching Plan how he/she will manage human, material, and time resources in his/her practicum Use time wisely so that all training assignments are completed on time 	Input Workshop	Learning journal Consultation Answers to training assignment
1000-1030	30	SNACKS			
1030-1215	105	22. Session Planning 22.a. Preparation of Session Plans	<ul style="list-style-type: none"> Illustrate the essential elements of session planning Prepare a session plan for his./her practicum topic Conduct a session using the plan prepared observing the time allocation Evaluate the results of instruction 	Analysis of samples of session plans Individual work Microteaching Questionnaire	Learning journal Analysis of session plan Observation checklist Feedback
1215-1345	90	LUNCH Turn-over of Responsibilities/Change of GL's)			
1345-1830	255	23. Practicum (with SNACKS			
1830-2000	90	Staff Meeting / Dinner			
2000-2200	120	Socials			
2130		Announcements/ Reflections - End of Day Prayer			

Day 5

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
0800-0845	45	Flag Ceremony – Games			
0900-1200	165	<p>24. Managers of Learning as Counselors (with SNACKS)</p> <p>24.a Responsibilities of Group Counselors</p> <p>24.b Counseling Techniques</p> <p>24.c Counseling Practicum</p> <p>25.c. Giving Feedback</p> <p>25.d. Evaluating Participants</p>	<ul style="list-style-type: none"> • Explain the responsibilities of the manager of learning as a counselor in a training course • Explain the principles of counseling • Demonstrate how to counsel a member in his/her group in a course • Demonstrate how to give feedback to a participant in a training course • Communicate the needs of his/her group to the staff and vice versa, seeing to it that the comfort and well-being of the group is attended to and that discipline is maintained in the group without being unnecessarily strict • Illustrate how to evaluate the members of his/her group in a training course • Analyze facts already acquired from application forms, observation, and discussion • Identify further training needs 	<p>Input</p> <p>Role play</p> <p>Role play</p> <p>Demonstration</p> <p>Analysis</p> <p>Needs assessment</p>	<p>Processing</p> <p>Processing</p> <p>Critiquing</p> <p>Results of analysis</p> <p>Feedback</p>
1200-1330	90	LUNCH Turn-over of Responsibilities/Change of GL's)			

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
1330-1700	190	25. Learners' Market (Skills Practicum) w/ SNACKS	<ul style="list-style-type: none"> • Make a plan for teaching a Scout / Trainer skill, e.g. <ul style="list-style-type: none"> - Creativity - Negotiation skills - Motivation - Stress management - Time management - System tools - Learning organization - Emotional intelligence Etc. • Implement the plan • Appraise the practicum participated in 	Individual work	Checklist Oral evaluation
1700-1800	60	26. Training 26.a. Training Policies 26.b. Training Scheme 26.c. Training Opportunities	<ul style="list-style-type: none"> • Explain the NSO's policies relevant to training policies • Explain the training scheme of the NSO • Identify available opportunities for training • Enumerate the steps a CALT graduate must undergo to become an Assistant Leader Trainer. 	Lecture Lecture	
1800-1815	15	Election of Permanent Group Leader			
1800-1930	90	Staff Meeting / DINNER (Final evaluation of participants / Course evaluation)			
1930-2100	90	Commitment Ceremony / Campfire			
2100		Announcements /Reflections- End of Day Prayer			

Day 6

Time	Min.	Session/Activity	Objectives	Strategy	Evaluation
0800-0845	45	Flag Ceremony – Games			
0845-1000	75	Summing Up – Clearing House Course Evaluation			
1000-1100	60	Closing Ceremony			
1100-1200	60	LUNCH Home Sweet Home			

NOTES:

The following sessions indicated in the WARH are in the Self-Instructional Modules (SIM) in the Introductory Course, which can be reviewed before or during the Course:

- Mission of Scouting
- Structures
- History of Scouting
- Youth Programme
- Adults in Scouting

COURSE FOR LEADER TRAINERS (CLT)

The World Adult Resources Handbook identifies the aims and objectives of the Course for Leader Trainers:

AIMS

1. Provide an opportunity for the sharing of experiences in the consideration of advanced training methods
2. Demonstrate and develop new training methods
3. Examine, review and evaluate existing training methods and techniques with the objective of recommending improvements.

In order to satisfy the outcomes, the training should be designed such that at the end of the training, the participants will be able to achieve the following objectives:

OBJECTIVES

1. Explain the fundamental principles of Scouting and the role of training in interpreting and implementing them.
2. Explain the need to include current World policies in relation to Youth Programme, Adult Resources and the Management of the Association within the National Training Program.
3. Explain the policies of the Association, particularly with regard to training and the means by which such training is provided.
4. Establish outcomes for training courses and other training opportunities, particularly within the pattern of Adult Training of their Association.
5. Manage cultural diversity and gender issues in a training environment.
6. Conduct training needs analysis.
7. Apply a model to design a training programme.
8. Administer a training course through efficient and effective use of human, financial and material resources. Plan, organise, lead, manage and review such training.
9. Develop evaluation tools to measure learning and effectiveness of training events
10. Explain the relevant adult learning theories/styles and their application in a learning environment.
11. Use the techniques employed in the training of adults,
12. Examine the various leadership theories and their application.
13. Develop skills in resolving conflict.
14. Apply the coaching model.
15. Use the group process to provide efficient learning experiences (Group work)
16. Create a supportive learning environment that is attractive and enjoyable through reflection of learning and active participation of those involved.
17. Explore the role of trainers as a facilitator of learning and as a change agent.
18. Identify the essential competencies of a leader trainer.
19. Identify personal learning needs for development and develop plan /strategy to satisfy them.
20. Develop strategies to promote individual and organizational learning.

NSOs may add additional aims and objectives to suit their local needs.

NOTE: The Asia-Pacific Region (APR) Task Force for Training Tools Development created by the APR Adult Resources Sub-Committee did a survey in 2004 to validate the roles and functions / responsibilities of trainers to identify functional competencies needed by Leader Trainers in the Region.

Course for Leader Trainers (CLT)

Day 1

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
0830-1000	90	OPENING CEREMONY Prayers, Flag, Scout Promise Welcome, Introductions Photo Session COURSE ROUTINE			
1000-1030	30	SNACKS			
1030-1100	30	DEFINING COURSE OBJECTIVES Objectives of the Course Course Overview Orientation Course Routine	<ul style="list-style-type: none"> State his/her expectations from the course. Explain the Framework of the Course State the course requirements and routine. Explain evaluation instruments to be used. 	Individual reflection Lecturette Lecturette	Learning log Observation
1100-1200	60	FOUNDATIONS/ BACKGROUND INFORMATION Fundamentals of Scouting	<ul style="list-style-type: none"> Explain the fundamental principles of the Scout Movement. Discuss how the fundamental principles are applied in training. 	Self-Instructional Module (SIM) Discussion	SIM test
1400-1430	30	VISION AND MISSION OF THE SCOUT ASSOCIATION	<ul style="list-style-type: none"> Analyze the Vision and Mission of the Association. Discuss how the Association makes these a reality. 	SIM Discussion	SIM test
1430-1500	30	Youth Programme (The Programme Sections)	<ul style="list-style-type: none"> Explain the WOSM definition of Youth Programme. Differentiate the sectional programmes of the Association. Discuss the importance of distinguishing the different Sections. 	SIM / Lecturette Discussion	SIM test
1500-1530	30	SNACKS			
1530-1630	60	TRAINING Adult Resources Policy	<ul style="list-style-type: none"> Explain the concept of the Adult Resources Policy (ARP). Describe the different phases of the ARP. Appraise the current status of the ARP implementation in his/her area. 	Lecturette Exercise	Test / exercise
Time	Min	Session / Activity	Objectives	Strategy	Evaluation
1630-1730	60	Training Policies	<ul style="list-style-type: none"> State the key aspects of the Association's Training Policies. Explain the significant training policies of the Association. 	Game / Lecturette	Test
1730-1800	30	Training Schemes	<ul style="list-style-type: none"> Explain the components and requirements of the various phases of the Association's Unit Leaders Training Scheme. Outline the Association's process of developing its Training Team. 	Lecturette Group discussion	Group exercise
1800-1930	90	DINNER			
1930-2130	120	Team Building	<ul style="list-style-type: none"> Participate in team-building exercises. Identify individual and Patrol strengths and plan to harness these 	Structured Learning Experiences (SLE) or Experiential learning	Observation
2130		Night Prayers - Staff Meeting			

Day 2

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
0630-0730	60	Breakfast			
0730-0830	60	Morning Routine Flag Ceremony Inspection, Games			
0830-0930	60	MANAGEMENT OF TRAINING Systems approach to Training	<ul style="list-style-type: none"> • Explain the systems approach concept. • Explain the Systems Approach to Training. • Explain specific training designs 	Group exercise	Group exercise
0930-1000	30	SNACKS			
1000-1100	30	ANALYSIS OF TRAINING SITUATION	<ul style="list-style-type: none"> • Identify training needs of the organization at different levels • Relate the goals and objectives of the Association with the characteristics, needs, and aspirations of the youth today • Describe the present Leader training situation of the Association. 	Lecturette Group Discussion Group Discussion	Group Out
1100-1200	60	Planning - Designing - Backdating	<ul style="list-style-type: none"> • Using the systems approach, design/plan a training event • Demonstrate the backdating process • Prepare the budget for the training event. 	Project work group Exercise	
1200-1330	90	LUNCH			
1330-1500	90	Practicum Workshop			
1500-1530	30	SNACKS			
1530-1700	90	Presentations		Presentation	Feedback
1700-1800	60	ADVANCED TRAINING COURSE Objectives and Content	<ul style="list-style-type: none"> • State the goals and objectives of Advanced Training Courses • Relate the goals and objectives with training needs • Describe the framework of Advanced Training Courses (ATCs). • Show the congruence between objectives and content of the ATC • Demonstrate strategies that can be used in specific topics in the ATC • Enumerate logistical requirements of the ATC. facilities, equipment and materials. • Describe alternatives that may be introduced in case of necessity. 	Lecturette Group discussion Group exercise	Output Feedback
Time	Min	Session / Activity	Objectives	Strategy	Evaluation
1800-1930	90	DINNER			
1930-2100	90	ADVANCED TRAINING COURSE (cont'd) Logistics			

Day 3

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
0630-0730	60	Breakfast			
0730-0830	60	Morning Routine Flag Ceremony Inspection, Games			
0830-1000	90	ORGANIZING	<ul style="list-style-type: none"> List competencies needed by the staff of ATCs Determine the types of staff needed in the course. Explain the roles and responsibilities of the staff. Identify guidelines for the selection of staff Discuss how the staff may be trained before, during, and after the course. 	Group discussion SLE	Output
		Roles and Responsibilities	<ul style="list-style-type: none"> Explain the Training Team concept. Discuss how you can fulfill your roles and responsibilities as course leader Demonstrate a Course Staff Meeting Analyze the conduct of a typical staff meeting during the course. 	SLE Demonstration	Group output Learning log Feedback on observation
		COMPETENCIES	<ul style="list-style-type: none"> Competencies required of training team members 	Group discussion	Output
1000-1030	30	SNACKS			
1030-1100	30	Staff Selection	<ul style="list-style-type: none"> Discuss how to select the training staff Discuss how to maximize the utilization of the training staff 	Group discussion	Output
1100-1200	60	Developing the Team	<ul style="list-style-type: none"> Explain the concept of empowerment Assist the staff to succeed through a system of mentoring junior staff being coached by senior staff 	Demonstration Role play	Processing
1200-1330	90	LUNCH			
1330-1500	90	Directing Leadership	<ul style="list-style-type: none"> Cite principles of directing people Relate the historical development of leadership theories: transactional & transformational leadership theories Demonstrate ways of managing conflict 	Group exercise Lecturette SLE	Feedback Learning log

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
		Motivation	<ul style="list-style-type: none"> • Demonstrate principles of motivation • Discuss factors affecting motivation 	SLE	
1500-1530	30	SNACKS			
1530-1800	90	ADVENTURE TRAIL	<ul style="list-style-type: none"> • Participate in a community service or any adventure trail activity 	(Depending on what the venue can offer, a community service or a tour may be organized. This can also provide an elbow room for time adjustments.)	Feedback Observation
1800-1930	90	DINNER			
1930-2100	90	ADVENTURE TRAIL (cont'd)			
2100		Night Prayers, Staff Meeting			

Day 5

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
0630-0730	60	Breakfast			
0730-0830	60	Morning Routine Flag Ceremony Inspection, Games			
0830-1000	90	Teaching Scouting Skills – Bases: Bases by Choice	<ul style="list-style-type: none"> • Demonstrate strategies in teaching Scouting skills. • (The participants' Scoutcraft skills needs are surveyed and matched with the staff's skills-teaching capabilities. This serves as basis for the choice of skills to be offered) 	Demonstration	Oral reflection
10:00	30	SNACKS			
10:30	30	Teaching Skills (cont'd)			
1100-1200	60	SESSION PLANNING	<ul style="list-style-type: none"> • Discuss guidelines in planning for a session. • Explain the criteria for evaluating a session. • Prepare a plan for a 60-minute session. 	Discussion	
1200-1330	90	LUNCH			
1330-1400	30	Session Planning (cont'd)			
1400-1500	60	Practicum	<ul style="list-style-type: none"> • Demonstrate the Session which his/her group has jointly planned for • Give feedback on demonstration teaching 	Demonstration teaching	Feedback on lesson observed
1500-1530	30	SNACKS			
15:30	150	Practicum (cont'd)			
18:00	90	DINNER			
19:30	90	ADMINISTRATION OF TRAINING Staff Meeting	<ul style="list-style-type: none"> • Discuss steps in prepare for a course: <ul style="list-style-type: none"> - Choice of venue - First meeting of the course staff - Processing applications - Training forms - Budget preparation and control - Coordination with outside agencies - Certificates • Demonstrate how to conduct staff meeting 	Group Work Demonstration	Feedback on group work
2100		Night Prayers, Staff Meeting			

Day 6

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
0630-0730	60	Breakfast			
0730-0830	60	Morning Routine Flag Ceremony Inspection, Games			
0830-0930	60	Wood Badge Traditions	<ul style="list-style-type: none"> • Explain the history of songs and games in Scout training. • Select songs and games appropriate for specific sessions. • Explain the historical significance of campfires in training. • Discuss guidelines in conducting campfires during training courses. • Explain other traditions in Wood Badge training • Explain their historical significance in Scout training. 	Lecturette Group work Lecturette Group discussion Panel discussion	Feedback
0930-1000	30	Inspections	<ul style="list-style-type: none"> • Demonstrate how to conduct an inspection during an Advanced Training Course. 	Demonstration	Feedback on demonstration
1000-1030	30	SNACKS			
1030-1200	90	Ideas Exchange/Electives (Training Market)	<ul style="list-style-type: none"> • Share <u>special</u> skills with others using specific strategies on skills teaching • Demonstrate various skills s/he has not learned before, e.g.,, <ul style="list-style-type: none"> - Creativity - Negotiation skills - Stress Management - Time management - Counseling skills - Emotional intelligence 	Practicum	Learning log
1200-1330	90	LUNCH			
1330-1500	90	CONTROLLING Evaluating Training Courses	<ul style="list-style-type: none"> • Discuss aspects that should be evaluated in a training course. • Explain the guidelines to be observed in evaluating each item 	Group discussion	
1500-1530	30	SNACKS			
1530-1600	30	Reporting	<ul style="list-style-type: none"> • Explain the content of a typical Course Leader's Report. 	Group discussion Lecturette	Output

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
1600-1800	120	Self Evaluation	<ul style="list-style-type: none"> Explain your responsibilities as a Course Leader and as a member of the training team. Discuss how you can motivate leaders to take continuing training. Identify your training needs 	Group discussion Group discussion Self-reflection	Feedback on the results of group discussions Learning log
		Action Planning	<ul style="list-style-type: none"> Explain the training opportunities you can avail of, both within and outside Scouting, to satisfy your training needs. Plan the steps that you can take to meet your training needs. 	Workshop	Individual conferences
1800-1915	75	Preparation			
1915-2200	165	SOCIALS "International Night"			
2200		Night Prayers, Staff Meeting			

Day 7

Time	Min	Session / Activity	Objectives	Strategy	Evaluation
0630-0730	60	Breakfast			
0730-0830	60	Morning Routine Flag Ceremony Inspection, Games			
0830-1000	90	SUMMING UP, OPEN FORUM COURSE EVALUATION			
1000-1030	30	SNACKS			
1030-1200	90	CLOSING CEREMONY Recognitions Challenge Commitment Flag Lowering Participatory Prayer			
1200		LUNCH			
		Home Sweet Home			