Troop 306
Instructor Handbook

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1. Enter your name and the date that you started this position.
2. Read and understand the enclosed material.
3. Photocopy and use enclosed forms where appropriate.
4. Bring this binder with you when you have a job review or board of review.
5. At the end of your term, return this binder to your Leadership Position Coordinator.

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
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Troop Instructor Leadership Card

Name: ________________________________

Patrol: ________________________________

Job Description: The instructor works with scouts to help them learn skills for rank advancement and merit badge requirements.

Leadership Position Coordinator: Assistant Senior Patrol Leader

Duties of Instructor:

- Must attend Troop Leadership Training.
- Carry out a specific teaching assignment assigned by the Senior Patrol Leader each month. A teaching session should last 20 to 30 minutes and should impart or review a basic scout skill that will be used in the upcoming Troop outing.
- Do necessary research to master the assigned skill.
- Work with Assistant Scoutmaster to master the assigned skill and to prepare a teaching plan.
- Submit to Senior Patrol Leader a written teaching plan in advance of each assignment. The plan must show what will be taught and how it will be taught. The plan should be about two paragraphs in length. Senior Patrol Leader should check that the plan uses the EDGE method, including hands-on demonstrations, an activity, and/or a game. SPL should reject a teaching plan that is inadequate.
- Teach the assigned skill at a troop meeting in a 20 to 30 minute period. During that time, maintain control of the troop.
- Is highly knowledgeable in at least two areas of instruction.
- Keeps an attendance roster of all attendees at each training session and at the conclusion of that training, gives the list to the Troop Guide.
- Prearranges and acquires necessary equipment for the training from the Quartermaster BEFORE the meeting.
- Returns the equipment needed for the lesson to the Quartermaster at the conclusion of each lesson.
- Coordinates with Troop Guide the schedule for training.
- As needed, performs or assists in demonstrations for the troop at-large
- Sets a good example
- Enthusiastically wears the Scout uniform correctly
- Lives the Scout Oath and Law
- Shows Scout Spirit

Areas of Expertise:

- Knots
- Knife & Axe
- Fire
- Cooking
- First Aid
- Orienteering

Position Coordinator

Date/Initials

__________ Briefed on duties and responsibilities.

__________ Conducts training for the New Scout Patrol on a regular basis.

__________ Keep a roster of all training attendees.

__________ Consistently has all necessary equipment ready to begin the training.

__________ Complete all other Instructor duties during term in office.
The EDGE Model

Stages and Training Methods

<table>
<thead>
<tr>
<th>Training Stage</th>
<th>What It Is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>√ Tell them (talk, audiotape).</td>
</tr>
<tr>
<td></td>
<td>√ Give written instruction or explanation (paper, book, Web page).</td>
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<tr>
<td>Demonstrate</td>
<td>√ Show (include role plays, videos, computer animations).</td>
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<tr>
<td></td>
<td>√ Do it yourself as they watch.</td>
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<tr>
<td></td>
<td>√ Use a diagram.</td>
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<tr>
<td></td>
<td>√ Tell a story (can be fictional or real-life examples).</td>
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<tr>
<td>Guide</td>
<td>√ Watch them do it and give verbal hints and tips.</td>
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<tr>
<td></td>
<td>√ Do it together (at the same time).</td>
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<tr>
<td></td>
<td>√ Let them try it; then talk about it.</td>
</tr>
<tr>
<td></td>
<td>√ Let them ask questions as they try it.</td>
</tr>
<tr>
<td>Enable</td>
<td>√ Give a memory aid.</td>
</tr>
<tr>
<td></td>
<td>√ Give them a task that requires this learning.</td>
</tr>
<tr>
<td></td>
<td>√ Ask them to teach someone the new learning.</td>
</tr>
<tr>
<td></td>
<td>√ Give them the resources to do it again without you.</td>
</tr>
<tr>
<td></td>
<td>√ Help them use the learning again in a new setting or situation.</td>
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</tbody>
</table>

Tools of a Trainer

**Voice**
- Learners should be able to hear without straining.
  - Tip: Pretend someone is standing behind the last learner in the room, and speak so this pretend person can hear.
- Adjust to accommodate the room’s acoustics.
  - Tip: Move the tables closer to you or use a microphone.
- Tone should be confident, enthusiastic, and pleasant, but never sarcastic.
  - Remember: A Scout is friendly, courteous, and kind.
- Speed is important. Too fast reduces effectiveness, too slow is boring.
  - Tip: Ask a co-trainer to signal you to go faster or slower.
- Be aware of learners’ vocabularies. Be clear, and avoid slang, acronyms, and filler words.
  - Tip: Ask a co-trainer to give you feedback

**Eyes**
- Always be aware of all events in the room. Make a conscious choice to act on or ignore what you see.
  - Tip: Act to assure that most learners are not distracted from the learning.
- Establish eye contact with everyone.
  - Tip: Look at a learner for the length of one sentence before moving to look at another learner.
- Interpret what you see from eye contact, and decide any action.
  - Tip: If they are squirming, give them a break.

**Ears**
- The best trainers are great listeners. Listen with the intent to understand, not with the intent to reply. Find out the real question.
  - Tip: Summarize and repeat back the question before answering to confirm your understanding.
- Be aware of the learners’ audible signals—you must judge whether or not to respond.
  - Tip: Assure that most learners are not distracted from learning.
- Be comfortable with silence—not talking opens the door for others to participate.
  - Tip: Many adults take three to five seconds to think of an answer. Teens typically take seven to 12 seconds.
Body Language

**Good Habits**
- **DO** use a neutral stance. Be natural without doing anything to distract the group.
- **DO** use a happy, cheerful facial expression when training (unless the topic makes this inappropriate).
- **DO** stand in the best place to communicate effectively with the group.
- **DO** use your arms to “direct” verbal traffic.
- **DO** use the three trainer tools (voice, eyes, ears).
- **DO** command attention when you need to control the group.
- **DO** empty your pockets before you start to facilitate.

**Bad Habits**
- **DON’T** fidget (with objects, hair, or clothes). It distracts the learners.
- **DON’T** put your hands in your pockets.
- **DON’T** fold your arms (it’s defensive).
- **DON’T** use your arms only from the elbow down (makes you look like a robot).
- **DON’T** move around the room unnecessarily.
- **DON’T** show you are tired, even if you are feeling exhausted. This reduces the group’s energy level.
- **DON’T** lean on desks or furniture (it makes you look insecure).
# Managing Situations With Body Language

<table>
<thead>
<tr>
<th>Situation</th>
<th>Recommended Approach</th>
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| Stop side conversations among learners.            | • Physically move toward the people talking.  
• Put your hand out (toward the people talking).  
• Make eye contact.  
• Use individual's name in discussion (remember when Sally said...). |
| Project confidence.                                | • Stand in the middle of the room (don't stand behind things).  
• Stand in the neutral position—head high, shoulders back.  
• Pleasant look/smile on your face.  
• Make quality eye contact.  
• Project your voice.  
• Do NOT tell your learners you are nervous, ill, this is your first time, problems exist, etc. |
| Inviting/receiving questions                       | • Silence.  
• Eye contact. (Watch learner's body language—confused? Wants to say something?)  
• Extend arm with palm up to an individual. |
| Stopping questions because you will cover the material later | • Hold hands in the air with palms up (stop).  
• Make eye contact around the room.  
• Tell learners the material will be covered in the next “X” amount of time.  
• Have people jot down their questions.  
• Tell group you will move on (arms extended, upward palms, eye contact, nod your head) to get the group to agree without ever asking them. |
| Shut down discussion and move on when learning points are covered | • Get group’s attention (silence, loud voice, move closer, arms up for positive energy!).  
• Reinforce the critical learning points already covered.  
• Thank group for energy.  
• Tell them you are moving on (use the content to move forward). |
| Get the full group’s attention after an exercise   | • Get everyone focused on the front of the room (methods: silence, loud voice, strong body language, big arm movements).  
• Use the content to move the group forward. |
| Make a VERY important point                        | • Stand in the middle of the room (close to the group).  
• Lower your voice.  
• Make the point (tell the group it is very important).  
  - Speak slowly, accentuate each word (make good eye contact with each person).  
  - Accentuate with body language (use hands). |
| Get volunteers                                     | • Ask for volunteers—better yet, ask for a “helper.”  
• Use silence (and scan the room to make eye contact).  
• Extended arm, palm up, “special” eye contact at individual you want.  
• Have previous volunteers select next volunteers.  
• Spin the pen (or the gimmick, i.e., person with birthday closest to December or longest hair or “Everyone stand up! Last one at your table to stand is the volunteer.”) |
| Co-trainer teamwork                                | • Have a predetermined signal to let your co-trainer know you want the floor.  
• Frequently ask your co-trainer, “Do you have anything to add?” |
| Co-trainer teamwork: “Off-stage” trainer is asked a question | • Direct your eye contact away from person asking the questions to your co-trainer who is leading the group.  
• “Lead trainer” walks into line of sight of person who is talking to seated co-trainer.  
• Co-trainer deflects the question to lead-trainer with a hand. |
Instructor’s Report to ASPL

(Due to the ASPL by the meeting before the PLC)

How many Troop Meetings did you attend over the last month?

Did you teach at all of those meetings?

What skills did you teach over the last month?