

Communicating Mike Hammes

I. Learning objectives

A. Know the 4 elements of comm.

B. Be able to communicate clearly

II. Ways to comm.

A. Write down

B. Read aloud

C. Repeat message

D. Take notes

III Receiving (getting)

A. Hear

B. See

C. Feel

D. Taste

E. Smell

IV Retrieve info

A. Memorizing

B. Memory joggers

C. Association

D. Notes

E. Repeat

V Giving

A. speak clearly / eye contact

B. Writing clearly

C. Flipchart or visual

D. outline

E. Summarize

F. 5 senses

VI. Interpreting

A. Motivations

B. Conflict

C. Experience

D. Attitude

VII. Summary

A. Receiving

B. Retriever

C. Giving

D. Interpreting

E. Remember 20% what hear

50% what see

F. Learn 11% hear

83% seeing

Observation + Reflection

By: KMang

Reflections

- We sit where we can see each other
- No interruptions
- do not make fun of each other
- no put downs
- no such thing as a dumb answer
- You are free to keep quiet
- All positive questions + answers/statements

How well did group work together

Was the group, as a whole, satisfied w/ the effort

Was the group cooperating as a team

Were there any leaders, if so how many

How was the task accomplished

Do you feel everybody pitched in

Resources

I. Definition

A. something you use

II. Examples

A. Natural

B. Vehicles

C. Books

1. Scout

2. Reference

D. People

1. Scout leaders

III. How to find

A. Look

B. Library

C. Home

D. Question or Ask

IV. Patrol Leader

A. Help other People

B. Communicate - Give Knowledge

C. Lead

D. Represents Patrol

V. Reflections

A. only 1 person talks at a time

B. No WRONG Answers

C. No put-Downs

Effective teaching

I. Parts

- A. Learning objectives
- B. Discovery
- C. Teaching, learning
- D. application
- E. evaluation

II Learning objectives (goals)

- A. What people, are supposed to learn

III Discovery

- A. What is known
- B. Don't know something you need to know
- C. You want to learn more

IV Teaching

- A. hearing
- B. lectures
- C. Presentation

in order for teaching to be effective, something must be learned

~~D. ...~~
~~E. ...~~
3 questions of ...
what ...
do + understand



Being Lost

I. How Not to get lost

A. Know where you are before you leave

1. Plan your route & mark it on a map

2. study the map so you know the countryside

3. take a compass

B. What Questions do you ask yourself before you leave

1. Have I looked at a map

2. do I have, everything I need

A. Water

B. Compass

C. Tent

D. Sleeping bag

E. backpack

F. map

G. Hiking boots

H. Buddy

C. Where is your campsite

7 Keys to low impact + No trace camping

I. Pre trip plans

A. Wear clothing that blends into surroundings

B. stow food in containers you can take it home after your trip

C. Take along trash bags & use them

D. Plan 12 or less people in your group

E. Choose areas that are right for your activity

Wind & Weather
I. Sayings (Bas weather)

A. Red at the evening, sailors take warning,

B. Ring around the moon it will rain

C. If clouds are moving west there will be a
tornado

D. When swallows fly low it will rain

TREES

I. Kinds of wood

A. Gives us paper

B. Gives us wood

C. Gives us paper

D. Wood

E. Gives us wood

II. What are some parts of a tree?

A. Leaves

B. Bark

C. Xylem

D. Wood

E. Cambium

F. Phloem

G. Root cap

H.

I. Palisade layer

J. Epidermis

K. Cutin

L. Chlorophyll

III. Kinds of trees

A. Elm

B. Red oak

C. White oak

D. Everest

E. Spruce

F. Maple

G. Redwood

H. Rubber

I. Fir

Representing the Group

objectives - explain that the patrol leader represents 2 groups, explain the 2 ways that a leader represents his group, the leader has the ability to represent the groups opinion not merely his own, the importance of this leadership skill for effective leadership will combine the skills of communication needs + characteristics of the group with representing the group

I. Two situations

A. Without consultation

1. less errors are made whether the leader knows his patrol's likes, dislikes, resources, or capabilities
2. 2 skills of leadership required for this
 - A. Understanding needs + characteristics
 - B. Knowing + using the resources of the group

B. Consulting with the patrol

1. Decide what the nature of the job or prob. is
2. Get all of the facts that you can
3. Determine the mood of the patrol group

*4. Use you skill in communicating

2. when you represent the group

- A. clearly state your patrol's position
- B. listen to other patrol leaders + respect their opinions
- C. if there is conflict or disagreement, decide whether to stand fast or compromise

3. After you represent your patrol

- A. Refer to notes or retrieve INFO
- B. Explain situation to the patrol, you are now representing PLC

II Reaction Scale

II 2 ways to represent group

- A. Must represent groups decision exactly
- B. Use own judgement, the precision of the group

IV The Patrol

- A. He must represent the views of his patrol to the PLC.
- B. He must represent the views of the PLC to his patrol

Evaluation

I Objectives

- A. Know 6 Questions used in evaluation
- B. Know + Explain the 2 Elements
- C. Know + use par. 18
- D. Use this skill

II What is evaluation

A. Review + checking the task

1. Did you finish?

2. See How the group gets along

III Setting up patrol camp

A. Was it finished

B. Was it organized

C. Was it done on time

IV Group participation

A. Did group get along

B. Was everybody pleased with their effort?

C. Are they eager for the next task

V Par 18

A. Was

it is a leader's job to keep the group balanced



the objective - keep group together + get job done

VI Working together

- A. some people do things better than others
- B. gets the job done faster
- C. Strengthens the group

VII Underway Evaluation

- A. is Job getting done right
- B. is everybody getting done
- C. is job setting done on time
- D. is everybody getting along
- E. is everybody helping
- F. is everybody ready + eager for this Job

VIII Evaluation with effective teaching

- A. are you teaching ^{it right}
- B. how can I ^{meet his needs} to help him learn
- C. is there enough time

IX When + Where to evaluate

- A. Campsite
- B. Meetings (troop or patrol)
- C. People
- D. Every Job

Planning

I. Learning objectives

- A. list the 6 stages in planning
 - B. apply the stages to exercises to this troop
 - C. explain the importance and value in careful planning
-

I. Consider the task

- A. find out job
 - 1. is there time
 - 2. what is the task
 - 3. does everybody understand the task
 - 4. does everybody agree with it
- B. decision

II Consider the resources

- A. what resources are available
- B. whose got the resources
- C. where are the resources
- D. what supplies do I need
- E. How much will it cost
- F. decision

III consider the alternatives

- A. any other ways
- B. Plan B, will it rain
 - 1. if someone with assignment doesn't make it
- C. decision

IV. Write down plan

- A. remember
- B. Better organized
- C. Easier to tell other people
- D. So there can be a visual aid
- E. Decision

V Put the plan into action

- A. follow plan exactly
- B. Plan B

C. Keep task in sight

D. decision

VI Evaluate

A. Will I get done on time

B. Was it done right

C. Did everybody participate

D.

E. pleased w/ effort

F. are you eager for next job

VII Summary

A. Consider the task

B. consider Resources

C. Consider alternatives

D. Write plan down

E. Put plan into action

F. Evaluate



Preparing a presentation Plan

Learning objectives:

1. fill out + use a presentation effectively
2. to understand a presentation plan is a key part of a presentation:

I The presentation form

1. The Presenter: the person leading the presentation
2. The Subject: the topic of the presentation
3. The Objectives: what you want to accomplish
4. Materials: Things that are needed to do the presentation
5. Preparation: things you do to get ready for the presentation

II Presentations:

1. Learning objectives - goals that you have for the people you're presenting to
2. Discoveries - When you find out something new that you didn't know before, it lets the group learn about the topic
3. teaching - telling others how to do things, visual aids, Experiment + experience
4. Application - it shows how to apply the skill, You can teach them how to apply the skill there or give examples they can do later
5. Evaluation - Judgement, testing to see if the skill actually worked, a review or summary
6. Summary - how to put together + give a presentation, how to make your presentation effective

Thinking about skills + how to give an effective presentation, how to summarize the skill,
You will be able to explain the things to your patrol in an organized way, it will help plan campfires + campouts

Reading a map 181-186 map symbols

Controlling the group

I. Why control

- A. So the troop/patrol don't get out of hand
- B. To accomplish tasks
- C. So no one is hurt
- D. To make meetings run smoothly
- E. To help people get out of trouble
- F. Keep group under control

II. Who controls

- A. SPL/ASPL
- B. SM/ASM
- C. Adults
- D. Person in charge
- E. PL/APL
- F. Parents

III. When do you control

- A. When something/somebody is out of control
- B. When job is finished
 - 1. Evaluation
- C. As work progresses

IV. 5 methods of controlling

- A. Observation
 - 1. Position yourself so you can see everyone clearly
 - 2. be available for questions
 - 3. Don't stand over people
 - 4. Praise Good work

B. Instructing

1. speak clearly
2. Use your skills of effective teaching
3. give minimum instructions + stay out of their way

C. helping

1. do your own job well
2. take a positive approach
3. Give ^{minimum} a helping hand

D. inspecting

1. know what you would expect to see
2. Be sure you can see clearly from wherever you are
3. Use a checklist

E. Reacting

1. Praise good work
2. take blame/no mistakes
3. consider whole job not just best part

V. To whom to control

- A. People who are out of hand
- B. People you have authority over
- C. the entire group
- D. certain members
- E. Group w/ most important jobs

VI. What does leader control

- A. Work schedule
- B. quality of work

- C. Quantity of the work
- D. Delegation of tasks
- E. Himself

VII Using control to ensure success

A. To ensure jobs done on time, right place, right way

B. To ensure group involvement, eagerness, enjoyment

VIII Leadership Skills

A. Resources of Group

B. Communicating

C. Needs & characteristics of group

D. Effective teaching

E. Counseling

F. Evaluating

G. Planning

H. Representing the group

IX. Objective of leadership

A. get job done

B. keep group together

setting an example
 is one of the best
 ways of
 controlling someone

REFLECTION

I. 4 Goals

- A. Discuss what happened
- B. Make a judgement (was it good? bad? why?)
- C. Generalize the experience (relate it to real life)
- D. set goals (summarized)

II leading the reflection

A. Lay the ground rules

1. No wrong or dumb answers
2. Don't have to participate
3. Sit where everyone can see you
4. No put downs
5. one person speaks at a time

B. Facilitate the discussion (keep your personal feelings out of the reflection)

1. Coach the comments out of the participants
 2. Use open-ended questions
 3. Try to get everyone to participate
- ### C. Ask thought provoking questions
1. Who, what, when, where, why, how (prevent yes + no answers)
 2. Avoid do, did, was

Preparing Presentations

- I. Read through presentation, why?
 - A. Set goals
 - B. Figure out what you need
 - C. Understand what you're teaching
- II Read + understand learning objectives
- III Get all materials needed
- IV Use headings in staff guides
- V Follow the guide
- VI Emphasize key points in summary
- VII Repeat the key points several times
use summary to ensure that the message got across

Communication

Goals for everything

Receiving info

How - listen, write it down, see it, observation, touching it, Ask questions, confirm things, smell, body language

Retrieving + Recalling - everybody needs retrieving system - understand, memory, take notes; memory joggers - string around finger, alarm clocks, write a note, memory, association

Give information - accurate, having good listeners, speaking clearly, review, visual aids, feedback or question summarize

Interpreting - motivation, quizzes, games; conflict, experience, distraction, attitude,

- ① Only 11% of what people know by listening but they learn 32% of what they know by seeing
- ② people remember 20% of what they heard but can only recall 50% of what they heard & saw

Setting the example

I. Methods of setting example

A. Uniform

B. on time

C. Enthusiasm

D. Know names

E. treat everyone as individual not just as group

F. Don't show irritation

G. Best Presentations possible

II. Why is setting example good leadership skill?

A. Good example (How it should be done)

B. Good behavior shows the group how to behave

III. How to set the example

A. Know your job

B. Follow instructions

C. correct uniform

D. Do your best

E. Live by scout

F. Show initiative

G. Act Mature

H. Show initiative

I. Attitude

IV. Summary

A. Setting example is most important skill

B. if you don't look + act like a leader no one will follow

C. BP You lead entirely by your own personal example, don't

forget that that is what tells, + that's the easy
way to, get success, not only easy way, its only
way

Sharing Leadership

I. 4 types of leadership

A. Persuading

B. Delegating

C. Telling

D. Consulting

II Telling

A. Emergency

B. Patrol leader is expert

III Persuading (selling)

A. PLC makes decision that must be sold to others

B. Enthusiasm

IV Consulting

A. leader wants to know who is for and against something

B. leader doesn't know what to decide

C. leader wants to see what the group thinks about something

V Delegating

A. single delegating

B. group delegating

1. times used

A. leader doesn't know what decision

B. Not leader's decision to make

C. Maximum enthusiasm

VI Difference between responsibility & authority

A. Responsibility can't be shared your job

B. Authority how to use responsibility

Mens april's Meeting

Fire Lay

Campfire skit/song

Sassafras

Pine

Sandstone

Quartz

Grapevine

Geode

Maple Leaf

Oak Leaf

Empty birds nest

Walnut

Hickory

Birch

Dandelion Leaf

What do you hear

Sat

B French Toast

L Cold cuts

D Stew

Son

B

Zip lock bag

Styrofoam

Plastic flag

Cherry tree

Cedar

Moss

Sunbleached Mt. Dew Can

Name birds

Pay Telephone #

Gum wrapper

Drinking straw

1974 penny

Snow

Identify animal tracks

Evaluations

Jim Haynes

I. Learning objectives

A. Know 6 questions of Eval

B. Be able to balance job Requirements

II Evaluating

A. to Review

1. Job

a. Did it get done

b. Was it done on time

c. Was it done right

2. Group

a. did group wk together

b. are eager for next job

c. was group happy w/ result

III for IS Evaluation

A. help improve the group

IV Objectives

A. objectives are met by working together

B. When objectives are met everyone becomes aware of everyone else

C. Members realize they need each other to do well

V Working together

A. gets job done

B. make group stronger

C. Bonds the group

★ Remember IS evaluation doesn't take place the group won't get better

Summary

April 8

1 was job done

2 " " " on time

3 " " " good

4 was group eager for more

5 " " happy w/ result

6 did everyone pitch in

Effective teaching

Instruction from the viewpoint of the learner

I. 5 parts

A Learning objectives

B Discovery experience

C Teaching-learning

D Application

E Evaluation

II Learning objectives

A. What you expect to learn

III Discovery experience

A. Any happening with 3 results

1. Knowledge is confirmed

2. A need to know is established

3. Motivation is created

IV Teaching-learning

A. Stop when learning objectives are met

B. Needs to know - what knows = what to work on

C. Give full attention/effort/

D. Three ways to learning

1. hearing

2. seeing

3. Doing - Puff blowing, experimenting, figuring

V Application

A. Service project

B. Presentation

C. See how to apply what I know

VI. Evaluation

A. Seeing how a job got done

VII. What if a person doesn't learn

A. Take time aside so he understands

1. Reteach it slower

2. Use other teaching techniques

3. Good Motivation make it fun

4. Keep it simple

★ For to be effective, learning must take place

VIII. Summary

A. Effective teaching

Effective Teaching

I. Instruction from the viewpoint of the Learner

I. 5 parts

- A. Learning objectives
- B. Discovery experience
- C. Teaching & Learning
- D. Application
- E. Evaluation

II. Learning objectives

- A. What a learner should have heard

III. Discovery

A. Only happening that has 3 results

1. Knowledge is confirmed
2. A need to know is established
3. Motivation

IV. Teaching & Learning

A. Stop whenever learning objectives are met

B. Needs to know what's desired + what's to work ^{on}
Needs to know - what you know = what U need to work on

C. give full session

D. 3 ways of learning

1. Seeing - paintings, reading,

2. hearing - speeches, music, conversation

3. doing - building, camping

a. trial + error

b. Experimenting

c. imitating

E. Mind discoveries

1. Knows now

2. Needs to know

3. wants to know

IV Application

A. game as a test

B. apply what you learned

C. see how New knowledge works

V Evaluation

A. Review what happened to see if the objectives were met

2. test

VI What if the person doesn't learn

A. teach again

1. slower

2. individually

3. make more fun

4. Doing

5. Simple

★ For teaching to be effective, learning must take place

VII Summary

A. Communications

B. Resources of group

C. Characteristics + Needs

D. Representing the group

I. Why do we reflect?

- A. Improvement
- B. Understanding
- C. Forming the group
- D. Evaluation

Scouting is a game with a purpose
BP

Object - touch the can

Purpose - teamwork, communication, learning,
have fun

II Model of reflection

A. Discuss what happened

1. Find out whether or not you were successful

2. Evaluation

3. Open ended question (question without yes/no)

B. Make a judgement

1. Were decisions made

A. Focus on good first (positive things)

B. Focus on specific skills

C. Generalize the experience

1. How to put to use the skill

2. How to apply in troop/staff position

D. Set goals

1. Specific Application

2. help focus on plans

3. brings reflection process to a close

Leading reflection

I. Lay the ground rules

A. no wrong answers

B. no put downs

C. don't have to participate

D. one person speaks at a time

E. visual contact by everybody

II. Facilitate the discussion

A. Act as a starting point

B. Guide reflection

C. Reserve judgement

D. Encourage

E. Moderator

*F. Be Positive

III. Ask thought provoking questions

A. Open ended questions

B. Feeling questions

1. helps people to be more honest

2. help us get to know each other

3. help us be more sensitive

C. Judgement questions

D. Guiding questions

1. directs the group

2. Focus on reflection

E. Closing question

1. how to improve
2. what did you learn

IV. Important points

- A. Guide more than you direct
- B. helps the scouts figure it out
- C. More concern for the individuals than task

V Guidelines

- A. 10-15 minuts for reflection
- B. Purpose is more important than object
- C. Gets easier each time

VI Initiative or skill game

- A. accomplish tasks
- B. have fun
- C. can encourage teamwork
- D. Have a specific goal
- E. No winners, no losers (winning is not important)

VII Leading Games

- A. Know the rules
- B. Know schedule
- C. Stand apart from the group
- D. Room + Equipment
- E. Safety (Fairness)
- F. Know Questions

VIII Summary

A. KISMIF (Keep It Simple, Make It Fun)

B. Reflection is not Psychology

C. Reflection adds dimension to learning

Reference

W.S. staff guide

241-250

Scouting is a game w/a purpose

Representing The Group

Pat day

I Representing the group

- A. Without consulting the group
- B. Consulting the group

A. Without consulting the group

1. May make a decision disliked
2. Make a decision with group in mind
3. Know the resources of the group
4. Make no decision

B. Consulting group

1. Group's ideas & feeling
2. Lets group feel a part of decision
3. Compromise

II What kind of judgement to use

A. Without consultation

1. 4 sided
2. Know characteristics + needs

B. When U consult group

1. States group Decision

III Steps of Consulting group

A. Before represents

1. Get group's opinion
2. Compromise

B. When representing

1. Make sure states patrol's opinion
2. Listen to other patrol leaders opinions

C. After representing

1. Discuss what happened with your patrol

2. " " you're going to do

3. Ask how group feels

Patrol leader wears 2 hats. He represents himself + his patrol/PLC

Summary

A 2 ways 2 represent

1. with consulting patrol

2. without consulting patrol

Evaluating

Tony Craney

I. Definition

A. reviewing

B. grading

C. Survey

II Examples

A. Quiz

B. Test

C. Questions

D. Survey

III Examples in Scouting

A. Board of Review

B. inspection (campsite)

C. Scoutmaster's conference

D. Skills Test

IV Campsite Evaluations

A. High ground

B. Space

C. level ground

D. Drainage

E. Water supply

F. Bathroom

G. Fire Pit

V Par 18 Evaluation

A. Job

1. Done?

2. Done on time

3. Done right

B. Group

1. Did everyone help
2. Pleased with the effort
3. Eager for next job

IV Possible outcomes of Par 18

- A. ~~Group~~ Δ ~~Job~~ Group had fun, Job wasn't finished
- B. ~~Group~~ Δ ~~Job~~ Job got done, group didn't help
- C. ~~Group~~ Δ ~~Job~~

VII Summary

- A. Ask ^{par 18}
- B. Improve _{Job}

Communicating · By Mark McConnell

I. Objectives

A. Know 4 elements of communicating

B. Be able to communicate clearly to accomplish a task

II. Ways to pass a message effectively

A. Passing on of a written message

B. Read the message aloud

C. Repeat message to confirm

★ D. Take notes

E. Copy down the message

III. Receiving (getting)

A. Hearing

B. Seeing

C. Tasting

D. Feeling

E. Smelling

IV. Retrieving (Recalling)

A. Memory Joggers

1. String around your finger

2. Association

3. Abbreviations

4. Rhymes/Sayings

B. Memorizing

C. Repeating

★ D. Notes

1. Best way

2. Permanent Record

V. Giving information

- A. Visual Aide
- B. 5 senses
- C. Write clearly
- D. Eye contact
- E. Outline
- F. Summarize
- G. Speak Clearly
- H. Feedback

II Interpreting (Filtering)

- A. Motivation
- B. Conflict
- C. Experience
- D. Distractions
- E. Attitude

people learn 11% hearing
84% seeing

People remember 20% of what they hear
50% of what they see + hear