



SESSION 7

TRAINING TECHNOLOGY

Learning Objectives

The overall objective is to demonstrate and practice the learning center (round-robin) technique. Learning objectives for each learning center session are included with the session discussion.

Method

Learning Centers (round-robin). These learning centers are used in this session to demonstrate both how learning centers work and how to use training technology:

- ◆ Flipcharts and Posters
- ◆ Felt Boards
- ◆ Whiteboard and Chalkboard
- ◆ Computer Presentations, Video, and Overheads

Faculty Preparation

- ◆ Select a location for each of the individual learning center sessions. Separate rooms would be ideal, if the facilities are available.
- ◆ Determine guidelines for forming the groups that will rotate, in turn, to each learning center. Determine the starting center for each group and the direction of rotation.
- ◆ Prepare charts, maps, and signs that you need to help move the groups between the learning centers.

Materials

[BSA 500 Answers sheet](#) for each steward

Overhead

BSA 500 Quesitons

Time

2 hours (10-minute introduction, four 20-minute learning center sessions, five 4-minute moving periods between sessions, and a 10-minute wrap-up)

Introduction

Presentation Technology. Explain that presentation technology includes the visual and audio aids we use to enhance the presentation of training material. These are some qualities of good presentation aids:

Visual

- ◆ Can explain an idea, show a method, or explain a procedure
- ◆ Is large enough to be clearly visible by everyone in the audience
- ◆ Has large and bold lettering
- ◆ Accentuates important points
- ◆ Lists only the main points (is not too wordy)

Audio

- ◆ Is easy to hear
- ◆ Is easy to regulate (loudness, perhaps balance)

Any

- ◆ Is portable or available at the training site
- ◆ Is made of sturdy materials so it can be reused
- ◆ Its use is pertinent to the topic

Learning Centers

Explain that you will be using the learning center method for the remainder of this session. Participants may recognize this method by the more familiar term of “round-robin.”

Four learning centers will be in operation. The participants will rotate among the centers, spending 20 minutes at each. Describe the center locations and the movement patterns between centers. Explain that participants have five minutes to move from one learning center to the next. After they complete all four centers, they will return to the main conference room.

A break is scheduled after this session.

Divide the participants into four groups of approximately equal size. Avoid separating race teams (table groups) if possible. Assign each team a starting center and start the session.

FLIPCHARTS AND POSTERS

Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Prepare a flipchart and a poster to use for training.
- ◆ Demonstrate the effectiveness of letter size and color in creating flipcharts and posters.
- ◆ Show an example of progressive disclosure.

Method

Learning center station

Faculty Preparation

- ◆ Study the “[How to Make Flipcharts and Posters](#)” handout and “[How to Give a Demonstration](#).”
- ◆ Create sample charts to be posted around the room illustrating important points to remember when creating flipcharts and posters.
- ◆ Refer to the “[Reflection](#)” part of the “Training Methods” session.

Materials

- ◆ Prepared flipchart illustrating how to make a flipchart
- ◆ Prepared posters illustrating important points from the handouts
- ◆ Two blank poster boards for each participant
- ◆ Blank flipchart paper pads (enough for each participant to use several pages)
- ◆ Sample lettering patterns, stencils
- ◆ Assorted glues, spray adhesive, white glue, tacky glue, rubber cement, hot-glue gun
- ◆ Construction paper
- ◆ Assorted colored felt-tip markers
- ◆ Easel (at least one)
- ◆ Flipcharts and posters to display around the room (Be sure to include some examples of the poor use of colors and print size, demonstrating how not to make flipcharts and posters.)

Handout

“[How to Make Flipcharts and Posters](#)”

Time

20 minutes

Introduction

Introduce the session by briefly pointing out the various posters on display. Distribute the “How to Make Flipcharts and Posters” handout. After the participants study the handout and the posters, guide them through their group assignments, letting them discover which colors and letter sizes work best.

Activity

Separate the participants into groups of **no more than three**. The assignment is for each group to create a flipchart or a poster that conveys the Confucius saying, “Tell me and I will forget. Show me and I will remember. But let me and I will understand.”

Encourage each group to try various colors, lettering styles, and sizes, using the materials provided. Encourage the groups to include a section illustrating progressive disclosure. Tell the groups that if they usually make posters, they should try making a flipchart; if they usually make flipcharts, they should try to make a poster.

Allow about 10 minutes for the groups to make their flipcharts or posters. Use about five minutes for the groups to share what they made.

Summary

Summarize key points of the session. Mention that lettering styles and size depend on the size of the group that will view the flipchart or the poster.

FLANNEL BOARD

Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Demonstrate the use of a flannel board for training.
- ◆ Tell when to use a flannel board.
- ◆ Explain how to make a flannel board.
- ◆ Show the most effective colors and letter sizes for a flannel board presentation.

Method

Learning center station

Faculty Preparation

Study the [“How to Make and Use a Flannel Board”](#) and [“How to Make and Use the Combination Board”](#) handouts.

Materials

- ◆ Flannel boards: as many different constructions and sizes as possible
- ◆ Combination board with magnets
- ◆ Assorted felt pieces
- ◆ Colored and white poster board
- ◆ Felt-tip markers
- ◆ White paper
- ◆ Computer-printed words: Orientation, Basic, Supplemental, Advanced
- ◆ Various glues (white, tacky, glue sticks, etc.)
- ◆ Yarn
- ◆ Scissors
- ◆ Construction paper
- ◆ Blanket for demonstrating how to improvise a flannel board
- ◆ Hook side of Velcro® (the side that clings to flannel)
- ◆ Clothespins
- ◆ Foam-core board

Handouts

- ◆ [“How to Make and Use a Flannel Board”](#)
- ◆ [“How to Make and Use the Combination Board”](#)

Time

20 minutes

Introduction

Explain that a flannel board is a “living” chart that grows, one idea at a time. By controlling the display, the participant’s attention can be directed to specific key points. Flannel board is especially useful or visually building up the principal components of a concept and for rearranging ideas during or as a result of a group discussion.

Hand out and briefly review “How to Make and Use a Flannel Board” and “The Combination Board.”

Explain that a flannel board can be used during training sessions to get across key points, to demonstrate craft steps, to show relationships of one set of things to another, or to help make announcements of coming events.

Show examples of flannel boards. Some examples are:

- ◆ Flannel hung from a device such as a photographer’s backdrop support
- ◆ Flannel tacked to a bulletin board
- ◆ Flannel attached to a home-constructed frame
- ◆ Flannel glued to poster board
- ◆ An improvised board, using an available blanket

Exercise

Make group assignments.

Separate the participants into groups of **no more than three**. The assignment is to create a flannel board presentation using different colors and sizes of stick-on letters. The presentation will show the four-level training plan taught in “Why and How We Train Leaders”:

Fast Start (Orientation)

Basic Training

Supplemental Training

Advanced Training

Note: The participants will not create the flannel board, but will use different materials to design and create a presentation. This is an opportunity for the participants to experiment with colors, shapes, and letter sizes used for flannel board presentations.

Allow about 10 minutes for the groups to prepare their presentations. Use about five minutes for the group to share what they have made.

Summary

In your own words, summarize the key points to reinforce learning.

CHALKBOARD AND WHITEBOARD

Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Demonstrate the use of chalkboards and whiteboards
- ◆ Show the use of chalkboards and whiteboards in a brainstorming session
- ◆ Discuss other types of training aids

Method

Learning center station

Faculty Preparation

- ◆ Review the [“How To Use Chalkboard and Whiteboard”](#) handout
- ◆ Study the section on the brainstorming method in the [“Training Methods”](#) session

Materials

- ◆ Several whiteboards and chalkboards
- ◆ Created or temporary whiteboards such as laminated poster board or whiteboard “sheets”
- ◆ White and colored chalk
- ◆ Erasers
- ◆ Sandpaper
- ◆ Dry-erase markers, erasers, and cleaners
- ◆ Yardstick
- ◆ Dry cloth and damp cloth
- ◆ Grease pencils

Handout

[“How to Use Chalkboard and Whiteboard”](#)

Time

20 minutes

Introduction

Hand out and briefly review “How to Use Chalkboard and Whiteboard.”

Briefly discuss both the advantages and the limitations of those types of training aids.

Demonstration

Show how to sharpen chalk, hold it correctly, and erase it.

Demonstrate how to draw light guidelines with a yardstick. Show how to use a template to draw a “connect-the-dots” outline.

Briefly discuss the care and cleaning of both types of boards. Emphasize that only dry-erase markers are to be used on whiteboards.

Brainstorming

Explain that each group will brainstorm ideas on how to make training more hands-on, and will use chalkboard and whiteboard to list their ideas. Brainstorming should lead to a discussion of ways to enhance the experience of training while not compromising the material. A good example is a list of the ways to improve round-table training that permit a hands-on, rather than lecture, style of training.

Summary

In your own words, summarize the key points of the session to reinforce learning.

COMPUTER PRESENTATIONS, VIDEO, AND OVERHEADS

Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Tell how a computer presentation is developed
- ◆ Demonstrate the use of videotapes in training
- ◆ Explain the key points of an overhead presentation

Method

Learning center station

Faculty Preparation

- ◆ Review the handouts on “[Making Computer Presentations](#),” “[Using Videos](#),” “[How to Make Slides for Training](#),” and “[Overhead Projector Techniques](#).”
- ◆ Have a previously prepared computer presentation ready for this session.
- ◆ Study “[How to Give a Demonstration](#).”

Materials

- ◆ Computer, monitor, and video projection system with cables
- ◆ Screen
- ◆ VCR and monitor and connecting cable
- ◆ Slide projector and homemade slides
- ◆ Overhead projector and prepared transparencies
- ◆ Grease pencils
- ◆ Overhead marker pens
- ◆ Dry cloth and damp cloth
- ◆ Blank overhead transparencies

Handouts

- ◆ “[Making Computer Presentations](#)”
- ◆ “[Using Videos](#)”
- ◆ “[How to Make Slides for Training](#)”
- ◆ “[Overhead Projector Techniques](#)”

Time

20 minutes

Introduction

Explain that visual training aids are used to:

- ◆ Attract attention
- ◆ Arouse interest
- ◆ Learn more in less time
- ◆ Clarify spoken explanations
- ◆ Aid in retaining information

Computer Presentations

Say or paraphrase the following:

Computer presentation software combines the advantages of the overhead projector, the slide projector, a flipchart, the flannel board, and the chalkboard or whiteboard, all in one presentation format.

With computer projection systems, you can make presentations to audiences as small as one to five people (using only a monitor) or as large as an auditorium full of participants.

Distribute the “Making Computer Presentations” handout.

Give the participants these tips for computer presentations:

- ◆ Projection is better done in a semi-dark room, rather than in a completely darkened one.
- ◆ The trainer should always face the audience. By keeping eye contact with the participants, the trainer is able to maintain control of the group while at the same time controlling the presentation. Because the trainer will see on the computer monitor the same thing participants see on the projection screen, this should not be a problem.
- ◆ Presenters must be careful not to stand where they block the view of the participants.

Explain that this session will be presented with computer presentation software. Presentation software typically has a number of special effects, including

- ◆ Animation
- ◆ Backgrounds
- ◆ Slide transitions:
 - ◆ Uncover (left-down, left-up, right-down, right-up)
 - ◆ Wipe (down, left, right, up)
 - ◆ Fly from (bottom, left, right, top, bottom-left, bottom-right, top-left)
- ◆ Appear

Review the following points:

- ◆ Clip art dresses up presentations considerably. It is available from a number of sources, including Internet sites, but we must be careful not to violate copyright. Direct participants to see their handouts.
- ◆ Transparencies and handouts (either black-and-white or color) can be made easily from presentation software.

Remember to allow time for participants to copy the material if you do not provide handouts.

Show participants how to attach the computer to a projector or monitor.

Demonstrate a computer presentation:

- ◆ Show how to edit a presentation.
- ◆ Talk about and show different backgrounds.
- ◆ Talk about and show various examples of clip art.
- ◆ Talk about fonts (size, type and color).
- ◆ Demonstrate how to use the software to create a handout used for taking notes.
- ◆ Explain or show how to convert a computer presentation into overheads.

Slides

Give participants the “How to Make Slides for Training” handout. Have a slide projector set up and quickly demonstrate how to use it with some homemade slides.

Video

Demonstrate the proper use of video. Show how to use cables that connect two or more video monitors for training large groups.

Distribute copies of the “Using Videos” handout to all participants.

Overheads

Explain that the overhead projector combines many of the advantages of a slide projector, a flipchart, and a whiteboard.

Demonstrate how to use the overhead projector, using some homemade overhead sheets.

Show positioning of the sheets and the effect of keystone (projecting high up, wide top with narrow bottom). Show how to alleviate it.

Point out that projection can be done in a normally lit room, with no need to darken the room.

Explain that a large image is projected at a short distance. If the projector is 12 feet from the screen, the projected image is approximately eight feet square.

Explain the importance of remembering not to walk in front of the projector or cast shadows onto the projection screen.

Demonstrate how to write or draw on prepared transparencies with grease pencil or special overhead marker pens to emphasize a point. Show that grease pencil can be erased with a soft cloth; marker pens require a damp cloth.

Show how overlays can be used for a step-by-step buildup or breakdown of a presentation and that strips of opaque paper or cardboard can be used to cover sections of the transparency when you want to disclose information progressively.

Caution: Lettering on an overhead projector transparency should be no smaller than $\frac{1}{8}$ " (18-point type). It is preferable to use 28-point type for presentations, if possible.

Ask for and answer questions.

Distribute copies of "Overhead Projector Techniques."

Hands-On Activities. Have the participants try these:

- ◆ Use blank transparencies to create a learning objective slide for the session.
 - ◆ Use colored overhead markers to experiment with projected colors. (Black, blue, red, and green are good. Yellow and all pastels are hard to see in a lighted room.)
 - ◆ Use transparencies to demonstrate progressive disclosure.
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TRAINING TECHNOLOGY CONCLUSION

Summary

After all the groups have completed all learning center sessions, they should return to their tables in the main conference room. Hand out “How to Give a Demonstration.” As soon as everyone has returned, begin the BSA 500 Game.

BSA 500 Game

Place the BSA 500 questions transparency for this session on the overhead projector, but do not turn the projector on. Announce that when the questions appear on the screen, each team will have exactly one minute to answer as many of the questions as they possibly can. The answers are to be given to the race steward at each table by the team’s crew chief.

Turn the overhead projector on. After exactly 60 seconds turn the projector off, and announce that time has expired. After the stewards have determined the number of correct answers for each team, allow a little time for the crew chiefs to move their team’s racecar along the track.

Break

Announce a 15-minute break.

To continue, scroll down to view session materials, or follow one of these links:

[Session 8: Training Methods](#)

[Contents](#)

TRAINING TECHNOLOGY

BSA 500 ANSWERS

1. Name three reasons visual training aids are used.

- ◆ Attract attention
- ◆ Arouse interest
- ◆ Make more learning possible in less time
- ◆ Clarify spoken explanations
- ◆ Aid in retention

2. Give an example of a visual training aid.

- ◆ Poster
- ◆ Flipchart
- ◆ Flannel board
- ◆ Chalkboard/whiteboard
- ◆ Overhead slides
- ◆ Computer-generated presentation
- ◆ Videocassette
- ◆ Combination board

3. Name three characteristics of a good visual aid.

- ◆ It is used to explain an idea, show a method, or explain a procedure.
- ◆ It should be large enough to be clearly visible by everyone in the audience.
- ◆ The lettering should be large and bold.
- ◆ Important points should be accentuated—either by bright colors or underlining.
- ◆ Only the main points should be listed—not a lot of detail.
- ◆ It should be made of good materials so it can be used repeatedly in training.
- ◆ It should be portable so it can be easily handled

4. What is one computer technology advantage?

- ◆ Animation of presentation
- ◆ Color
- ◆ Type sizes available
- ◆ Typestyles available
- ◆ Customizable

TRAINING TECHNOLOGY

BSA 500 Questions

Name three reasons visual training aids are used.

Give an example of a visual training aid.

Name three characteristics of a good visual aid.

What is one advantage of computer technology?

HOW TO GIVE A DEMONSTRATION

There is a difference between just using a skill or method and demonstrating it so others can learn. A few suggestions are outlined here.

Prepare for the Demonstration

- ◆ In advance, plan the steps you will use in giving the demonstration.
- ◆ Make a written outline of the steps you'll use for a long demonstration.
- ◆ Collect and prepare the necessary materials or equipment.
- ◆ Practice the demonstration from beginning to end until you can do it smoothly and with ease.
- ◆ Appear as natural as possible, even if you can't perform the skill exactly as you would in use.
- ◆ Assess the audience to determine their present knowledge. Learn how much detail you will need to give them.

Give the Demonstration

- ◆ Briefly tell your audience the major points to watch for during the demonstration.
- ◆ Adjust the speed of your demonstration to the difficulty of learning the various steps.
- ◆ Watch for the participants' reaction. Fit the amount of detail you give and also pace the action to your audience.
- ◆ If necessary, repeat any difficult or important steps, either as you go along, or after all steps are completed, to assure that everyone understands.
- ◆ If you warn against the wrong way by showing it, always demonstrate the right way before and after you show the wrong way.

Summarize the Demonstration

- ◆ Briefly review the important steps. Use a chalkboard or poster as a visual aid in summary.
- ◆ Give the participants a chance to ask questions. Better still, give the participants a chance to practice while you coach.

HOW TO MAKE FLIPCHARTS AND POSTERS

Flipcharts and posters are used to:

- ◆ Attract and hold attention
- ◆ Develop an idea
- ◆ Present information to small groups
- ◆ Highlight key points
- ◆ Review and preview key points or messages
- ◆ Add variety to discussions
- ◆ Speed up learning
- ◆ Increase retention

How to Make a Flipchart

Although excellent flipchart pads are available commercially, you can make your own with a tablet of newsprint, an artist's pad, or even sheets of construction paper, newsprint, or brown wrapping paper.

If paper is not in pad form, reinforce the top of the sheet with a double fold of paper or cardboard. Staple sheets together or fasten with lightweight bolts and thumbscrews.

If the flipchart is not self-supporting, tie it to the top of a stand, or easel, or movable chalkboard. You can improvise a stand by using the back of a chair or an upended table.

It's a good idea to write out the flipchart in miniature while you are planning it. Changes or corrections can be easily made before you make the actual chart. Here are some organization tips:

- ◆ The first page should be the title page.
- ◆ The second page should define the subject.
- ◆ The following pages should explain the subject.
- ◆ Then offer proof that your explanation is sound.
- ◆ Summarize and ask for action on the last page.

These tips may help in the production phase:

- ◆ Use large lettering that can be easily seen.
- ◆ Use wide-line marking pens.
- ◆ Use plastic stick-on letters.
- ◆ Use lettering patterns or stencils to trace letters.
- ◆ Use words or phrases cut from computer printouts.
- ◆ Emphasize or underline key words.
- ◆ Use colored marking pens or watercolors to emphasize key points.
- ◆ Don't try to crowd too much on one page. Limit yourself to only one idea per page.
- ◆ To provide the presenter with a cue sheet, duplicate in miniature on the back of the proceeding page what the audience is seeing. Then you can stand slightly behind the flipchart, face the audience, and explain what they see.
- ◆ Use masking tape tabs to locate information quickly. They allow you to jump ahead in the presentation.

HOW TO MAKE FLIPCHARTS AND POSTERS

How to Make a Poster

You don't have to be a sign painter or artist. Just follow these simple rules and your poster will carry a terrific punch:

- ◆ Select the main idea. Jot down a few simple words that explain it.
- ◆ Decide on the effect that you want to create: funny, dramatic, serious, or factual.
- ◆ Try out different ideas. Put them all down on scratch paper.

Lettering

- ◆ Block out the chart using light penciled guidelines.
- ◆ If you aren't an artist, use plastic stick-on letters, pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
- ◆ Use plain block letters. Make them a little taller than they are wide.
- ◆ Don't squeeze the letters together or place them too far apart.
- ◆ Avoid fancy or difficult-to-read lettering.
- ◆ Follow this guide for determining letter size:

10–15 people (10 feet away) Use letters $\frac{1}{2}$ " high, $\frac{1}{8}$ " thick.

15–30 people (25 feet away) Use letters 1" high, $\frac{1}{8}$ " thick.

30–60 people (45 feet away) Use letters 1 $\frac{1}{2}$ " high, $\frac{1}{4}$ " thick.

60–100 people (75 feet away) Use letters 3" high, $\frac{1}{2}$ " thick.

Color and Illustrations

- ◆ Color adds interest to posters. Use colored ink or poster paint to fill in letters.
- ◆ Select colors that contrast sharply to the background color.
- ◆ Cut out pictures from *Boys' Life* or *Scouting* magazine.
- ◆ Trace pictures from magazines.
- ◆ Using an opaque projector, you can enlarge pictures or diagrams.
- ◆ Make the main idea the largest and brightest. Use lots of white space. It makes the main idea stand out.

Other Types of Charts

Pinboard Chart. Word strips or sentence strips rest on pins stuck in pin-up board.

Sentence Holder Chart. Word strips rest in a shallow pocket made from cardboard and fastened to board.

Folded Word Chart. Word strips are folded in center, then opened during the presentation.

Strip Chart. Strips of paper are used to hide the points until time to show them.

HOW TO MAKE AND USE A FLANNEL BOARD

What is a flannel board? A flannel board is a living chart that grows one idea at a time. Flannel board is a demonstration method used in training. By controlling the display, the participants' attention can be directed to specific key points. It is especially useful in building up, visually, the principal parts of a concept. Ideas can also be rearranged during or as a result of group discussions.

Use the flannel board during training sessions to get across key points, to demonstrate steps in making a craft, to help show relationships of one set of things to another, or to help make announcements of coming events.

Making a Flannel Board

Background. Use plywood, particle board, stiff cardboard, or wallboard for backing. A large chalkboard or upended table can also be used.

Cover the backing with tightly stretched rough-napped felt or flannel. In an emergency, a blanket can be used.

Dark blue, green, or black (or other dark colors) are best.

The size of the board will need to be proportioned to the size of the display. Don't squeeze everything together.

Display. Use lightweight cardboard or construction paper for single-use displays. A heavier poster board or foam board should be used for displays that will be used repeatedly.

Use light, bright colors. Make sure the color does not dominate the board or the visual effect will be lost. Display color should be a good contrast to the background color of the board.

Generally speaking, use only one idea or word to a card.

Consider the size and type of lettering, as well as group size and room size. Letters should be a minimum of one inch tall. Be sure letters are large enough for everyone to see.

The best backing for cards or cutouts is the hook side of a hook-and-loop material. Use as much as needed to support the weight of the card when it is placed on the flannel board. The hook-and-loop materials can be purchased in various widths, with or without adhesive on the back. In some places, you can purchase the hook side alone.

Preparing the Presentation

Outline your talk. Plan your key points and words.

Make a checklist of needed supplies.

Divide the presentation into sections. Only one section should be used on the board at a time.

Keep the presentation simple. The flannel board itself will help add a dramatic effect.

Use big cutouts and big letters. Consider the room size and group size. Flannel boards are best used with small groups (unless you have a very large one available).

Check visual effect. Use contrasting colors.

HOW TO MAKE AND USE A FLANNEL BOARD

Practice putting the presentation on the board until you are able to place each item in the right location at the right time. Place cutouts or cards against the board and press down firmly. Avoid touching it again, as this may cause it to fall off.

Check for spacing, color, and readability. Were any key points omitted?

Making the Presentation

Arrange the display strips in the order you plan to use them—no last-minute scrambles to find the right card.

For identification, number and title the cards on the back also. Then if you happen to drop them all on the floor, they will be easy to put back in order. You can put your notes on the back as well.

If the audience is not familiar with the flannel board technique, take a few minutes to explain how it works. Otherwise, they may miss points while they are trying to figure out what makes items stay on the board.

Face the audience as much as possible, standing to one side of the board.

Balance what you say with what you do. The flannel board cannot carry the entire weight of the presentation. It is only an aid.

Ideas can be “tied” together with strips of colorful yarn, or use arrows from one point to another.

Remove the items from the board in reverse order so you have them in the right sequence to use again.

HOW TO MAKE AND USE THE COMBINATION BOARD (FLANNEL AND MAGNETIC)

The multipurpose board gives you another teaching tool. It expands the use of the flannel board by simply adding a lightweight sheet of ferrous metal behind the cloth. This adds the possibility of attaching three-dimensional objects to a flat surface.

Material

When flannel is attached directly over the metal, magnets will hold through the cloth. Source for this metal backing can be the side of an old metal cabinet, a part of a dryer, the top of a TV table, a metal tray, etc. A sheet of coke tin is excellent, as it is lightweight. Coke tin is available at a metal shop and should be glued directly to a piece of panel or masonite. The edge of the board must be suitable to attach a hinged leg unless you plan to use an easel. An excellent base is a flat baker's pan, which measures 17 by 25 inches. This is about the right size to use in small groups. Small magnets are available at most hardware stores and craft stores.

Use of the Multipurpose Board

About 99 percent of your teaching will be done in small groups; therefore a board about one and a half by two feet is sufficient. This combination board is superb for problem solving as both magnetic and Velcro® items can be used at the same time. This three-dimensional effect has a much greater impact than is possible with just a flat flannel board. Possibilities are endless. It all depends upon the individual's imagination. Perhaps this will stimulate your thinking and open new avenues of exploration in the exciting area of instruction. Always keep in mind, teaching tools such as the flannel board, the chalkboard, flipcharts, etc., are merely aids to help you do a better job. They can't take the place of a well-prepared trainer.

HOW TO USE THE CHALKBOARD AND WHITEBOARD

Chalkboard or whiteboard work should be simple and brief. Copying lengthy outlines or lists of subjects is a waste of time to the trainer and the participants. If it is important for the participants to have a copy of the material, it should be duplicated and distributed.

The board is similar to a store window. Everyone knows that an overcrowded, dirty, or untidy window has little appeal, compared to one that is clean, neat, and displays a few well-chosen items.

Note: The same principles apply to chalkboards and whiteboards—a whiteboard is a compressed fiber board coated with a baked white finish; you use dry erase markers for writing instead of chalk.

Use chalkboards or whiteboards often! They are the workhorses of training aids. Use them

- ◆ When the group is recording ideas
- ◆ When a permanent record is not needed
- ◆ To secure learner participation
- ◆ To attract and hold attention
- ◆ To add interest to a presentation
- ◆ To increase retention
- ◆ To speed up learning

Advantages of Boards

- ◆ Minimal cost
- ◆ Are usually available
- ◆ May be used in a variety of ways
- ◆ Are simple to use
- ◆ Attract and hold attention
- ◆ Deepen interest
- ◆ Increase retention
- ◆ Speed up learning
- ◆ May be used to secure participation from audience.

Limitations of Boards

- ◆ Do not provide a permanent record
- ◆ Can become commonplace
- ◆ Are usually stationary
- ◆ Cannot be used with large groups

Tips for Using Boards

A few rules for using the board will increase its effectiveness as a visual aid:

- ◆ Words should be printed instead of written. Draw a pair of light guidelines to make the top and bottom row of letters. Form the letters in clear, simple Gothic style. Avoid fancy scripts or print that is difficult to read.

HOW TO USE THE CHALKBOARD AND WHITEBOARD

- ◆ Use chalk sharpened with a knife or sandpaper pad. It is easier to control the printing with pointed chalk. To keep chalk from breaking, grip the chalk so that your forefinger extends over the tip of the chalk.
- ◆ Put the board where it can be seen by everyone, or use a section of a permanently located board that is similarly easy to see.
- ◆ Don't crowd the board. A few important points make vivid impressions.
- ◆ Make the material simple. Brief, concise statements are more effective than lengthy ones.
- ◆ Plan board layouts in advance. Keep the layouts in your training manual.
- ◆ Before the group meets, get everything together you need for the board: chalk, dry erase markers, ruler, eraser, and any other items.
- ◆ Use color for emphasis. Yellow and pale green chalks are more effective than white chalk. Blue or black dry erase markers work best on whiteboards.
- ◆ Print all captions and make drawings on a large scale. The material must be clearly visible to all participants.
- ◆ Erase all unrelated material. Extraneous material on the board distracts attention. Use an eraser or cloth, not your fingers.
- ◆ Keep the board clean. A dirty board has the same effect as a dirty window.
- ◆ Prepare complicated board layouts before the group meets. Work can be covered with poster board until you are ready to show it.
- ◆ Check for glare and eliminate it by tilting the board or removing/blocking the offending light.
- ◆ Keep the erasers clean. Practice erasing using straight up and down strokes rather than erasing in a circular motion.
- ◆ Templates can be used to reproduce objects.
- ◆ Strips of paper can be fastened with masking tape (only) over printed material on a board so that information can be revealed one step at a time.
- ◆ Stick figures and designs can be traced on a board by using an opaque projector.
- ◆ Boards are readily available, and they are one of the easiest training aids to use.

Make and Use a Homemade Whiteboard

Secure a 4' × 8' sheet of melamine laminate board from a lumberyard. (Melamine laminate is available under a number of brand names, including Marlite® and Wilsonart®. It is a pressed composition board with a top layer of melamine that is used to line showers and other places requiring a waterproof finish.) Have them cut it into several sheets approximately two by four feet. Drill two holes at the top of each sheet. String a piece of cord through the holes. Then the sheet can be hung wherever you want it. Write on it with a dry-erase marker and erase with a cloth.

MAKING COMPUTER PRESENTATIONS

Presentation Software

The computer with presentation software combines the advantage of the overhead projector, the slide projector, flipchart, felt board, and whiteboard/chalkboard, all rolled into one.

With computer projection systems, a presentation can be made to audiences as small as five (using only a monitor) or as large as a full auditorium.

Projection is best viewed in a semi-dark room. A darkened room is not necessary.

The trainer faces the audience. By keeping eye contact with the participants, the trainer is able to maintain control of the group while at the same time controlling the presentation.

Presentation software should have a number of special effects available, such as:

- ◆ Animation
- ◆ Backgrounds
- ◆ Slide transitions
- ◆ Uncover (Left-down, Left-up, Right-down, Right-up)
- ◆ Wipe (Down, Left, Right, Up)
- ◆ Fly from (Bottom, Left, Right, Top, Bottom-left, Bottom-right, Top-left)
- ◆ Appear

Clip Art

Clip art dresses up your presentation considerably and is available from a number of sources, including many Internet sites. (Observe copyright ownership: be sure the site includes a statement granting permission to use the material.)

Additionally, the local council service center should have Scouting clip art.

Fonts and Type

Point Size

A large number of point sizes should be used. Some examples:

Titles **50 point**

Main thoughts **32 point**

Secondary points **28 point**

Third level points **24 point**

Fourth level and smallest recommended **20 point**

MAKING COMPUTER PRESENTATIONS

Serif and Sans-Serif Type

There are two basic groups of type, the *serif* and the *sans-serif*. Each has a best use in the presentation of material. Serif typefaces are commonly found in books. They are easy to read and information may somewhat more readily remembered when presented in serif typefaces. Sans-serif is the best choice for projected transparencies because it produces a more readable character when projected. The following are examples of both type styles:

This is serif text. The strokes in each letter are “capped” with serifs that help the eye recognize the letters more easily.

This is sans-serif text. The strokes in each letter are not capped, and the look is more smooth.

In a computer presentation, serif typefaces are very acceptable if the presentation is to be viewed on a monitor. However, if the presentation is to be projected from a computer or from transparencies printed from the presentation, then sans-serif typefaces are preferred.

Transparencies are easily prepared from the presentation for use on overhead projectors. The presentation can be prepared in advance and black and white or color slides of the presentation printed. Color ink-jet printers do the best job for color transparencies.

Color on Color

(Ranked from most visible to least visible)

- | | | |
|--------------------|--------------------|-------------------|
| 1. Black on yellow | 5. Black on white | 9. White on black |
| 2. Green on white | 6. Yellow on black | 10. Red on yellow |
| 3. Blue on white | 7. White on red | 11. Green on red |
| 4. White on blue | 8. White on orange | 12. Red on green |

Note: Computer projection systems are relatively expensive, but many schools and businesses have them. Training conducted at any of those facilities may yield an unexpected bonus in the training aids and equipment that might be available.

USING VIDEOS

Videotapes provide excellent audiovisual training. A complete training program is designed to do three things:

- ◆ Increase knowledge
- ◆ Develop skills
- ◆ Improve attitude

An experienced trainer can use videotapes effectively to increase knowledge and to develop skills. However, viewing videotapes can't create the extremely positive attitude of an enthusiastic trainer. Viewing is a passive activity. Molding attitude is active.

Tips on Using Videotapes

Be thoroughly familiar with the content of the videotape. View it several times before you attempt to use it in training. Take notes.

Videotaped presentations rarely stand alone and usually supplement other materials that the learner takes home. For example, the *Fast Start Viewer Guide* is an integral part of Fast Start training and should be distributed to all participants before the viewing the tape. Be sure you have enough materials for all the participants as well as extra paper for taking notes.

Be familiar with the videocassette player you use. Most videocassette players have a tape position indicator that you can use to mark and know the locations of the various training sections on the tape. But these indicators are not necessarily consistent from one machine to another. Make a "table of contents" of the locations of various important training sections on the videotape so that you can replay sections if necessary.

Remember that when using a tape, it is difficult to jump around from topic to topic (as you can do when using a training outline). The positive aspect here is that learners get a consistent message. The negative aspect is that you cannot easily locate the precise portion of tape containing the message you want to emphasize to participants. You cannot keep a visual frame in front of the group for an extended time. You can summarize important points on charts or handouts.

Provide moderate room lighting. Do not view videotapes in a completely darkened room.

Most videocassette players have a remote control which allows the trainer to stop and start the tape with ease. Use it, but be aware that when you stop a videotape, the screen usually fills with "white noise" (random dots) Also a distracting level of static is heard. You should turn down the volume and darken the picture. You can do that by simply turning off the monitor, but not the videocassette player. Most monitors don't need warm-up time when you turn them on, so this trick doesn't waste your time.

Be sure you have an extension cord (usually a three-prong grounded plug is required) and a small converter plug (from old two-prong outlets to three-prong).

It's a good idea to use two monitors when you have more than ten participants. Be sure you have the appropriate lengths of video cable and a splitter (which allows one input signal to be split into two outputs).

Arrive at the training site in plenty of time to check your equipment. In some instances, video training can be done more conveniently in private homes. Again, be sure someone is familiar with the equipment.

USING VIDEOS

Things to Avoid

Most videocassette players are highly reliable. They are, however, technically complicated. Do not try to fix the machine if it isn't operating properly. Revert to "plan B" (flipcharts, whiteboard, etc.).

Do not play one tape segment immediately after another. The maximum viewing time for a segment should be no longer than twenty minutes. Then it is important for you to have an activity that permits participants to exercise their eyes. Viewing at a fixed depth for too long a time causes eye fatigue.

Never allow the videocassette player to become the focus of attention. Avoid "putdown" or derogatory statements about the trainer, such as, "I never could get this machine to work right."

Avoid exposing the videotapes or videocassette player to dust. Store videotapes and the player in dust-proof boxes.

Do not "pause" the videotape for more than one minute. Although pausing eliminates the annoying static, the player heads continue to rotate, causing unnecessary wear on the tape. Also, small oxide particles can be knocked off the videotape surface and clog the videocassette player.

HOW TO MAKE SLIDES FOR TRAINING

Slides of Program Activities

A picture is worth a thousand words. Instead of trying to explain a pinewood derby to Cub Scout leaders, show your own slides. Instead of trying to describe a troop campout to Boy Scout leaders, show your own slides. Slides are an effective way to communicate information clearly to Cub Scout, Boy Scout, Varsity Scout, and Venturing leaders.

You may be fortunate enough to already have such slides available, or you may be able to borrow some from a Scouting friend long enough to have duplicate copies made. Duplicate slides are relatively inexpensive. If you don't already have your own slides, or don't have a source to borrow from, begin making your own slides as special activities occur.

Slides are very portable; they can be economically processed, and can be used with any size group.

Using Slides Instead of a Flipchart

Sometimes trainers have a tendency to rely too much on the flipchart. Slides can transmit the same information when training in an indoor setting.

Follow the rules for flipcharts. Make the flipcharts on 8½" × 11" single sheets of light-colored construction paper or mat paper for an attractive background.

Lettering should be heavy or in bold colors. Commercially available transfer lettering works very well.

If you have or can borrow a copy stand, your picture taking will be easy. Otherwise, do the best you can to frame the sheet of paper in your viewfinder and take the picture. A single-lens reflex camera works best.

When you are ready to use the slides in training, project the slide instead of using a flipchart page. The narrative is identical.

Slides can be used to easily show unit organization because you can build the organization progressively step by step with each additional slide. Cutouts or badges can be laid on the light-colored background and moved or replaced as needed for each picture.

Slides of exhibits or displays can be used to show other trainers how to set up a variety of displays, particularly when no space at a training conference or personal coaching session is available to set up the actual displays.

A Word of Caution

Don't make your presentation a personal slide show. Participants are not the least interested in where you went on vacation.

OVERHEAD PROJECTOR TECHNIQUES

The overhead projector combines the advantages of the slide projector, flipchart, and chalkboard.

Most overhead projectors are designed for the projection of transparencies up to 10" × 10" in size. Additionally, opaque objects may be silhouetted on a screen very effectively for a shadow-picture effect.

Projection is done in a normally lighted room. A darkened room is not necessary.

The presenter faces the audience. By keeping eye contact with the participants, the presenter maintains control of the group while at the same time serves as the projectionist.

A large image is projected at a short distance. If the projector is 12 feet from the screen, the projected image is approximately 8 feet square.

Transparencies are easily prepared and economical. They can be prepared in advance.

You can use a roll of clear acetate and felt-tip markers to create a presentation as you go. Write or create pictures while you speak. Simply roll the acetate for the next frame.

You can also write or draw on prepared transparencies with a grease pencil or special overhead marker pens when you want to emphasize a point. Grease pencil can be erased with a soft cloth; felt-tip markers require a damp cloth.

You can use strips of opaque paper or cardboard to cover sections of a transparency to progressively disclose information.

You can use overlays for a step-by-step buildup or breakdown of a layout.

You can use a pointer to call attention to details or important points on the transparencies.

Use a copier to make excellent transparencies.

Don't try to crowd too much onto one transparency. Use the 6x6 rule: no more than six lines of copy, and no more than six words to a line.

Caution: Lettering on an overhead projector transparency should be no smaller than 1/4 inch (16 point type). To test for readability, place it on the floor at your feet, then stand erect. If you can't read it on the floor, don't put it on the screen!

Note: Many council service centers, churches, and schools have overhead projectors.