



Somerset
Adult Training

Module 18

Practical Skills

This presentation pack supplements the learning undertaken by attending a Course.

September 2022

Topics covered

Introduction

Teaching Practical Skills – the theory

Teaching Practical Skills – the controls

What next ?



Introduction

Introduction

Practical Skills is a pretty unique module within the Adult Training Scheme as it probably has the least “listening and learning” and the most “trying and doing” of all.

The theory part of the course is limited to

- Describing effective methods of learning for adults and young people.
- Selecting appropriate training techniques to meet different training needs.

The majority of the time is spent trying out this theory in a safe environment.

Teaching Practical Skills – The Theory



Teaching Practical Skills – The Theory

The best method of teaching a practical skill is to explain what you are going to do, demonstrate the skill or activity and then get people to have a go themselves.

Research suggests that we remember only 10% of what we hear, 25% of what we see but 65% of what we actually do . Put simply:

What I hear, I forget,

What I see, I remember,

What I do, I know.

Teaching Practical Skills – The Theory

Suggestions for Teaching Practical Skills to Young People

- Choose a skill that is appropriate for the age group
- Wherever possible, try to incorporate the training into a fun activity
- Be prepared to repeat the demonstration as often as necessary, perhaps using different words/phrases
- Explain what you are doing, and why
- Encourage questions
- Give the learner the opportunity to carry out the skill
- Give constructive feedback
- Allow time for practice, but: Move on before boredom sets in. If necessary, return another day
- Be patient: we all have different capabilities and some find practical skills difficult to master

Teaching Practical Skills – The Theory

When instructing practical skills to other adults, consider the individual needs of the learners. This involves finding out about an individual's current level of knowledge as well as their expectations for the instruction.

For example, those with a Scouting background may have a different approach to those without. Similarly, those with some knowledge of the subject may not require the same level of introduction as those who are entirely new to the topic.

Teaching Practical Skills – The Theory

For either young people or other adults, two elements are important:

1. Plan for your training session. Be in the right location which is appropriate for the skills involved and assign sufficient time to give a good chance of all succeeding.
2. Ensure that you have the right equipment that is fit for the task. For example, instructing rescue knots with string or pioneering for cubs with great big poles that cannot be lifted completely detracts from the session which then has limited value.



Teaching Practical Skills - The Controls

Teaching Practical Skills – The Controls



There are some things to consider when teaching practical skills which can be divided into

- The person
- The environment

The person needs to have proficient skills themselves before they can demonstrate or supervise. This should not be referring to a book or YouTube video.

If a Young Leader is demonstrating, it is worth overseeing for the first couple of attempts so that another person can support or step in if required. Do not take over however or add “helpful comments” if all is going well.

The environment needs to be appropriate, outdoors if it is an outdoor skill.

In the current times, social distancing, face coverings and sterile equipment need to be considered and utilised if appropriate. Does this change the dynamics for teaching ?

The environment needs to be appropriate,

Online – consider

- Equipment to hand
- Camera angle
- Background distractions (view, noise, interruptions)
- Speed of delivery
- Repeat key steps
- Optimum number of participants.

Indoors – consider

- One to many, small groups or 1:1
- Seated or standing
- Other distractions (other activities, general traffic, noise)
- Enough equipment for all to “have a go” or clear turn taking

Outdoors – consider

- Best for showing outdoor skills
- Background distractions (view, other activities, interruptions)
- Ability to be heard (wind noise)
- Enough equipment for all to “have a go” or clear turn taking
- Additional adult help – stop young people wandering off
- Optimum number of participants.



What Next

What Next

- **How is this Module Validated ?**
- **Where can I find Help & Guidance ?**

Validation

This module is validated by your Training Adviser and can be arranged once the learning has been completed. In the current circumstances, that may be difficult to achieve so, as an alternative, use the online validation tool that is accessed through the County Website using the following path: Adult Support > Adult Training > Learners Hub > Validation > Online Validation – Wood Badge Modules 3-19 or Online Validation – Manager & Supporter (if appropriate).

If you have a Training Adviser, you should complete the relevant information so that your responses can be sent to them for review and subsequent recording in Compass. If you do not have a Training Adviser, your submission will be reviewed by a member of the County Training Team.

Where can I find help and guidance ?



Somerset Scouts have a Website which provides all our members with news, information and support materials. This is certainly true for Adult Training. There is a whole section within Adult Support that is dedicated to providing information on training from – what training do I need to complete to learning materials and documents to help with learning validations.

The Training pages also include details of the training calendar where dates, venues and details of the face to face training can be found. You can book your training direct from the Website and get an e-mail confirmation.

The training pages are regularly updated with new information, ideas and links to help you work through your learning.

Teaching practical skills

Simple methods to help teach groups

Not all young people prefer the same way of learning. As leaders, or instructors, it's important that we teach practical skills using methods that allow young people to learn in a way which works for them, not just the way we prefer to learn ourselves. We can improve our effectiveness by using some simple teaching models or structures.

For skills that have real practical applications (for example, cutting up onions, paddling a canoe, lighting a fire, and so on), often simple teaching models or structure improve how effective we are at teaching young people. These include:

- Using CLAP to supervise a group while teaching
- VAK learning preferences
- The IDEAS coaching model
- Teaching positively

Using CLAP to supervise a group while teaching

Young people learn best when learning by doing – that means giving them the opportunity to get hands on and explore a subject. As leaders, we have to manage our learning environment in a way that both helps young

people to learn and keeps them safe while learning. CLAP is a simple acronym that helps us to do this. It stands for 'Communication', 'Line of sight', 'Avoidance', and 'Positioning'.

Communication If a member of the group breaks a rule, or does something wrong, it's often because we have not communicated a piece of information effectively. To enhance teaching, try:

1. Clear and simple instructions
 - Don't use 20 words if 5 will do
 - Limit information to bite size chunks
 - Slow it down and take your time to get it right
 - Speak loudly and try not to mumble
2. Check understanding. Never assume they understood what you just told them, use questioning to make sure they really got it. You can do this by:
 - Asking short, fact checker questions, for example, if you've said the boundary is the red line, ask 'Which colour line do we not go past?'
 - Asking deeper questions to engage the group with the information, like, 'When do you think we should check our harnesses are still tight?'
 - Getting them to practice before trying things properly. Tell them 'We're going to play a practice round of stuck in the mud, so this one doesn't count.'
 - Asking them to summarise the information, for example, by saying 'In pairs, summarise what you need to do in one sentence.'

01

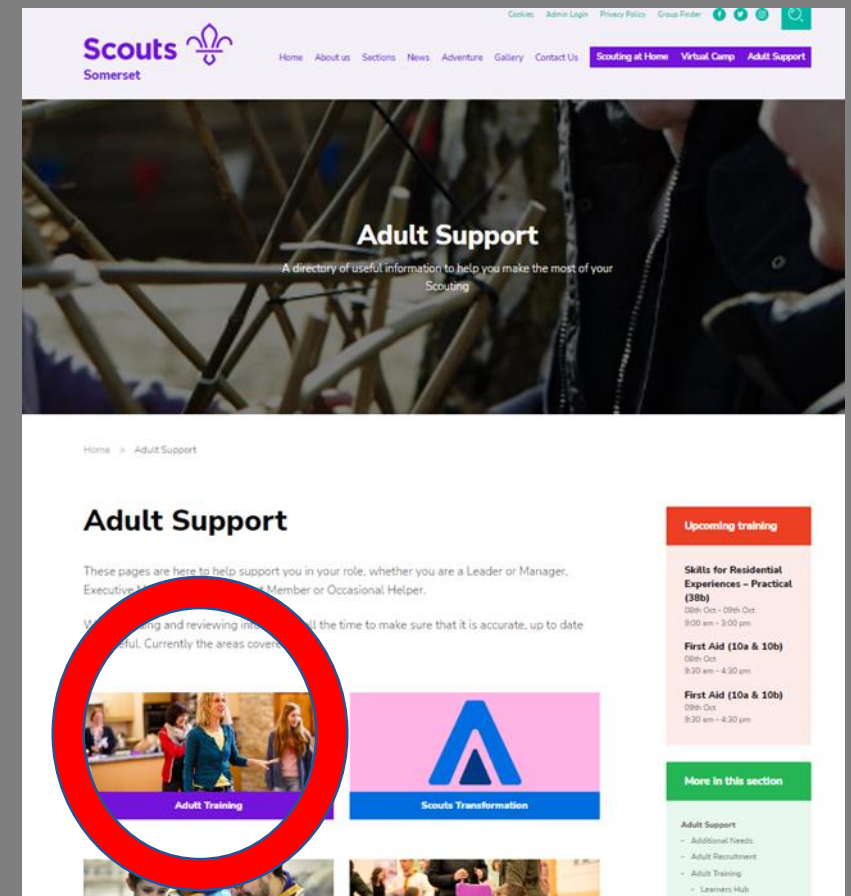
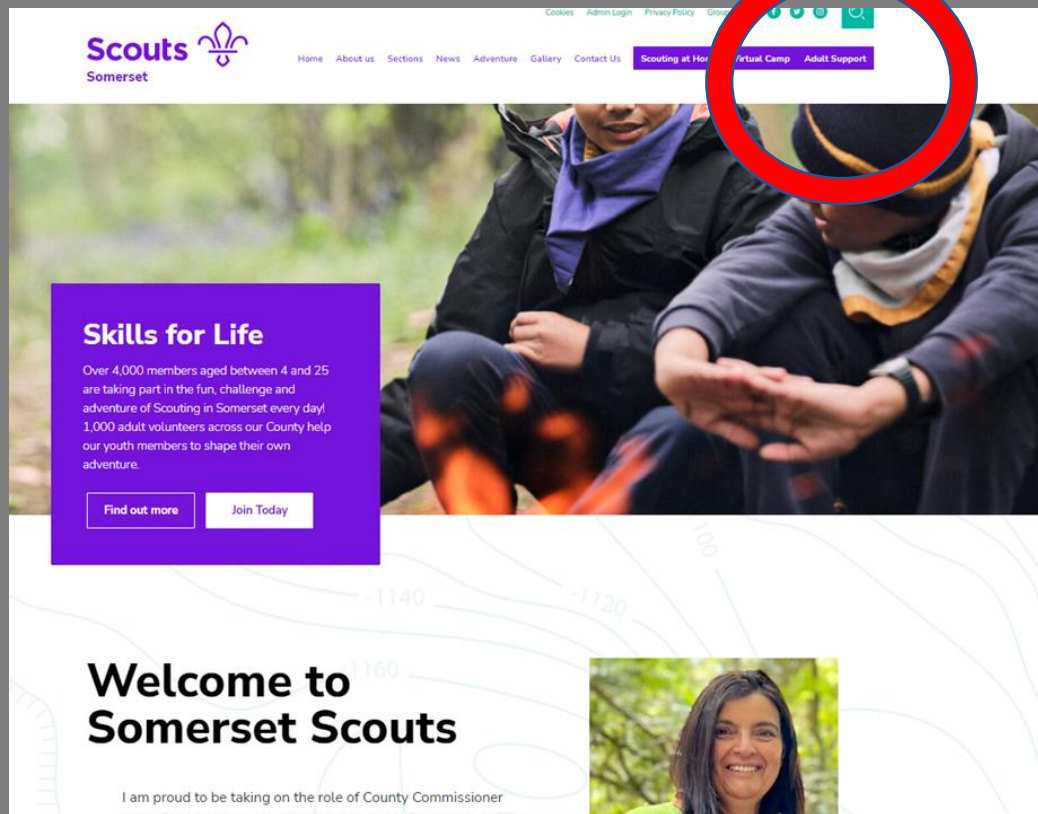
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This document is available from the module support page on the County Website.

County Website - Training

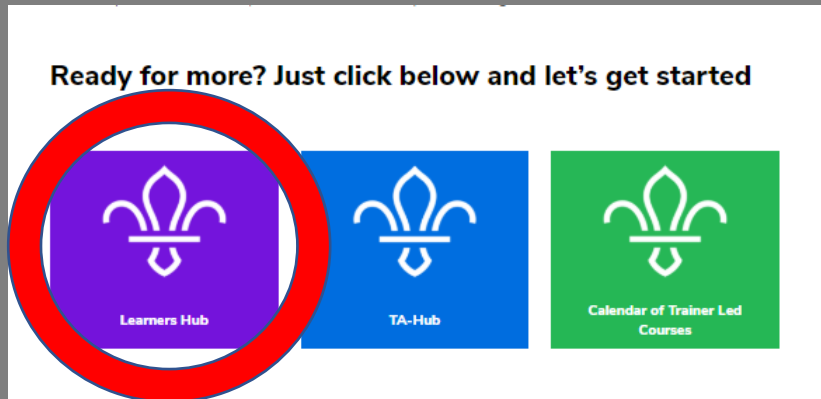
Log into County Website at someretscouts.org.uk and select Adult Support

From the Adult Support page select Adult Training

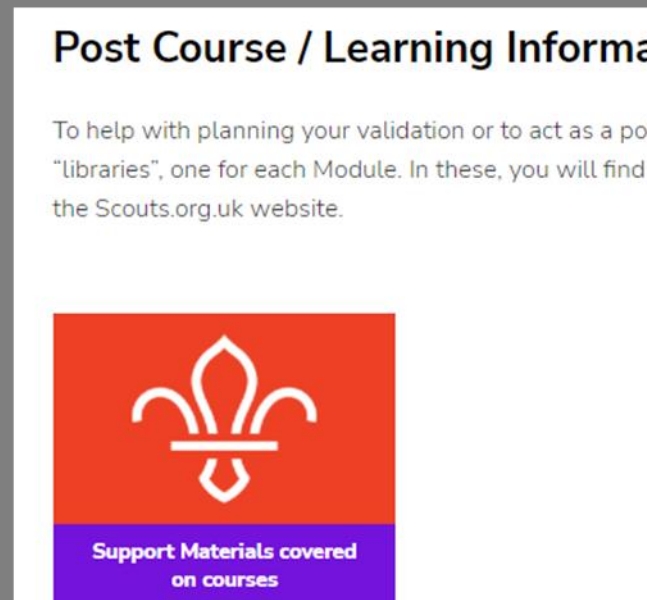


County Website - Training

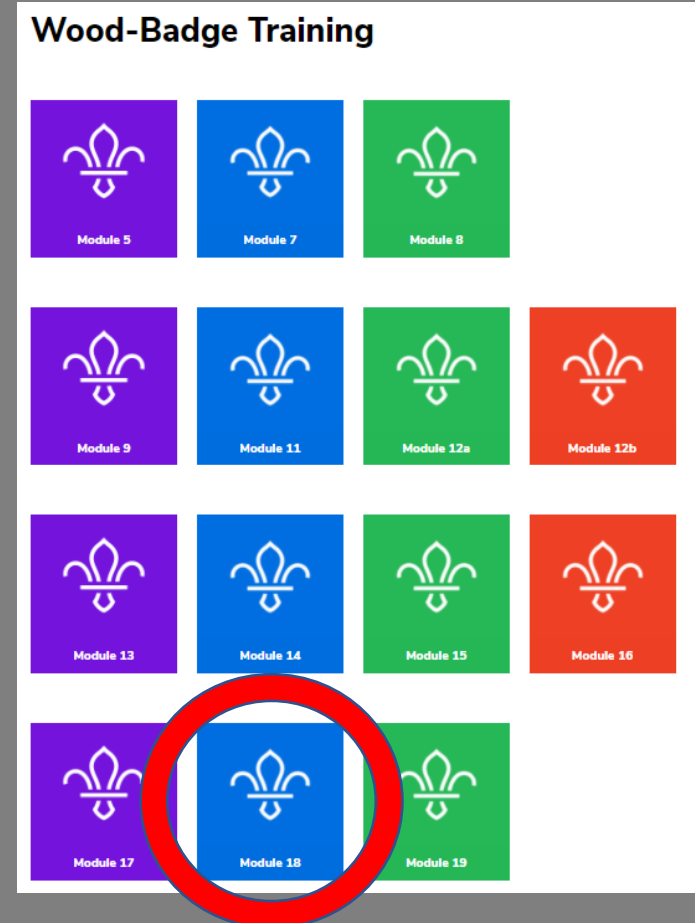
Now select the Learners Hub
from the bottom of the page



In the middle of the next page is
a red / purple flag “Post Course
Learning Information”

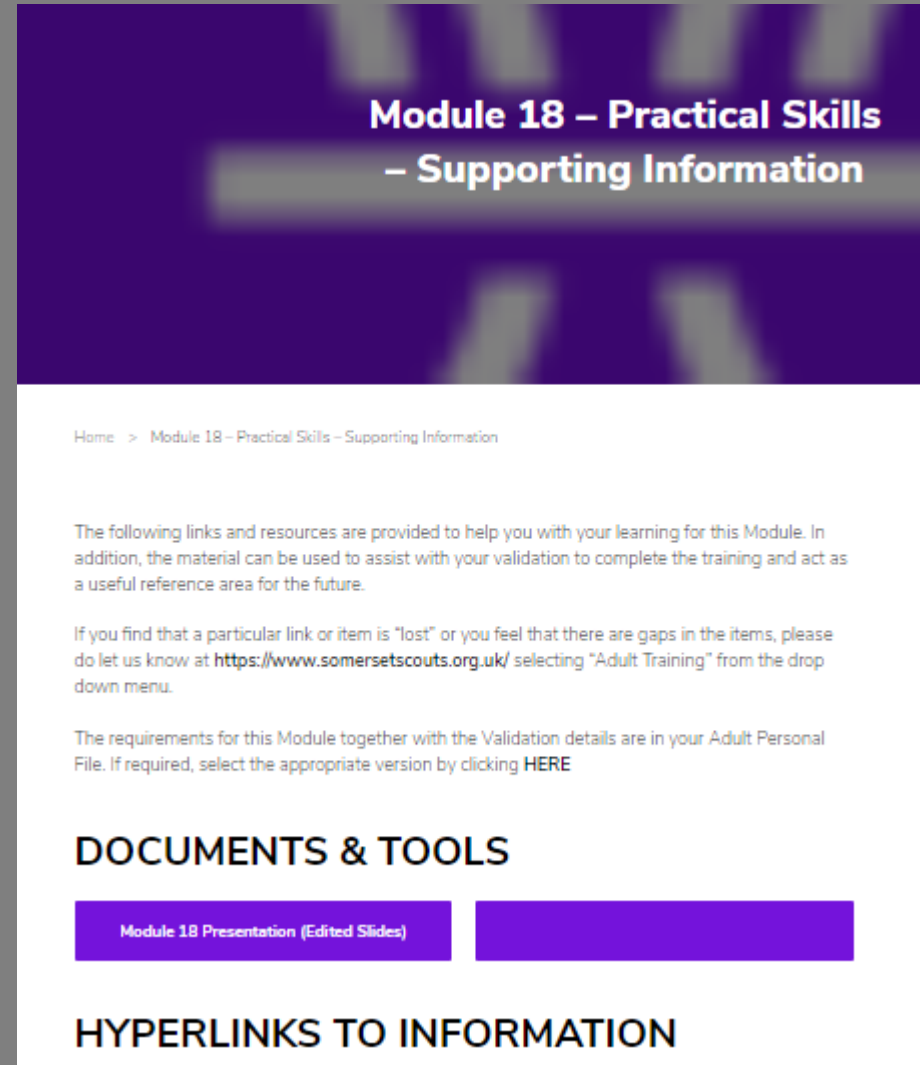


Select the blue flag –
Module 18



County Website - Training

On this page are hyperlinks to further information that you may find useful to assist with validation of this Module but also as a reference point for your future experiences within Scouting.



**Module 18 – Practical Skills
– Supporting Information**

Home > Module 18 – Practical Skills – Supporting Information

The following links and resources are provided to help you with your learning for this Module. In addition, the material can be used to assist with your validation to complete the training and act as a useful reference area for the future.

If you find that a particular link or item is "lost" or you feel that there are gaps in the items, please do let us know at <https://www.somersetscouts.org.uk/> selecting "Adult Training" from the drop down menu.

The requirements for this Module together with the Validation details are in your Adult Personal File. If required, select the appropriate version by clicking [HERE](#)

DOCUMENTS & TOOLS

[Module 18 Presentation \(Edited Slides\)](#)

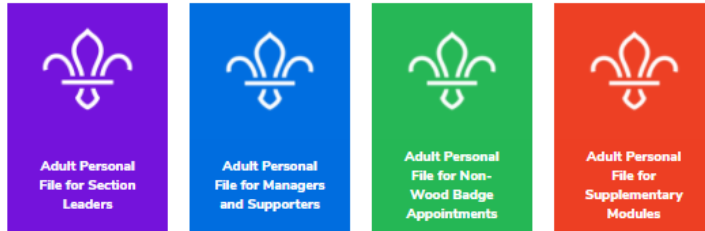
HYPERLINKS TO INFORMATION

County Website – Training - Validation

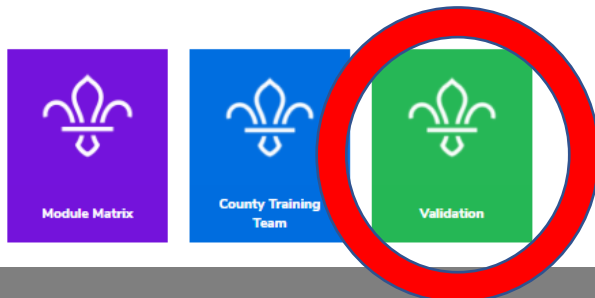
From the Learners Hub, select the green flag “Validation”

Information to help you with your Specific Training Requirements

Here are some links to key information. Find out the details of what training is required for your role, there is an Adult Personal File which will be applicable for you.

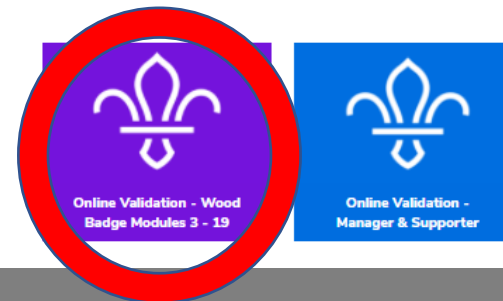


Here too is a summary of your training requirements (Module Matrix), details of the County Training Team and a link to take you to another page which covers how this learning is validated. Validation is a key part of your training.



From the Validation Page, select the purple flag

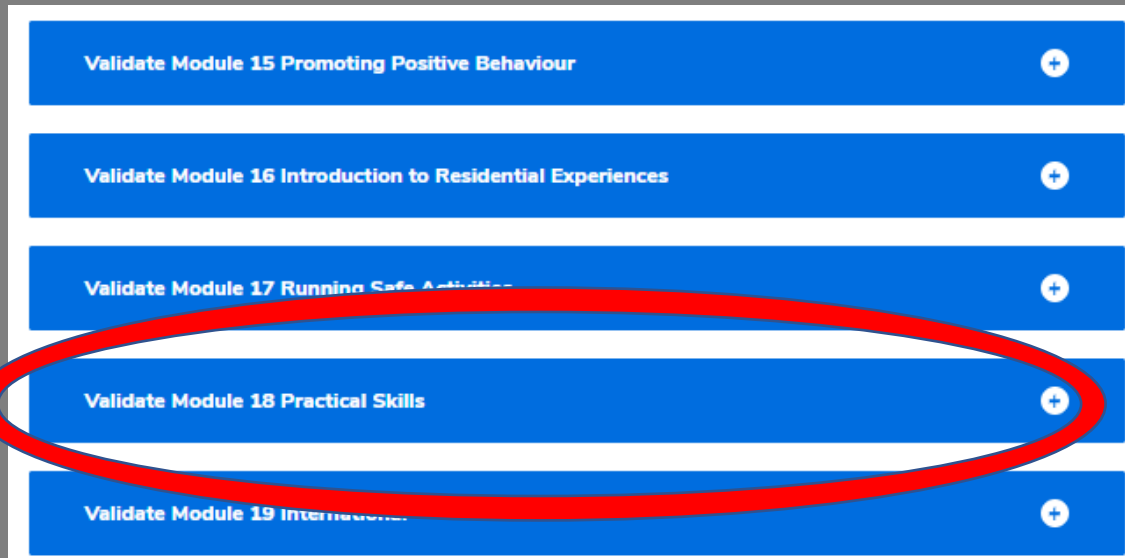
In addition, Somerset County have developed the ability to validate some of the adult training modules using an on-line tool. This method is not aimed at replacing Training Advisers but to supplement our offering where, in some circumstances, this option may be appropriate. More information on how to complete this option together with links to the currently available Modules is found by clicking the relevant box for your role below.



County Website – Training - Validation

From the Online Validation page, select Module 16

Go to the Online Form, read the instructions and then complete and submit the Form.



Validate Module 15 Promoting Positive Behaviour +

Validate Module 16 Introduction to Residential Experiences +

Validate Module 17 Running Safe Activities +

Validate Module 18 Practical Skills +

Validate Module 19 Introduction to Residential Experiences +

18 Practical Skills

- Some of the questions can easily be covered by short answers, a sentence or two. If appropriate, use bullet points (you can create bullet points by pressing keys "Alt and 7" on your keyboard).
- You need to answer Questions 1 – 4 then two of Questions 5,6,7 or 8.
- If there are any notes, pictures or maybe comments from another adult you worked with that are relevant to any of your answers, these can be uploaded in the box below Question 8.
- There is a box at the end of the form for you to add any comments to support this validation.

In your responses, where asked for, please focus your answers on the part or element that you personally played or contributed.

Practical Skills

FIRST	LAST
SCOUT GROUP / UNIT *	
SCOUT MEMBERSHIP NUMBER *	
DD YOU HAVE A TRAINING ADVISER? *	
<input type="checkbox"/> Yes	<input type="checkbox"/> No



Somerset Adult Training

If you have any questions on this material which supports your learning after completion of your Workbook or Course attendance (Module 18 – Practical Skills), contact your Training Adviser, your Local Training Manager or Alan Henderson, Deputy County Training Manager at alan.henderson@somersetscouts.org.uk