**Session plan – Module C**

**Session details**

Title of session: **Module C – That’s the way to do it!**

Date: Time: Location:

Additional needs:

Numbers:

**Aim:** This module aims to give you a general understanding of how to successfully demonstrate and teach a variety of skills. It will help make that process fun, and ensure that section members enjoy the experience.

**Objectives:** By the end of this module, you'll:

1. understand and be able to talk about how young people learn effectively
2. demonstrate an ability to pass on skills to younger people
3. understand and talk about different learning styles
4. have confidence in using different training techniques

**Outcome**: The benefit of this module ensures teaching skills, which in the future could lead to careers such as Training leads, Teachers or Professors and Academics. All skills worthy of any CV.

Activity: **The observer, the runner, the builder** Duration: 20 minutes

Resources:

Objectives the activity links to:

1. understand and be able to talk about how young people learn effectively
2. demonstrate an ability to pass on skills to younger people
3. understand and talk about different learning styles
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Description:

1. Split the group into teams of three. In each team, you’ll be assigning different roles. One person in the team should play the role of the ‘observer’. They will be given an object such as a drawing, or a model built from Lego. Another person should play the role of the ‘builder’ or ‘artist’. They have to recreate what the observer is looking at and shouldn’t be able to see the object at all. The third and final person should play the role of the ‘runner’, who can alternate between the two.
2. The observer can only give verbal descriptions of their object to the runner. They should not be able to see the object.
3. The runner must repeat the description to the builder or artist. Again, the runner should not be able to see what they begin to build or draw. The builder cannot ask questions for clarification.
4. When the runner has finished relaying information and the builder has finished recreating the object, the observer should reveal the object they were describing. The builder or artist should then reveal their recreation.
5. Regroup to discuss the results of the game. What was difficult about the task? Was it challenging to give a verbal description of a physical object or drawing? What about passing that description on to another person? How about recreating something with only verbal instructions to go on?

Activity: **Make us a cuppa!** Duration: 15 minutes

Resources:

* None

Objectives the activity links to:

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Description:

1. In groups or pairs, one of the ESYLs should write down their own instructions for making a cup of tea, exactly as they like to drink it. They should then pass the instructions on to their partner, who should attempt to make the cup of tea, following the exact instructions given.
2. Once they have made the cup of tea just so, they should add their own further instructions to the existing ones given, and pass all this information on to the next ESYL. The process is like the game [Broken Telephone](https://www.scouts.org.uk/activities/broken-telephone/).
3. The next ESYL in line should then follow these two sets of instructions simultaneously. What do they notice about the process? What is difficult about it? Do any of the instructions contradict one another?
4. The activity should highlight the importance of being clear with instructions. It should also demonstrate that different people interpret things in different ways and encourage ESYLs to think about how practice and preparation can affect the outcome of an activity.

Activity: **I do, we do, you do** Duration: 25 minutes

Resources:

* Strawberry laces (or rope or string)

Objectives the activity links to:

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Comments/ Description:

1. Give each ESYL a strawberry lace (or piece of string or rope), and show them how to tie a knot with it.
2. Next, ask the ESYLs to fasten their own knots, instead of just observing you. They should all do this at the same time, creating the knot together. Finally, they should attempt to fasten the knot on their own.
3. This activity teaches the method of ‘I do, we do, and you do’. Once you have tried all methods, regroup and discuss the points below.
* all methods described have both advantages and disadvantages
* talking something through gets a message across to lots of people at once, but often misses out on detail
* using a diagram or paper copy ensures that everyone gets the same message
* demonstrating a skill or technique has visual impact, but you can only use this technique in small groups
* demonstrating with material has additional visual impact
* in terms of learning, demonstrating something by doing has more effect than merely seeing or listening to something
* in general, younger members respond better to doing something simple with coloured bits and pieces
* as members get older, written and printed material can be useful
* talking to groups has its limitations with any age group, but can be essential in describing the rules of games (as long as they are simple)
* small groups lend themselves to demonstrations and tend to respond well to a hands-on approach to learning
* larger groups require visual aids that everyone can see, such as slides, PowerPoint presentations, along with a simple and effective verbal message
* leadership is easier to do effectively in a small group, especially if everyone is involved in doing things themselves and taking an active role
* the larger the group, the more difficult teaching becomes, as boredom and disinterest become issues
* using directed questions could be useful, but remember not to pick on any one member all the time
* if boredom and disinterest are becoming a problem, maybe you need to rethink the method you're using to get your message across (How can you bounce back? Is there a different way you could approach things?)

**Top tip:** [teaching sign language](https://www.scouts.org.uk/activities/sign-with-me/) instead of knots can be another good way to cover this method. Alternatively, you could use Smarties instead of strawberry laces, by demonstrating a pattern to the ESYLs using the different colours of the different sweets. ESYLs could attempt to create the pattern at the same time as you, and then attempt to do it themselves from memory. The message remains the same.

Activity: **Conclusion of Module C** Duration: 5 minutes

Resources:

* None

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Description:

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.