



THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.



MICROTEACHING IN COURSES

INTRODUCTION

Hello, Unit Leaders! Today we are going to discuss the important topic of **MICRO TEACHING**.

Our Trainers use a variety of approaches when instructing us. We are also deal with our scouts through lectures, during which we encourage them to work together to accomplish the Youth Programme. Our regular teaching method is Macro teaching. However, we use a variety of techniques when instructing our Participants. But in our training courses, you will now be going to practice the Microteaching method for small groups or even work one-on-one with course participants for a short period of time. This practice is useful for your next job of teaching adults.

The conventional teaching practice method is going by follows three steps, i.e., a few lectures on teaching practice, then a demonstration lesson by the master trainer, and finally, teaching in live an actual class situation. Macro teaching is an effective teaching program. It depends on the behavior of the Trainer in the classroom, his/ her teaching techniques, and the interaction among Trainers and pupils.

Microteaching, as well as Macro teaching, are used to develop teaching skills. But we practice Microteaching in courses for teaching adults (teaching of Unit Leaders).

OBJECTIVES

- To find out and assimilate new teaching skills in controlled conditions.
- To develop confidence in teaching and mastering a variety of teaching skills on a small group of Participants.
- To utilize the obtainable material and time to the utmost level possible.
- To modify the teaching method to achieve perfection in teaching.

WHAT IS MACRO TEACHING?

The term “macro” means “large-scale” or “overall.” If you look at a macro teaching PDF online, you can find the definition. When applied to teaching, the macro method simply indicates an instruction that is being delivered to the entire class at one time. This is a useful method for when Trainers need to give instructions for an assignment or introduce a new concept or background information to the class.

Trainers can also implement macro teaching on a professional development level when they are looking at long-term curriculum planning for the year. Macro planning, for instance, allows you to review course goals with your Participants for an entire semester (or year) at the beginning of the course. This helps your Participants know what to expect from the course as they progress through the subject matter.

WHAT IS MICRO-TEACHING?

Micro-teaching is a teaching technique used to develop the teaching skills of Trainers. This is an opportunity where Trainers can teach a classroom and get feedback on their skills. Trainer trainees or Trainer pupils have to do their presentations for a small group of Participants in front of a Counsellor. They can do a teaching presentation for their colleagues or a small group of their Participants for a short period of time.

1. Micro-teaching occurs when a Trainer works with a small group of participants for a short period of time.
2. Micro-teaching occurs when a Trainer works with small groups of participants, he/she has formed based on their reading ability.
3. Micro lesson planning happens when a Trainer creates individual classroom activities that occur on a day-to-day basis.
4. Microteaching is often used to help novice and trainee Trainers practice and hone their teaching skills. The focus on a single skill or concept allied to the smaller number of Participants allows for concentration on a specific type of teaching delivery. The more confined environment also aids a video recording of the Trainer’s practice and/or monitoring by in-class assessors.

5. It often features the teaching of a single skill or concept, with the smaller group enabling the Trainer to give individual attention to each participant, helping them master the skill involved in learning the concept.

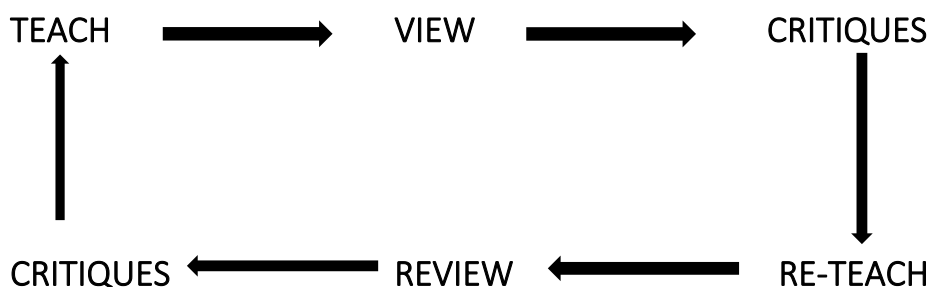
6. Micro-teaching often features kinetic learning, with Participants learning from “hands-on” experience, and a more interactive environment with Participants able to ask questions of the Trainer.

DIFFERENCE BETWEEN MICRO AND MACRO TEACHING

The key difference between micro-teaching and simulated teaching is that micro-teaching refers to a Trainer-training technique for learning and practicing teaching skills in a real classroom environment, whereas simulated teaching refers to a technique that is used for Trainers to practice teaching skills in a synthetic environment.

Both micro-teaching and simulated teaching are used to develop teaching skills. But there is a distinct difference between micro-teaching and simulated teaching.

MICROTEACHING CYCLE



EACH CYCLE IS DEVOTED TO ONE SKILL ONLY SUCH AS:

TRAINER'S EXPLANATION.

PROMOTING GROUP DISCUSSION.

ASKING QUESTIONS.

ELICITING PARTICIPATION.

MICRO TEACHING IS A SCALED-DOWN TEACHING ENCOUNTER. SCALED-DOWN IN TEACHING.

BASIC PRINCIPLES

- 1. A PARTICIPANTS-TRAINER TEACHES FOR 5 TO 10 MINUTES.**
- 2. NUMBER OF TRAINEES ARE SMALL.**
- 3. TRAINEES LEAVE AT THE END.**
- 4. THE PARTICIPANTS TRAINERS DISCUSS THEIR PERFORMANCE WITH THE SUPERVISOR AND ALSO WITH THE PARTICIPANTS.**
- 5. THEY RE-CASTS THEIR PLANS IN THE LIGHT OF SUGGESTIONS GIVEN.**
- 6. THEY RETEACH THE LESSON TO A DIFFERENT GROUP.**
- 7. YOU MAY RECORD THE MICRO LESSON AND REPLAY, IT AT THE TIME OF DISCUSSION.**

MICROTEACHING IN TRAINING COURSES

Our training courses come with a test that aspiring the upcoming trainees must clear to become trainers. Trainee Trainers are evaluated based on certain skills that they should possess to become trainers. Examiners, Participant trainees, counsellors, and co-trainees are present to evaluate them. This test is known as micro-teaching. Micro-teaching skills are essential in Assistant Leader training courses. These skills help them in dealing with future Adult Training courses. There are different types of micro-teaching skills that to-be Trainers must learn to become successful.

If you're wondering what are the skills in micro-teaching, take a look at the list below. Different types of micro-teaching skills are essential for a trainee to become a Trainer. Some of the microlearning skills are as follows:

1. The skill of introduction
2. The skill of explaining
3. The skill of questioning
4. The skill of stimulus variation
5. The skill of reinforcement
6. The skill of illustration

7. The skill of blackboard writing
8. The skill of achieving closure
9. The skill of demonstration

Now that you've got a basic idea of the skills in micro-teaching, let's dive deeper into each one of them.

MICROTEACHING SKILLS

A good education can change anyone. A good teacher can change everything! Education is the most powerful weapon which you can use to change the world. – Nelson Mandela

1. THE SKILL OF INTRODUCTION.

First on the list of the kinds of micro-teaching skills is the skill of introduction. Trainer trainees must possess the skill of giving participants a great introduction before they begin teaching a lesson or topic. It's an art that helps engage participants and tells them exactly what they can expect from a lesson. Trainers must provide their Participants with a framework that they can work upon. It's a great way to ensure that participants understand what a topic or lesson is about. Through the introduction skill, Trainers can use interesting or engaging words to get their participants hooked on and interested in a topic from the very beginning. Without a good introduction, Trainers won't be able to capture their participant's attention.

Micro-teaching skills of introduction involve using previous Participant's knowledge and the right device while trying to introduce a lesson. Trainers must avoid any irrelevant statements or discontinuity.

The major elements of micro-teaching skills of introduction are:

- Maximum use of participant's previous knowledge
- Using the appropriate teaching aids.
- Maintaining continuity in the lesson.
- Relevant statements of objectives

2. THE SKILL OF EXPLAINING.

Next on the list of teaching skills in microteaching is the skill of explanation. The skill of explanation is an intellectual activity that TRAINER must possess when it comes to micro-teaching skills. Ideas, phenomena, and concepts must be communicated well to Participants to help them understand a topic well. Trainer TRAINER should give examples by highlighting relationships among different OBJECTIVES and ideas.

Trainee Trainers must be able to relate facts with other sets of facts to help promote better understanding. Trainers need to learn microlearning skills like explaining to make Participant's trainee understand concepts and ideas properly. A Trainer who can explain well can make a topic or lesson effective.

3. THE SKILL OF QUESTIONING.

The art of questioning is another important micro-teaching skill that trainers must have. The questioning skill is a technique that helps put meaningful, relevant, specific, clear, and precise questions to Participants. Questioning is a skill used to test the understanding and knowledge of Participants.

By using the skill of questioning, you can judge participant's knowledge and get a better understanding of whether Participants have understood a particular topic. It also helps trainees to try out different ways of teaching to make participants understand topics faster. After questioning, if a Trainer realizes that Participants haven't understood a topic well, they can try to explain things easier for a better grasp.

4. The Skill of Stimulus Variation.

Teaching skills in microteaching are essential to succeed as a Trainer. The skill of stimulus variation is a teaching technique used to keep Participants engaged in a topic or lesson by changing the teaching behavior. It's used to capture a Participants' attention by using different stimuli in the class for maximum response.

"A stimulus is something that evokes a functional reaction in tissues. It has a touching effect on the learner. What to change, when to change, and how to change requires skill on the part of the Trainer for securing and sustaining

attention at a high level. Such a skill is named as the skill of stimulus variation.”
Dr. Sneha Joshi.

The main elements of stimulus variation skills are

- Movement
- Gesture and posture.
- Change in speech pattern
- Focusing
- Change in interaction style
- Oral-visual switching
- Pausing
- Participants’ active participation

5. THE SKILL OF REINFORCEMENT.

The skill of reinforcement is another important component of microlearning skills. Trainers use this skill to encourage responses from their Participants using non-verbal actions, such as nods and smiles, or verbal praises. It’s a response technique based on the concept of feedback. The reinforcement skill helps to reinforce Participants’ behaviour using positive reinforcers rather than negative ones for maximum participation.

6. THE SKILL OF ILLUSTRATION

The skill of illustration is also known as the skill of interpretation. It’s used when the skill of explanation doesn’t work. When a Trainer fails to make their Participants understand a concept with the skill of explanation, they must use the skill of illustration. Through illustration, they can motivate and stimulate their Participants to help them grasp the ideas and concepts being taught. A Trainer may also use specific and personal examples to illustrate a topic for better understanding.

7. THE SKILL OF BLACKBOARD / CHART PAPER USING.

Blackboard writing or showing chart paper is another essential skill of micro-teaching. It’s used to shift focus, grab attention and highlight vital terms and concepts. Trainers can use the skill of blackboard writing to draw attention. It’s a good technique that Trainers can use to bring about clearness in concepts and perceptions. It also helps add variety to a lesson.

8. THE SKILL OF ACHIEVING CLOSER BY RECAPITULATING.

Just like the skill of introduction, the skill of achieving closure is also essential. Introducing a topic or lesson is easy, but giving a good closure to a topic can sometimes be tricky. Trainers should ensure they're closing a topic systematically and clearly. They must give enough assignments to their Participants to help them remember the topic or lesson well without overburdening them.

9. THE SKILL OF DEMONSTRATION.

Demonstration in teaching helps make things meaningful and simpler for Participants. It helps trainers link learning with real-life situations. Demonstration describes and explains principles, concepts, and ideas to Participants by showing them devices, experiments, or specimens. It helps create a lively environment in the classroom.

MICRO LESSONS

Micro lessons are bite-sized modules that focus only on key elements or messages of a learning topic. Unlike traditional modules that take hours to get completed, micro-lessons are designed for self-paced learning that can be completed only within five to ten minutes.

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers for the profession of teaching.

LESSON PLANNING

Next, the student teacher plans a short lesson that will enable them to practice these new skills in a mock classroom situation. Though the classroom environment is simulated, student teachers should consider their presentation an actual lesson and present it in an engaging, logical, and understandable manner.

TEACHING AND FEEDBACK

The student teacher conducts the lesson for their instructor and peer group. The session is recorded so that the student teacher can watch it later for self-evaluation. Immediately following the microteaching session, the student teacher receives feedback from their instructor and peers.

Peer feedback should be specific and balanced (including observations on strengths as well as weaknesses) to help the student teacher improve. It's helpful for peers to focus on their personal experience using "I" statements and to provide specific detail in their feedback.

For example, when providing constructive criticism, "I had trouble hearing you at times" is more helpful than "You need to speak louder." When offering praise, "I felt confident commenting because you made eye contact with me" is more helpful than "You engage well with students."

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REPLAN AND RE TEACH

Based on peer feedback and self-evaluation, the student teacher plans the same lesson and teaches it a second time. The goal is to incorporate feedback from the first microteaching session to master the skill being practiced.

The second teaching session is also recorded. At the conclusion, the instructor and peers offer feedback, and the student teacher can view the recording for self-evaluation.

Microteaching often results in better-prepared, more confident teachers with a strong working understanding of the skills they need in the classroom.

CONCLUSION

There are different ways that a Trainer can impart information to Participants in a learning environment. The technique he/she uses will depend on several variable factors, such as the number of Participants in a particular

class and the desired lesson outcomes. Micro and macro teaching are two common teaching techniques that differ in their conception and delivery.

Both forms of teaching are planned in advance. A lesson delivered by either micro or macro methods has specific outcomes and emphasis determined in advance. Evidence of Participants' comprehension of the desired learning outcomes will differ. In micro settings, demonstration of understanding is likely to be within the lesson, while assessment from macro teaching is more likely to be through the submission of a written paper.

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers for the profession of teaching.

Micro-teaching skills help determine whether Trainers are trained and well-groomed to carry out their duties effectively. They're a replica of real-life classroom teaching and personality development training given to aspiring Trainers. Teaching skills in micro-teaching help Trainers develop self-confidence, speech modulation, and expressive abilities. They learn time management, improve body language, imbibe a positive attitude and improve communication skills, which are very important when taking up adult training as an assistant or Leader of The Course in the future.

**TELL ME AND I FORGET, TEACH ME I MAY
REMEMBER, AND INVOLVE ME I WILL LEARN.**



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OBTAINING AND USING RESOURCES

INTRODUCTION

Adults in Scouting is a systematic approach for supporting adults to improve the effectiveness, commitment, and motivation of the adult leadership so that better programs are supported in the delivery by and for young people. It also enhances the overall effectiveness and efficiency of the organisation.

Unit leaders and young leaders are members delivering the Youth Program to other youth members; supporting other adults in their role or function or participating in organisational structure. In this case, 'leader' defines the role or function they are performing on behalf of the organisation.

OBJECTIVES

By the end of this module, you can:

Define Resources.

List out resources needed.

State possibilities to obtain those resources.

Explain the use of appropriate resources.

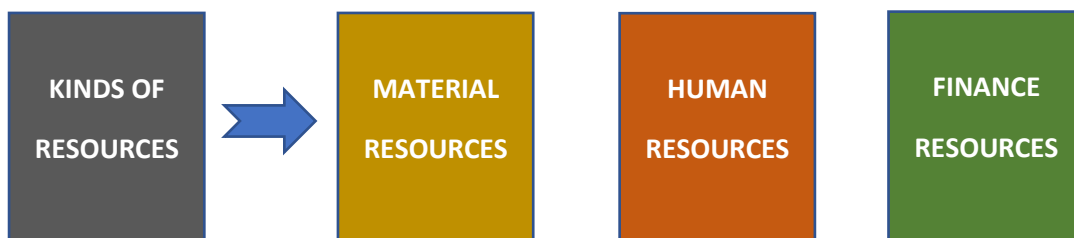
DEFINE RESOURCES.

Resource means an available supply or support, or natural source of revenue, a source of information or expertise.

Resource in the training course is nothing but the available finance, materials, equipment, or human being supported and ready to use.

The resources of an organization or person are the materials, finance, and other things that they have and can use in order to function properly.

In order to run a Training Course, it is very vital for 'Unit Leaders/Trainers' to be able to obtain and use resources. Those resources are guided by the need for the appropriate occasion.



MATERIAL RESOURCES: PLACE, ACCOMODATION, EQUIPMENTS, CAMPING GEARS.

HUMAN RESOURCES: STAFF, OTHER PEOPLE, SENIOR SCOUTS, FORMER PSC SCOUTS, HELPERS,

FINANCIAL RESOURCES: GOVT. GRANT, FEES, OTHER RESOURCES, LOCAL AND DISTRICT OFFICE,

FRIENDS IN SCOUTING AND OTHER WELWISHERS.

Material resources.

Material resources are **materials found in the local area, that have practical use and value for humans**. In training courses, we want the availability of accommodation, equipment to be used, and a proper place for camping needs. These are in first priority. We have to search for this usefulness that is owned by any person or organization.

Materials like audio-visual aids **help to improve the environment of training**, by reducing the number of resources that the economy requires and diminishing the associated environmental impacts, and sustaining required growth by securing adequate supplies of materials and improving competitiveness.

HUMAN RESOURCES

The Human resources (HR) are **within Scouting that is responsible for all things training-related**. That includes recruiting, selecting, training, promoting, and paying. The staff and other related helpers are needed. We can focus on training purposes but nowadays we can insist on safety and activity management also.

Staff needed for the Course.

LOC

ALOC

ASSISTANT TRAINERS – 03.

TUTORS OR COUNSELLORS-04

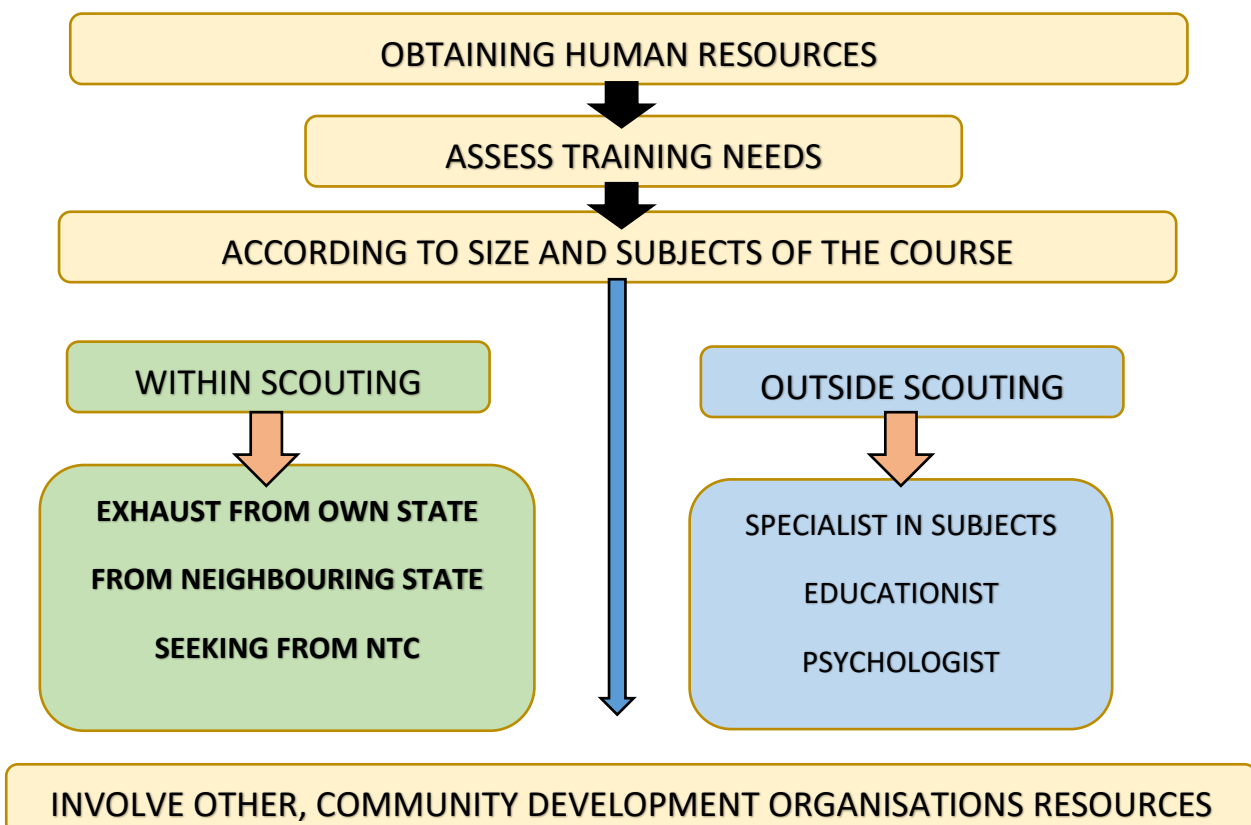
QUARTER MASTER-FOOD-01

QUARTER MASTER-GEAR-01

SUPPORT STAFF-04

For the successful use of Human Resources, the following factors should include.

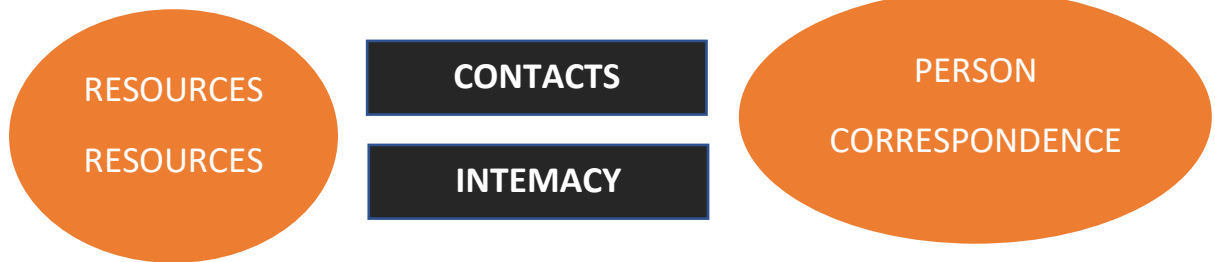
1. Assign job to Quarter Masters.
2. Delicate routine should be prepared and maintained.
3. As in charge of the course, have important sessions like Fundamentals, Law & Promise, Course Objectives.
4. Get consent from other trainers and the topics should be distributed in advance, if possible.
5. Check the Plan already prepared. Take help from assistants.
6. During the camp, meet at the end of the day regularly.
7. Evaluate the work done and encourage all the staff.
8. Be an optimist, you be an example for them. Be disciplined but cordial.
9. Make them a good ambassador of yours.



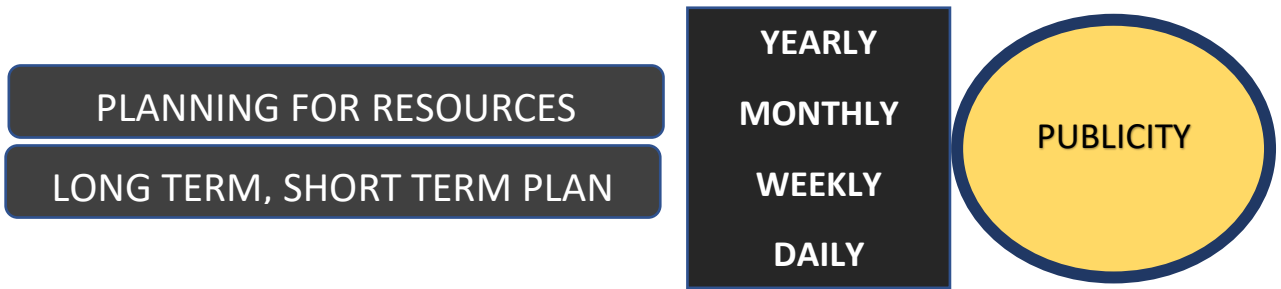
FINANCE RESOURCE

The financial resource is a **term covering all financial funds for the course**. As we consider an economic perspective, financial resources are part of any project’s assets. Course fees are only the source for our Training purpose, but we can raise funds that are needed in emergencies. Finance should be raised with the help of Govt. grants, sponsors, local and district offices, and also on a personal basis.

OBTAINING RESOURCES



IDENTIFY RESOURCES -----WHERE IT IS -----GO AND BRING



OBTAINING MATERIAL RESOURCES

ASSESS TRAINING NEEDS

PLAN ACCORDING TO LIMITS, MONEY, TIME & USES

WITHIN SCOUTING

OUTSIDE SCOUTING



**EQUIPMENT ON SITE
TRANSPORT AVAILABLE
STORES ON SITE.**

**CAMPING GROUNDS
BUILDINGS
EQUIPMENTS**

USING RESOURCES

RESOURCES
RESOURCES

FULLY

MAINTAINED

CAREFULLY

SUCCESSFULLY

BY PERSON
REGULAR USERS
SKILFUL TRAINER

DEVELOP YOUR OWN FACILITIES

It's not about your
resources, it's about your
resourcefulness .

Tony Robbins

quote fancy



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The Games on Courses

INTRODUCTION

Hello, Unit Leaders! Today we are going to discuss the topic of THE GAMES ON COURSES.

It is the most important aim of a course to allow your learners to learn new skills. When you create games for learning, you must have a proper educational plan to implement them if you want to set up your training as professional training and not as simple games. You cannot do this simply by using games that don't suit your purpose.

Games work! Although relatively few organizations have adopted games as a part of their training curriculum to this point, the research shows unequivocally the benefits of game-based learning.

OBJECTIVES

By the end of this learning module, you should be able to:

- a) State the importance of games during courses.
- b) Explain the purpose of games.
- c) Classify the games according to Sections in the Movement.
- d) Create different games for the Scout courses.
- e) Purpose of playing games during or on the courses:
- f) The playing of games on training courses has the following purposes.
 - 1) Being open to experience: exploring self, exploring one's surroundings, experiencing emotions
 - 2) Engaging in life: emoting, dealing with challenges, responding to successes
 - 3) Cultivating values: valuing yourself, valuing natural laws, figuring out your Values.

- 4)Managing oneself: managing emotions and progress
- 5)Developing oneself: challenging yourself and thinking beyond oneself
- 6)Demonstrating suitable games for playing with the various sections.
- 7)Providing a stimulating activity which the candidates will enjoy, keeping in view the time, place, number of participants, etc

Remember to:

1)Strike a careful balance between challenging and difficult.

It's important to strike this careful balance when designing your eLearning games to increase the engagement factor and make it immersive for every learner of your audience, not just for the ones who may be more experienced or skilled. Search your audience's needs so that you can learn more about their background and expectations, which will help you to create e games that are challenging enough to excite them, but not so challenging that they become frustrated with the course.

2)Give them choices

Learners want to feel like they are in control. They want power over their educational endeavors, and you can give them this power by giving them choices. Instead of just asking them to progress through a module and earn points at the end, have them make decisions throughout and accrue points based upon right or wrong answers.

3)Show them the outcome.

This particular tip has two aspects. Firstly, you must show your learners how the choices they make will lead to real-world consequences, whether these are good or bad. This will allow them to gain invaluable experience without any real risk involved. Secondly, you need to tell your learners exactly why they are participating in this game and what they will achieve by completing it.

4)Make it exciting!

The simple truth is that not all games are fun and exciting. Some fail to turn the subject matter into one that is engaging and entertaining. By making choices throughout the game, the learners are taking small, but powerful risks that help them to learn through mistakes and build their critical thinking and reasoning skills. And rewards help to boost their motivation so that they want to participate and progress through the levels.

TYPES OF GAMES

Sense Training Games, Circle Games, Team Games. Games for tests, Quiz Games
Wide Games.

Some Instructions:

As with all training activities, planning and preparation of the games to Be played, well in advance of the courses is essential.

There is no point in merely haphazardly playing games.

They should be purposeful, varied, and appropriate.

Care must be taken to see that we do not offer games which are enjoyable for adults but unsuitable for boys.

Games must be within the capacity of the Pack, Troop, or Crew regarding space, requirements and equipment are available.

Opportunities must be provided for notes to be made by candidates in their note-book.

Do not use the whole course in the game, with two Sixes / Patrols or volunteers.

Taking notes and making observations becomes easier.

Have a couple of games after Flag-break and a long session.

Have an equipment box for games containing batons, rope, balls, chalk, etc.

Staff can discuss the games daily in meetings.

Games are our most valuable aids in Training Cub / Scout / Rover and Mentally and physically, Games are meant to be enjoyed. There should be fun.

They develop Character, Self-control, Goodnature, Unselfishness, Sportsmanship, Discipline.

HOW TO PLAY THE GAMES

- 1) Fix the number of participants or groups.
- 2) State the duration of the game.

- 3) State the Learning Objectives.
- 4) Mention the materials needed
- 5) Give a short description
- 6) Explain the rules.
- 7) Explain the possible progression.

Some Examples of Games.

Fruit salad

Number of participants: ≥ 10 (the more the better)

Duration: 10 min

Learning objectives/purpose: warm-up; deals with post-meal lethargy

Material: 1 chair per person minus one chair

Short description: Have the participants build a circle of chairs with one chair per participant (except for yourself). Assign a fruit out of three or four possible fruits to each participant and yourself, like

“Strawberry, banana, apple, mango, strawberry, banana, apple, mango, strawberry, banana – and I’m an apple.”



Explain the rules:

“Whenever the person in the middle calls out a fruit, the participants that fruit was assigned to have to get up and quickly find a new chair to sit on. When they get up, the person in the middle also tries to find a chair. Given that there is one chair less than the number of participants, one person will end up without a chair, and the game starts over. Instead of fruit, the person in the

middle can shout 'fruit salad', which means that everybody has to find another chair. It is not allowed to sit on any of your neighbor's chairs."

Possible progression: There is a Big fun in a fast-paced game, where you have to react quickly.

Count to 33

Number of participants: ≥ 3 (not more than 20)

Duration: 5 min

Learning objectives/purpose: simple things can be hard to achieve; listen to others

Material: –

Short description: Have the participants stand up and form a circle. Let the participants shout out numbers in the sequence from 1 up to 33 clockwise. Give the instruction:

"Whenever your number is dividable by 3 or ends with a 3 you have to clap your hands together *instead* of shouting out the number."

Whenever a participant makes a mistake, the following participant has to start all over again with 1. Debrief when the group reaches the number 33.

possible progression: Participants will end up with this sequence (numbers are shouted): 1 2 clap 4 5 clap 7 8 clap 10 11 clap clap. 14 clap 16 17 clap 19 20 clap 22 clap clap 25 26 clap 28 29 clap 31 32 clap
you can control the duration of the game by setting the goal (number)."

EGG DROP CHALLENGE

In an egg drop challenge, Scouts try to design a container which can prevent an egg from breaking when dropped. This is an excellent project to get kids interested in science and engineering.

1. Have your Scouts collect recyclable materials for a week and bring them to a meeting.
2. Break Scouts into teams of two or three. (Cub Scouts might need to have parents or leaders as a mentor on their teams.)
3. Give each team a roll of masking tape and a raw egg.

4. Using the recyclables and tape, have them build a contraption for the egg which will protect it from a fall.
5. Drop the egg in the contraption from some height. This must be supervised or done by an adult.
6. See which teams' eggs stayed intact and which broke.
7. Talk about the effectiveness of the various designs.



Name of the game: Crocodile River

Venue: Playground, the two lines indicate a river.

The number of participants: two teams of equal numbers of 8 / 12/ 16 each.

Rules of the game: Each team will have the same number of members- If the opponent's body is touched by the hand on the front side he will be eliminated- One team will stay in the river.

How to play the game:

A team will try to cross the river at a fixed distance. The other team will try to eliminate the members crossing the river- There are crocodiles in the river. The member who will be touched in front will lose his life. Both teams will play the game alternately. The team with the maximum number of members crossing the river will be declared as the winner. The winning team will be greeted with a yell. Purpose of the game: To increase team spirit in the team. To observe the working of the Patrol System.



Conclusion:

One of the objects of Scouting is to supply team games and activities, which can promote the boy's health and strength and help to develop his character. These games have to be made attractive and competitive, and it is through them that we can inculcate the elements of pluck, obedience to rules, discipline, self-control, keenness, fortitude, leadership, and an unselfish team play.



“Scouting is a game for boys under the leadership of boys, under the direction of a “man”. Baden Powell.



THE GAMES DEMONSTRATION PLAN FORM

Course

Place

Date Time

Topic

OBJECTIVES:

State objectives of the Game.

By the end of the Game, participants should be able to.....

DEMONSTRATION NAME OF GAME PURPOSE OF GAME:

Simple demo of the game if needed, Suitable Name or Interesting name, Purpose should be told.

MATERIALS REQUIRED:

Materials list should be stated, Keep ready all the materials required,

RULES OF GAME:

State Do's and don't's while playing Game. Tell the boundaries of the Game. Set time limit if any.

HOW TO PLAY :

Describe How many people can participate in the game., Formation Required, and

step by step details.

HOW TO END THE GAME :

Tell when the Game ends, or tell if it can be played again.

Selection of Winner - Recognition.

Total time available for Explanation and playing the game will be 3 minutes.

One of the Aims of Scouting is Leadership Development. Learning to be a member of a team and to get the most out of individuals on a team is through team-building concepts and activities. Choose appropriate team-building games and activities based on your group's age, maturity level, and degree of comfort with each other.

TYPES OF GAMES:

TEAM BUILDING GAMES.

FUN GAMES

QUITE GAMES.

PUZZELS

WIDE GAMES

NIGHT SCOUTING

KIM GAMES

TREASURE HUNT

KNOTTING GAME

PIONEERING GAME.

QUIZ.

MAPPING GAME

COMPASS GAME.



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USE OF AUDIO-VISUAL AIDS IN LEARNING

INTRODUCTION

Excellent trainers understand the importance of audio-visual aids in the learning process. Audio-visual aids are teaching tools that educators use to complement their academic lessons. Examples of audio-visual aids include videos, music clips, flip charts, slideshow presentations, and overhead transparencies. Audio-visual aids should not be used as the only teaching method but should be incorporated periodically throughout lessons to provide extra information for participants. Participants catch on quickly when their trainer understands the importance of charts in the teaching and learning process.

OBJECTIVES

By the end of the module, the participants will be

1. Able to define audio-visual aids.
2. State the objective of teaching aids.
3. Explain the functions of audio-visual aids.
4. Explain different types of audio-visual aids.

Thought of Reflection

Images are not only visual. They're also auditory, they involve sensuous impressions, bundles of information that come to us through our senses, and mainly through seeing and hearing: the audio-visual field.

Audio-Visual Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavour to make the knowledge clear to us through our senses are called **materials**. All these learning materials make the learning situations as real as possible and give us first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic, and dynamic can be considered audio-visual material.

We learn through our sense organs. Senses are the ways of knowledge. All the sense organs help us in understanding the environment. Most of the knowledge, which we acquire from school, comes through our ears and eyes.

IMPORTANCE OF AUDIO-VISUAL AIDS

The importance of audio visual aids is evident when it comes time to teach a new or abstract concept that may be difficult to picture or grasp. Audio visual aids allow trainers to demonstrate things to participants that, otherwise, may not be clearly conveyed.

OBJECTIVES OF TEACHING-AIDS

1. To enhance trainers skills which help to make teaching-learning process effective.
2. Make learners active in the classroom.
3. Communicate them according to their capabilities.
4. Develop lesson plan and build interest.
5. To make participants good observer.
6. Develop easy and understandable learning material.
7. Follow child cornered learning process.
8. Involve intimation in objectives.
9. To create interest in different groups.
10. To make teaching process more effective.

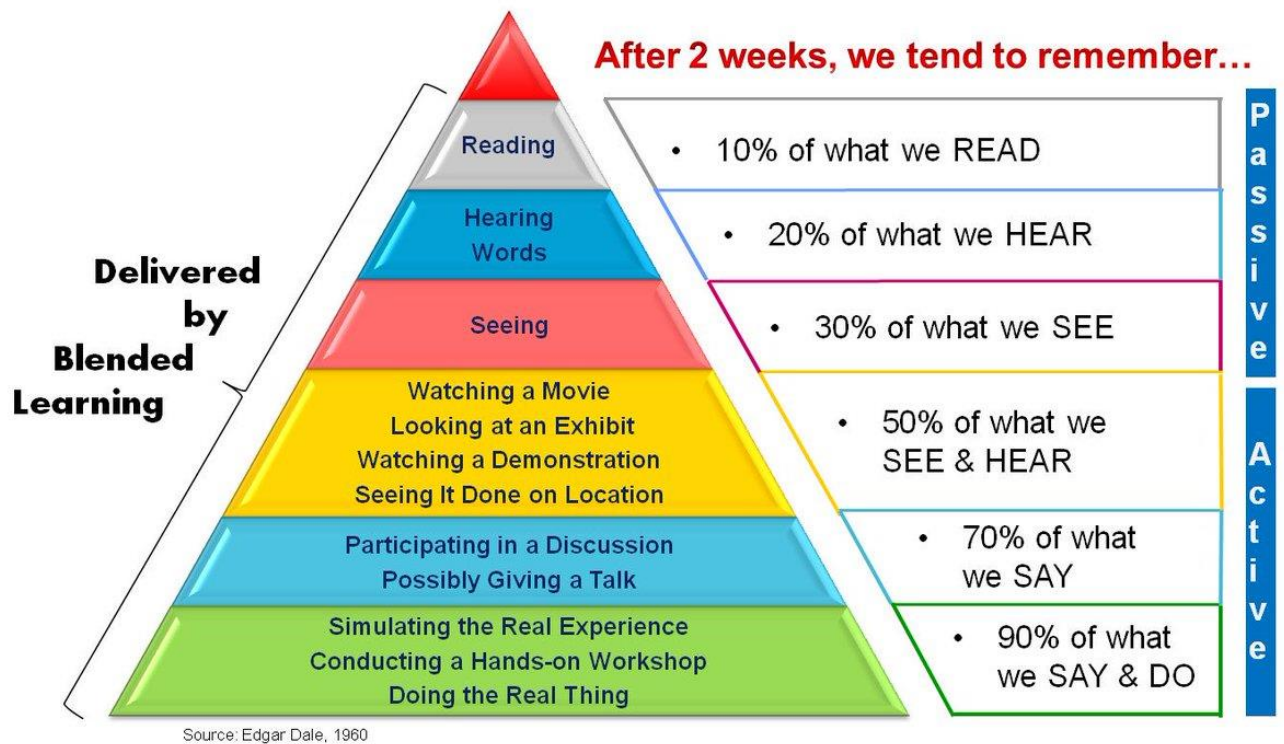
FUNCTIONS OF AUDIO-VISUAL AIDS

Some of the important values of the proper use of audio-visual aids are given below

1. **Best motivators:** audio-visual aids are the best motivators. The participants work with more interest and zeal. They are more attentive.
2. **Antidote to the disease of verbal instruction:** They help to reduce verbalism. They help to giving clear concepts and thus help to bring accuracy in learning.
3. **Clear images:** clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
4. **Vicarious experience:** It is beyond doubt that the first-hand experience is the best type of educative experience. But it is neither practicable nor desirable to provide such experience to pupils. Substituted experiences may be provided under such conditions.
5. **Variety:** Audio-Visual aids given variety and provide different tools in the hands of the trainer.
6. **Freedom:** When audio-visual aids are employed, there is great scope for children to move about, talk, laugh and comment upon. Under such an atmosphere the participants work because they want to work and not because the trainer wants them to work.
7. **Opportunities to handle and manipulate:** Many visual aids offer opportunities to participants and manipulate things.

8. **Retentivity:** Audio-Visual aids contribute to increases Retentivity as they stimulate response of the whole organism to the situation in which learning takes place.
9. **Based on maxims of teaching:** The use of audio visual aids enable the trainer to follow the maxims of teaching like concrete to abstract, known to unknown and learning by doing.
10. **Helpful in attracting attention:** Attention is the true factor in any process of teaching and learning. Audio-Visual aids help the trainer in providing proper environment for capturing as well as sustaining the attention and interest of the participants in the classroom work.
11. **Helpful in fixing up new learning:** What is gained in terms of learning needs to be fixed up in the minds of participants. Audio –Visual aids help in achieving this objective by providing several activities, experiences and stimuli to the learners.
12. **Saving of energy and time:** A good deal of energy and time of both the trainers and participants can be saved on account of the use of audio-visual aids as most of the concepts and phenomena may be easily clarified, understood and assimilated through their use.
13. **Realism:** the use of audio-visual aids provides a touch of reality to the learning situation.
14. **Vividness:** Audio-visual aids give vividness to the learning situation.
15. **Meeting individual differences:** There are wide individual differences among learners. Some are ear-oriented; some can be helped through visual demonstrations, while others learn better by doing. The use of a variety of audio-visual aids helps in meeting the needs of different types of participants.
16. **Encouragement to healthy classroom interaction:** Audio-visual aids, through their wide variety of stimuli, provision of active participation of the participants, and various experiences encourage healthy classroom interaction for the effective realization of teaching –learning objectives.
17. **Spread of education on a mass scale:** Audio-visual aids like radio and television help in providing opportunities for education to people living in remote areas.
18. **Promotion of scientific temper:** in place of listening to facts, participants observe demonstrations and phenomena thus cultivate scientific temper

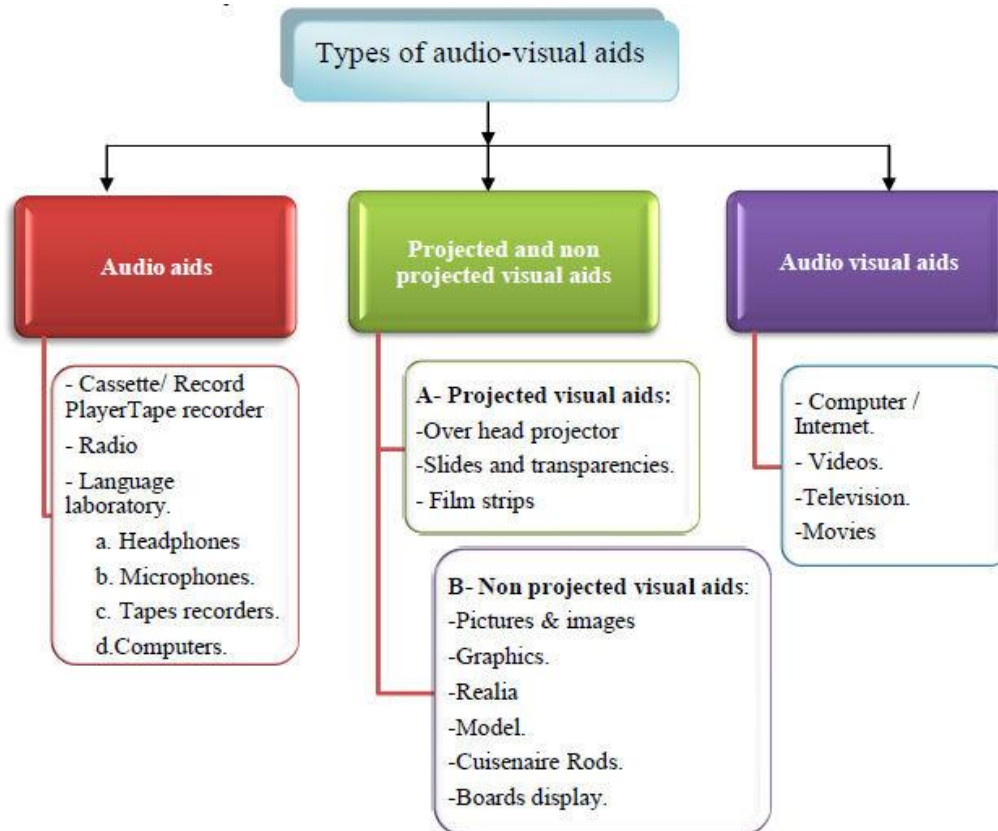
The Cone of Learning



TYPES OF AUDIO-VISUALS

It can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact. Keeping this in view, it can be classified in to three main groups:

1. **Audio Aids** examples are Radio, Tape-recorder, Gramophone, Linguaphone, Audio cassette player, Language laboratory
2. **Visual Aids** examples are Chart, Black and white board, Maps, Pictures, Models, Text-books, Slide projector, Transparency, Flash-cards, Print materials etc.
3. **Audio-visual Aids** examples are LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia etc.



It is clear that audio-visual aids are important tools for the teaching-learning process. It helps the trainer to present the lesson effectively and participants learn and retain the concepts better and for a longer duration. The use of audio-visual aids improves participants' critical and analytical thinking. It helps to remove abstract concepts through visual presentation. However, improper and unplanned use of these aids can have a negative effect on the learning outcome. Therefore, trainers should be well trained through in-service training to maximize the benefits of using these aids.

An Attempt to Recollect

Having gone through so far, you can now try to test your memory by answering the following question.

1. What is audio visual aids
2. What is the importance of audio visual aids?
3. Give examples of visual aids.
4. How do participants develop scientific temper?
5. What is the other name for audio visual aids?

For Further Reading:

1. Audio Visual Paths to learning by Walter Arno Wittich and Jojn Guy Fowlkes.
2. A Textbook of Audio Visual Aids by Lalit Kishore.
3. Audio Visual Aids to Educational Technology by Prof. Harmesh Lal.
4. Audio Visual Education An Introduction by Dr. Naresh kumar Yadav.

How much have I got it right?

Here are answers to your memory test:

1. What is audio-visual aids

A. Audio-visual aids are teaching tools that educators use to complement their academic lessons.

2. What is the importance of audio-visual aids?

A. The importance of audio-visual aids is evident when it comes time to teach a new or abstract concept that may be difficult to picture or grasp. Audio-visual aids allow trainers to demonstrate things to participants that, otherwise, may not be clearly conveyed.

3. Give examples of visual aids.

A. Visual Aids examples are Chart, Black and whiteboard, Maps, Pictures, Models, textbooks, Slide projectors, Transparency, Flash cards, Print materials etc.

4. How do participants develop a scientific temper?

A. In place of listening to facts, participants observe demonstrations and phenomena thus cultivating a scientific temper.

5. What is the other name for audio-visual aids?

A. Audio Visual Aids are also called instructional material.



THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.



WHAT IS SCOUTING GUIDING

INTRODUCTION

'Scouting' is a worldwide youth movement. It is also called the "Scout Movement. The movement has its own method (Scout Method). It has a program of informal education with an emphasis on practical outdoor activities, like camping, hiking, woodcraft, and pioneering. Another significant feature that is widely known is the 'uniform and scarf' making for equality by intentionally hiding all the differences of social standing in a country and making for equality. Distinctive insignia on the uniform is the Fleur-de-lis and the Trefoil. Simply it is fun with a purpose, directed towards helping young boys and girls become healthy, happy, and useful citizens.

No man goeth about more Godly purposes than he who is mindful of upbringing not only his own but other people's children.

Socrates

The real meaning of 'Scouting' is to observe in order to obtain information or evaluate the information obtained. Since there was no corps of military scouts available for this mission, the Founder, Robert Stephenson Smith Baden Powell had conducted his own scouting trips to learn about the terrain and people of Matabeleland in Rhodesia, Africa, when he had gone there to deal with the rebellion.

For more than 100 years, Scouting programs have instilled in youth the values found in the Scout Promise and Scout Law. Today, these values are just as relevant in helping youth grow to their full potential as they were in 1910. Scouting helps youth develop academic skills, self-confidence, ethics, leadership skills, and citizenship skills that influence their adult lives.

Mission of Scouting

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

Definition:

The Bharat Scouts & Guides is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race, or creed, in accordance with the purpose, principles, and methods conceived by the Founder Lord Baden Powell in 1907.

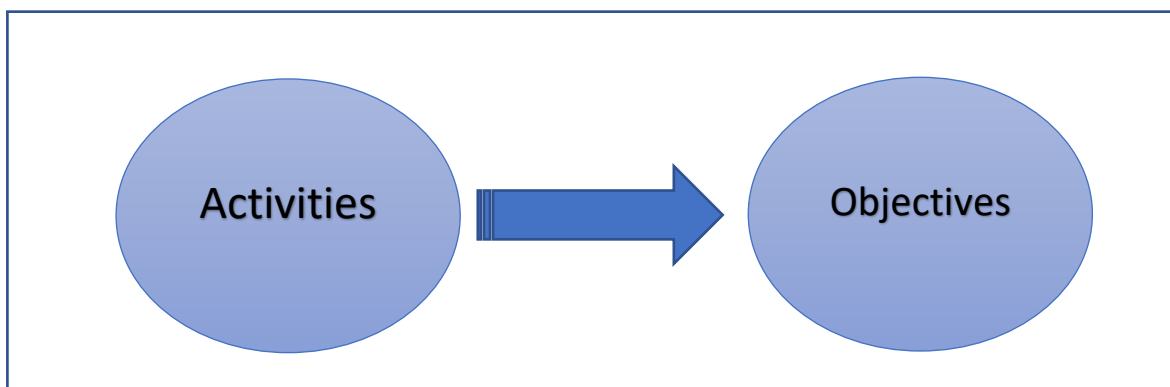
Purpose of Scouting/Guiding:

The purpose of the Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potentials as individuals, as responsible citizens, and as members of local, national, and international communities.

Scouting can be explained in many other ways

Scouting is a Game

“Scouting” is an educational game, having its own characteristics. It helps the development of the participants, but it advances when the boy or girl is sure about oneself. The development of youth is carried out within different groups from a young age. First, the kid develops in his family. Then in his/her schoolmate’s group. And then in society. He gains unique feelings of happiness in each group. The youth gradually become creative to produce useful things for themselves and others and it is a sure sign of Development.



Scouting/Guiding is a Plan

It is a plan to reach its objectives of successive stages in the life of a boy. or girl. Scouting strengthens his/ her character and personality. It is a plan to enhance his / her capacity of resistance, the spirit of service to others (Daily Good Turn), and

religious feelings. Scouting is a plan of development of moral skills, a sense of security in his/her ability.

Scouting will encourage him/her to take responsibility to take care of others. The youth are willing to work and always trying to look for ways for improvement. He/she will be able to commit to the Promise and Law and remain cheerful and smile under any type of pressure. They want to lead and do more progressively.

Scouting/Guiding is a Method

Scouting is the best method to develop young ones, based on individual actions. They make their active progress themselves through learning by doing. The patrol system is a method to teach a sense of responsibility, working with others to maintain the team spirit. It is a method to work in the open air with indirect adult participation. It helps young ones to show his / her individual action for active, progressive, and competitive performance. Scouting is a value-based, educational movement for young people. It offers adults, men, and women from all cultures, the opportunity to support young people with the process of self-development.

Scouting/Guiding is a Program

Scouting is a program by which, the method can be applied and the plan can be carried out. According to different sections (i.e. Pack, Troop & Crew) in Scouting, the program planned has its own characteristics. A stimulating program of variable and non-variable activities has been planned and will be revised from time to time. Scouting is open to all and is a voluntary organisation. It is a worldwide game of fun with a purpose. It is a program of value formation in youth with a specific method and plan.

Youth Program

Broadly the youth program is -

- **What – what the young person does in the Movement i.e., the activities**
- **How – the way in which it is done, i.e., the method**
- **Why – the educational objectives, in accordance with the purpose and fundamental principles of the Movement**

The Pack & Flock:

The program according to this age is related to the tendency of young boys and girls to believe in themselves and live in a world of fantasy. The activities in this section are oriented towards the self-expression of Cubs and Bulbuls. The program is an autonomous action by gradually replacing personal relationships with multi-personal relationships.

The Troop & Company:

The program in this section supports their transitions to adulthood. The age group in this section is the very sensitive adolescent stage. The program supports the national growth of youth in responding effectively to the needs of young people and the needs and expectations of adolescents. Using the Patrol System, they will be preparing themselves to help others. The program enhances taking responsibilities through competitive actions with the help of games, teaching some skills, and preparing them for open-air living.

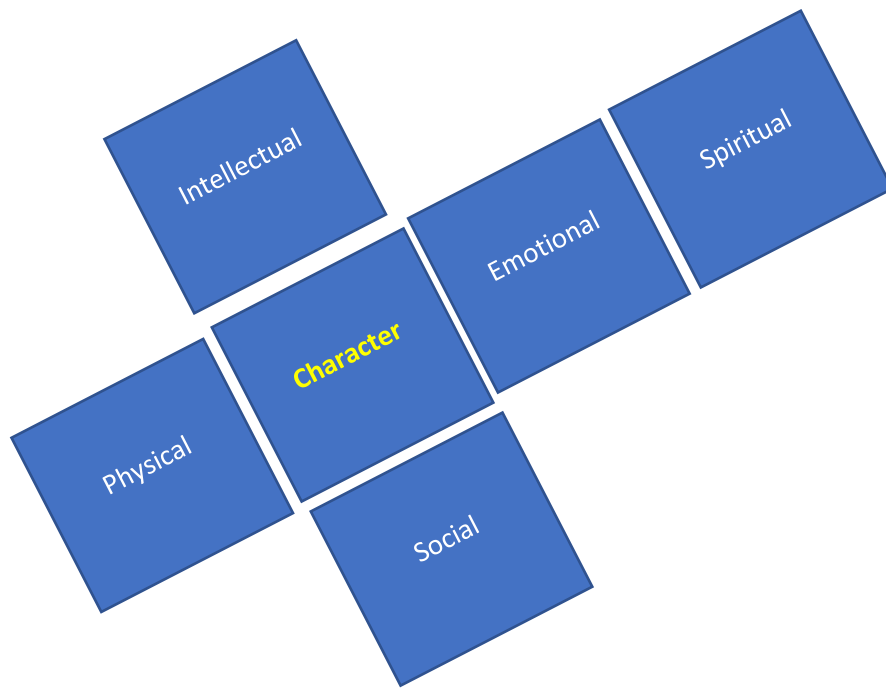
The Crew or A-Team

This age group is the young force of a nation. Youth in this age-range enhance Scouting/Guiding reputation in society. The program affords them space to develop his/her individuality. Service is the motto of this program and youth can play their role voluntarily. The girls and boys in the group want to work together, the program promotes equality and sharing responsibility. It broadens their views, allowing them to work with minimal adult support.

Scouting Guiding is a movement of value formation with a basic Purpose to contribute in the development of young people.

There are six areas of personal growth or areas of development:

- **Spiritual Development - SOUL**
- **Physical Development - BODY**
- **Intellectual Development - INTELLIGENCE**
- **Emotional Development - EMOTIONS**
- **Social Development - SOCIAL NATURE**
- **Character Development – CHARACTER**



Physical Development is carried out through various activities which are suitable and interesting for the age group and interesting. The activities are properly selected, prepared, conducted, and evaluated.

Spiritual development is acquiring deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others

Intellectual Development is to develop one's ability to think, innovate and use information in an original way to adapt to new situations.

Emotional Development is to recognise one's own feelings and learning to express them to attain and maintain an inner state of freedom, balance, and emotional maturity.

Social Development is carried out by acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.

Character Development

And at last, after the development of all areas, **character building** is the most necessary part of life. To recognize one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims, and identify the necessary steps to achieve them.

Even though Scout/Guide education has the same four ambitions for older and younger boys/girls (character, manual skills, health, altruism), the details of the action vary according to the different stages of development of the child.

Scouting/Guiding provides opportunities to participate in challenging educational activities in a progressively self-directing environment, aimed at developing confidence and self-esteem.

- **To develop an understanding of personal health and fitness.**
- **To provide an appreciation of, and experience in, the outdoor environment.**
- **To develop creative skills and provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.**

The Scout/Guide Law

The Scout Law is a code of conduct that sets out the principles that guide us in language that is readily understood by the young people; and the Promise, a voluntary and personal commitment to living in accordance with the Scout Law.

The Scout /Guide Promise

The Promise is a code of duties in the scouting age. It denotes love and pride for the culture of the country. Respecting others, self-discipline, perseverance led to joyous life.

Scouting is an education for life.

The successful life of the unit results from the application of the Scout/Guide Method. The main result of applying this Method as a whole is that a special environment is created in the unit and in the patrols, a particular atmosphere, which we call unit life. Unit life is what makes young people stay happily in the unit.

Unit life is what makes Scouting attractive to young people. This atmosphere is so powerful that anyone coming into the section immediately realises that they are in a different environment than it is worth making the most of. The fact that they perceive this is what makes them stay. The richness of unit life leads them to prefer Scouting/Guiding to any other option. If unit life is rewarding, the Patrol System will unfold all its potential, the young people will come to identify powerfully with it and it will never cross their minds to leave.

Conclusion

Scouting /Guiding plays an important role in the life span of youth. One can describe the changes taking place from the Cubs/Bulbuls to the Rovers/Rangers in the following ways

1. It widens the framework of living from his/her family to the environment (society). At the level of Cubs and Bulbuls, activities are short and take place in the immediate environment. (The family). At the Rover/Ranger age, national, international gatherings and service or solidarity activities enable young people to become aware of the intercultural dimension.
2. The activities and life of the group form part of an increasingly vast network of relationships, in which the young people themselves take on greater responsibility. Gradually, the activities put the young people in direct contact with real social life, and allow them to experience true adult roles through social service or community development projects.
3. A small child's imagination is fired by the magic of legends. At the end of childhood and beginning of adolescence, girls and boys easily identify with mainly imaginary heroes whose qualities and success they want to emulate. In adolescence, the characters with which a teenager identifies come from real life: champions, contemporary stars, scientists, etc. "Play" takes a foothold in reality.
4. It helps to develop the rules of the game into universal values. Through life in the Cub/ Bulbuls and Scouts/Guides, they discover the Scout/Guide Law as the rule of the game. The Scout/Guide Law helps young adolescents to discover living values: loyalty, trustworthiness, etc. Through their projects, Rovers/Rangers gain direct experience of the meaning of universal values such as democracy, the right to be different, tolerance, respect for the rights of others, dedication to one's duty, and world citizenship.

“Scouting is not an abstruse or difficult science; rather it is a jolly game if you take it in the right light. At the same time, it is educative and like mercy, it is apt to benefit him that giveth as well as him that receives.” Baden Powell.