

**Leadership Training
Academy**

**Certified Instructor's
Notebook**

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Certified Instructor Notebook

Royal Rangers Leadership Training Academy

Overview

The Instructor Certification Seminar (ICS) module is designed to provide commanders with tools and instruction to effectively teach Leadership Training Academy modules. Although open to any commander meeting the requirements, district and sectional staff members are strongly encouraged to complete ICS so they can assist with the leadership training program in their area of responsibility. ICS trained trainers will wear the gold training chief pins. ICS will also allow a commander to receive periodic updates on the Royal Rangers program that are provided through the certification and renewal processes.

The Instructor Certification Seminar module contains eight major sections:

1. **Requirements of the Certified Instructor** – The steps involved in becoming a Certified Instructor (CI) and Instructor Trainer (IT).
2. **How to effectively teach adults** – Identifies the characteristics of an effective instructor and how to develop a training plan. The plan includes You the Presenter, Presentation Skills, and Tools to successfully train leaders.
3. **Classroom management** – Ideas and methods you can apply to manage classroom dynamics for a more successful student experience.
4. **Updates to the Royal Rangers Program** – Why Certified Instructors must attend training seminars.
5. **Administering LTA Modules** – A training guideline to help you successfully prepare, teach, and report training modules.
6. **The ICS exam** – A passing grade of 85 percent or above is required.
7. **Putting it into Practice** – Your opportunity to give a sample teaching in front of your Instructor Trainers (ITs) and peers. An average score of 40 points on the assessment is required to pass and receive certification.
8. **Renewing your ICS certification** – The steps required to renew your ICS certification.


Table of Contents

Overview.....	1
Requirements of the Certified Instructor.....	3
By Invitation Only	3
Requirements for Attending ICS	4
Renewal Process	4
Instructor Trainers	5
Requirements for the Leaders Medal of Achievement	6
How to Effectively Teach Adults	10
The Presenter.....	10
Presentation Skills.....	11
Improving Yourself as a Presenter	13
Presentation Tools.....	14
Overcoming Nervousness	21
Classroom Management	23
Making Adults Feel Comfortable.....	23
Controlling the Learning Environment.....	24
Classroom Layout.....	25
Dealing with Classroom Dynamics and Different Learning Abilities/Levels	29
Updates to the Royal Rangers Program	31
National Council.....	31
Biennial District Instructor Certification Seminars.....	31
Web access	31
LTA Module Features.....	33
Student Guides	33
Instructor Guides	34
Councils of Achievement.....	35
Administering LTA Modules.....	36
Scheduling and Pricing for LTA Modules	36
Preparing for Class	37
Teaching the Class.....	39
Record Keeping and Reporting.....	40
Training Outline.....	40
TRAINING OUTLINE	41
Pre-Class Activities.....	41
Class Activities	41
Post-Class Activities	41
Summary	42
Putting it into Practice.....	43
Sample Teaching	43
Provide Written Feedback.....	43
Renewing your ICS Certification	45
Renewal Frequency.....	45
Sample Teaching	46
Material Updates.....	46
Exam	46
Conclusion.....	47
Royal Rangers Mission.....	47
Exam	48
Appendix B Class/Instructor Evaluation	57
Appendix C Training Class Report.....	58
Appendix D Instructor Certification Renewal Form	59
Appendix E – Instructor Assessment Form.....	60

Requirements of the Certified Instructor

It is important that each student experience the same high quality of training, whether the class is held at a regional training conference, district training event, or on the sectional or local level. To help ensure this consistent training experience for commanders, any candidate interested in teaching must attend *and pass* an Instructor Certification Seminar (ICS).

See the chart below:

	Required Modules
	Pass the Instructor Certification Seminar
	Attend and complete every module you want to teach
	RKTC or BSTC if teaching Ranger Kids activity modules
	NTC if teaching Adventure, Discovery, or Expedition Rangers activity modules

By Invitation Only

Only those individuals meeting the requirements to teach will be invited to attend an ICS. Attendance at an ICS will not guarantee certification to teach. In order to pass the ICS, a candidate must:

- Have his/her uniform inspected.
- Demonstrate above average teaching ability with an average score of 40 on the Instructor Assessment form.
- Score 85 or above on the closed book ICS exam that will cover all aspects of the Royal Rangers program and the LTA training process.

District approval required. The first step is for the applicant to obtain approval from his district. Contact either your district commander or district training coordinator to see if you are eligible for ICS. If you meet your district's criteria for instructors, an application will be mailed to you. Instructions will be included on the application; fill it out completely and return it to the proper district official. Submission of an application for ICS *does not guarantee acceptance* to attend ICS. Each application is evaluated on an individual basis to assure the proposed candidate meets minimum requirements.

Requirements for Attending ICS

Pass the CI Notebook Open Book Exam. Prospective applicants must show their knowledge on Royal Rangers training by passing the 100-question Open Book Exam. The exam and instructions are located in Appendix A. Read through this entire notebook before you take the exam. A score 85 or above is required on the open book ICS exam.

Be involved in and have knowledge of Royal Rangers. The applicant must have been involved in a chartered Royal Rangers outpost for at least two years and must also obtain his pastor's approval. He must also have a general knowledge of the entire Royal Rangers program.

Attend all modules required to earn the LMA; plus any modules you want to teach. In order to teach, an instructor must earn the Leaders Medal of Achievement (LMA), plus attend any additional modules you want to teach. Therefore, instructors that were certified under the LTC system will need to attend the LMA Transitions module that will qualify them to wear the new LMA, and to complete any of the new LTA modules they wish to teach.

Teaching Skills. Each candidate will be assigned an experienced CI or IT as a mentor. The candidate will serve a teaching apprenticeship with this mentor before attending the ICS. That means that the candidate will team-teach one or more modules with the mentor. The mentor will evaluate the teaching performance of the candidate, noting the good and the areas needing improvement, using the form in Appendix E. The mentor will review each evaluation with the candidate. The candidate must be able to:

- Communicate effectively
- Demonstrate knowledge of teaching methods
- Motivate and teach adult leaders

National Training Event. Attendance at a national training event is mandatory for every applicant. The prospective candidate must provide the date they attended NTC (required for teaching the Discovery, Adventure and Expedition age group LTA modules) or RKTC or BSTC (required for teaching Ranger Kids LTA modules).

Renewal Process

To be an effective instructor, you must teach on a regular basis to maintain and sharpen your skills. The renewal process assures that current instructors are keeping their teaching skills sharp and their knowledge of the Royal Rangers training program up-to-date.

Frequency. Those who successfully pass the ICS will be required to renew their status every two years. An active CI can be granted a two-year extension by his district. An in-depth look at the renewal process is covered in a later section.

Instructor Trainers

An Instructor Trainer (IT) is a Royal Rangers leader who has attended an Instructor Trainer Seminar and wears the silver training chief pins. An IT may be appointed as a member of the district certification committee, and/or may serve on the staff of the ICS. They have the responsibility to assist or direct the organizing, implementing, evaluating, administering, and conducting of an ICS. Prospective ITs should possess an up-to-date knowledge of the LTA and Royal Rangers program. When asked questions about the training process, they must either possess the knowledge or know where to point the commander for the answers.

By invitation only. Your District Commander is the only person who can approve IT applications. This certification is intended for individuals who possess the ability to function in a “train the trainer” role. Therefore, the district commander or someone on his executive staff must personally know you and your training and leadership abilities.

Requirements. In order to be selected as an IT, an individual must:

- Be an active ICS instructor and have held his ICS status for a minimum of 2 years
- Have taught a minimum of 10 hours per year in the previous two years.
- Be in good standing with his church and local outpost
- Have the approval of his district commander
- Attend an IT Seminar. These seminars may be held at a regional event or conducted in a district by the regional coordinator or regional training coordinator

Renewal Process. In order to maintain their IT status, an individual must:

- Teach or assist in at least one ICS every two years
- Attend an IT seminar every two years
- Be in good standing with the district and national office

Requirements for the Leaders Medal of Achievement

Since you, as an instructor, will be the primary contact person that a new Royal Rangers commander has outside their local church and outpost, it is important that you have a good knowledge of what the requirements are for them to earn their Leaders Medal of Achievement (LMA). The LMA is presented to a commander who has completed the set of modules needed by a local outpost commander to be effective in the local church setting.

The important thing to note is that there are many modules in the LTA. The Outpost Council or the Senior Commanders modules, for example, go beyond what the local age group commander needs to know to be effective in his or her position.

Ranger Basics is the introduction to the LTA for everyone – new commanders, pastors, HonorBound directors, and anyone else who is interested in finding out more about the Royal Rangers program. Ranger Basics is designed to equip a new commander with the basic set of skills and knowledge needed to effectively run a weekly meeting using the written curriculum that is available from GPH. Ranger Basics contains the following:

- The Royal Rangers Ministry
 - Why have Royal Rangers
 - Brief history
 - The purpose of Royal Rangers
- The Royal Rangers Team
 - Age groups
 - Local organizational structure
 - Outpost Council
 - Qualifications of a commander
 - Chartering
- Teaching Boys
 - Philosophy of an outpost meeting
 - 10 point meeting plan
 - Using the written meeting plans
 - Councils of Achievement
- Reaching Boys
 - Soul winning
 - Preservation
- Keeping Boys
 - 8 major needs of boys
 - Dealing with problems
 - Classroom management
- The Uniform
 - Basic introduction to the various uniforms
 - Why have uniforms

- Concluding Comments

Ranger Basics can be completed in 8 hours, including a sample outpost meeting and time for role-playing the plan of salvation. This could be scheduled for a Saturday, a couple long evenings or three or four shorter evenings. As the instructor, you will have some flexibility how you schedule this module – but you should make sure it does not extend beyond 8 hours.

The LMA modules are:

- Discipleship I (3 hours)
- Discipleship II (3 hours)
- Successful Outposts (4 hours)
- Safety and the Church (3 hours)
- Age-specific activity module – Pick one from RK Activities, DR/AR Activities, or ER Activities (4 hours)
- First aid – CPR
- LTA Training Camp-out or Ranger Kids Skills, or NTC or RKTC
- One elective module

The Discipleship modules are both three-hour module that teaches commanders how to deal effectively with boys. They focus on the eight major needs of boys, and provide techniques a commander can use in meeting those needs.

Successful Outposts is a module that contains a wide variety of topics that will impact the success of an outpost. One of the key topics is how to develop your own lesson plans for merits that you want to cover in the weekly meetings. In addition, developing Bible studies and devotions is covered. Finally, a wide variety of other topics are covered, from record keeping to FCF. This is a four-hour module.

Safety and the Church is a three-hour module that focuses on topics that every leader needs to know to provide a safe environment for the children in a church. Detailed information is provided about why safety is important, the role of the Royal Rangers leader, transportation issues, facilities, care of children, training, and developing a safety plan.

The age-specific activity module requirement is satisfied by selecting one of the three modules that corresponds to the age group the commander is working with. We have an activity module for Ranger Kids, Discovery and Adventure Rangers, and Expedition Rangers. These modules cover the age-specific topics needed to safely take a group of boys on an age-specific outing – to the zoo or park for Ranger Kids, or kayaking or spelunking for Expedition Rangers. Each of these are a four-hour training module. A commander need only complete the one activity module for the age group he is working with.

The first aid requirement may be offered by the American Red Cross, American Heart Association, Green Cross, Medic First Aid, a local hospital or fire station, etc. The importance of this requirement is that we as commanders are taking boys into settings where professional medical assistance may not be immediately available. Thus, as commanders we all must be trained and ready to render first aid if the need arises.

The LTA Training Camp-out is required for any man who will be working with Discovery, Adventure, or Expedition Rangers. This camp-out is designed to teach men how to take a group of boys on their first camp-out. This is done by putting the men in the boys' place, on their first camp-out. This is not NTC – there are no patrols or any of the other activities that occur at NTC. The goal of this camp is to teach the men the basic skills they need for a safe, fun camp. Classes included in this camp are: camp set-up, safety and sanitation, rope craft, tool craft, cooking, fire craft, and games and activities. Hopefully men will be encouraged after this camp to attend NTC and other national training events to gain the benefits from those advanced camps.

For a commander who is working with Ranger Kids, the training camp-out is not required since camping is not part of that program. Instead, there is a six-hour module called Ranger Kids Skills that provides men and women with some of the hands-on skills that they will need when taking a group of Ranger Kids on an outing – cooking, basic fire craft, safety and sanitation, games and activities, and crafts.

For commanders who wish to go to a national training event, NTC or RKTC can be substituted for the LTA Training Camp-out or Ranger Kids Skills requirement. Note however, that NTC and RKTC have different goals and methods than the training camp-out and RK Skills.

Finally, there is a requirement that commanders take one elective module to complete their LMA. They can choose from a wide variety of options, and in doing so they can customize their training experience to fit their local situation. Many of these elective modules are two hours in length, and could easily be taught at a Sectional Round Table or District Commanders Conference. Some of the options available to commanders are (others will be added over time):

- How to Start an Outpost
- Frontiersman Camping Fellowship
- Classroom Management
- Outpost Chaplain
- Outpost Council
- Patrol Method
- District Leaders Training Course
- Royal Ranger Data Manager

- Dealing with Boys with Disabilities
- Child and Substance Abuse Prevention
- Presentation Skills

Once a commander has completed these requirements, he or she will have earned their Leaders Medal of Achievement. One of your tasks, as an instructor, is to motivate the commanders to continue with their training until they accomplish this goal of earning the LMA. Once they accomplish that, then your task becomes that of encouraging them to continue in their training. The name of the LTA – Leadership Training Academy – was chosen on purpose, to imply that the training never ends. The Academy is a life-long learning experience for commanders and instructors alike!

It is important that you, as an instructor, do not add anything to these requirements. These are not “minimum” requirements for the LMA – they **are** the requirements for the LMA as established by the National Royal Rangers Ministries office and the National Training Committee. As a certified instructor, you have agreed to abide by these training guidelines. If you find some deficiency in the training materials, or some topic that you feel should be covered, contact your district or regional training coordinator, or the national office and share your concern. After an appropriate review, the topic may be included in future versions of the LTA module(s).

How to Effectively Teach Adults

Question: Is adult instruction different than the instruction used with kids in school or Royal Rangers?

Yes! The needs of adults are much different than those of children. Therefore, it's critical that instructors understand these characteristics and develop a plan that addresses them. The plan should start with you the presenter, then identify presentation skills and conclude with the different tools necessary for success.

The Presenter

The greatest tool you can bring to a classroom is you – your skills, experience and abilities. Therefore it is critical that you present this tool in a fashion that tells your students that you are excited about Royal Rangers and you have information that's going to help them in their ministry. This starts with a warm greeting when the students arrive. Therefore it's critical that you arrive early to properly set up the class so you will not be rushed or busy when students begin to arrive.

First impressions – Your uniform. The very first thing your students will notice is your uniform. Your uniform should be clean, pressed, and properly worn. If at all possible, purchase a complete dress khaki uniform. The Class B uniform should be worn while teaching LTA modules. Remember, you are the example the students will follow. How will you be able to critique their uniform if yours is incorrect? The following uniform criteria must be met for each candidate who desires to teach LTA modules:

- Long sleeve khaki uniform shirt (preferably pressed with medium starch and military creases)
- Khaki pants, properly hemmed and pressed
- Khaki color Royal Rangers belt with *highly polished* brass buckle and tip
- White t-shirt - either plain or with Royal Rangers emblem (Be certain the emblem does not show if wearing it with an open collar)
- Polished black shoes or boots
- Black or dark blue socks
- Navy blue tie with Royal Rangers tie tack – class A uniform
- Navy blue Royal Rangers bolo with bolo slide centered over top buttoned button – class B uniform

Subject Matter Expertise. There is no substitute for knowledge. Do not try to teach on a subject you don't know. You will quickly lose credibility with your students. Besides, the best way to ease your nervousness is to teach on a subject that you consider yourself an expert in.

Your Presence. The attitude you convey to your students is just as important as your knowledge. An enthusiastic, inviting instructor tells the students the information they are about to learn in this class is important and sets the tone for an exciting classroom experience.

Be cognizant of your posture. Always stand up straight with your shoulders back, not hunched. Be confident in yourself and your ability. The goal of every LTA module is communication. To be effective, employ all your physical resources to send clear messages to the students. Concerns you may have about yourself may interfere and reduce your effectiveness. These include:

- I'm not good at public speaking
- I must be perfect
- That's just the way I am, therefore my habits may hinder learning

The good news is training is a learned skill! Training more frequently, developing training techniques, adapting, and being flexible to meet the needs of the students can eliminate each of these concerns.

Topics for discussion...

Have you ever had to speak in public? How did you feel about the experience? Have you ever attended a class in a subject you really wanted to learn but were discouraged by the presentation? What factors led to your disappointment?

Presentation Skills

How you present yourself and the skills you use will say a lot about you as an instructor. Do you stand stiff and in one position the entire time you are teaching? Are you nervously playing with keys or pulling the top off of a pen or marker? Or do you engage your students with thought provoking questions and interesting dialog? The great news is, no matter how long you've been an instructor there's room for improvement! Use student feedback critique forms to ask your students where your strengths and weaknesses are. You can find example forms in Appendix B.

Using your body effectively. Effective communication involves more than just talking. Using body language effectively will help engage your students and help hold their attention. However, be careful not to go overboard, thus causing the students to focus more on your actions than the message you are trying to convey. Here are some tips on body language:

- When you stand, keep your feet about shoulder-width apart, one foot slightly toward the students to whom you are speaking
- Turn your whole head to look at students as you speak to them, not just your eyes

- Use your hands to gesture and emphasize points. Relax your shoulders and make your hand movements large and free
- Move into the group of students as much as possible, avoid staying behind a lectern or your computer
- Reach out and touch someone. Physical contact brings your students into the teaching process
- Be relaxed and comfortable with the material you are presenting
- Enthusiasm is contagious. Work at being a high energy instructor

Using eye contact effectively. One of the fastest ways to establish good communication is to see your students as individuals. Therefore, it's important that you reach out and touch each student with eye contact throughout the class. Different methods of eye contact to try or to avoid include:

Do	Don't
Make eye contact with everyone in the class	Don't allow your eyes to dart around the room nervously
Be familiar with your material so you aren't tied to your notes or overhead	Don't stare two feet over the heads of the students
If you're nervous, look for a friendly face and establish eye contact	Don't talk to the white board, chalk board, flipchart or other visual aids you may be using

Using your voice effectively. How you use your voice can make the difference between an exciting class and one in which your students fall asleep! A colorful voice is one that is interesting, audible, understandable, and pleasant to hear. Your voice can imply anxiety, anger, boredom, or humor. An effective voice has the following components:

- **Pitch** – The highness or lowness of the voice, its range. Stress and poor breathing greatly alter your pitch. Keep your pitch as natural as possible unless you are using your voice for emphasis.
- **Inflection** – The manner in which pitch is varied as you speak, its verbal punctuation. Upward inflection asks a question, downward inflection conveys strength, certainty, and authority. Lack of inflection leads to a monotone voice that is certain to put your class to sleep! Make sure you use appropriate inflections in your voice during your classes.
- **Articulation** – The ability to pronounce words distinctly. Clear, articulate words reflect self-confidence and interest. Slurred or mumbled words indicate insecurity or indifference and are difficult for students to understand.
- **Projection** – Directing the voice so it can be plainly heard at a distance. Always project your voice so the person in the back of the room can clearly hear and understand you.

- **Fillers** – Excessive coughing, throat clearing, using “um,” “uh,” “you know,” “O.K.,” etc. are distracting. Practice to eliminate these fillers from your speech. You may not even realize you use fillers like these. Tape record one of your presentations and listen to it, or ask a friend for honest feedback. If you detect that you are using fillers like these as you present, you will need to make a conscious effort to remove them from your presentations.
- **Keep it simple** – Choose common terms and words everyone can understand.

Adding interest and humor. While instructors are not in the entertainment business, a class that is fun reduces resistance to learning and increases students’ attention and rapport. Humor should be used as an extra, not the focus of the module. The do’s and don’ts of humor include:

Do	Don’t
Get to know the commanders before introducing humor	Sarcasm, off-color, or put-down humor should never be used
The humor should be directly related to the topic being discussed	Don’t direct humor at the commander or course material
Real world examples or war stories can be both entertaining and informative	Don’t over do humor, you’ll lose credibility
	Don’t take yourself too seriously

Improving Yourself as a Presenter

All of us can become better presenters. Here are some suggestions on how to improve your presentation skills:

- Practice presenting in front of a mirror so you can see yourself as others see you, or video tape a presentation you give and review it.
- Listen to yourself on audiotape for areas you can improve.
- Team-teach with others who have taught for a while, looking for ideas and tips on how to present the material. Ask for feedback from them on how you are doing.
- Ask others to provide you feedback on your teaching effectiveness; you should have a feedback form to give your students (see Appendix B for an example) for their feedback, but also solicit this feedback from others from whom you would value feedback.
- Teach! You won’t get better if you don’t practice.

Topics for consideration...

How can your body movement enhance or detract from your presentation? How does your self-perception affect your posture? How can you make eye contact and write on the board at the same time? Discuss situations where humor helped to facilitate the learning process. Is it a problem for an instructor to have a regional accent? Do you notice the difference in a person's voice when they are smiling or not smiling?

Presentation Tools

There are *many* different presentation tools that you should incorporate into your teaching style. Variety is the spice of life and that holds especially true for training! Consider some of these tools when preparing for your next teaching assignment.

Teaching aids. Teaching aids are tools that can enhance any training session. It is often easier for people to understand information if it is presented in a clear visual format. Some of the most common teaching aids are:

- Overhead transparencies
- Whiteboards and/or chalkboards
- Flipcharts
- Computer generated presentations using PowerPoint software

When using any of these teaching aids, make certain you write large enough or use a large enough font (at least 24 point¹) that it can be seen by students seated in the back of the room. A good test of font size, if you are using a laptop and LCD projector, is to stand back from your screen between six and eight feet. If you can read your presentation on the screen, then your font size is probably large enough. Use upper and lower case letters for easier reading.

Handouts are often used as teaching aids. They provide students with supplementary information that is not in the training manuals, while making it easy for them to take the information with them. When preparing your handouts, make them look good. If all you have is a poor photocopy of the handout, spend some time redoing the handout. Often in Royal Rangers a copy is copied, and that copy is copied, etc., resulting in very poor training aids. When it is time for your handout, have an assistant hand them out; this way you can continue with your presentation. Beware of the fact that people will spend time looking at a handout when they receive it, so be careful when you have it handed out – too early and you will lose

¹ "Point" is a printing term that refers to how tall the capital letters are. There are 72 points to an inch, so 36 points would be ½ inch, and 12 point (the size type used in most books) is 1/6 of an inch. If you take something that has been created in 12 point type, create a transparency, and try to project it with an overhead projector, the resulting image on the screen will be too small for anyone to read.

the class's attention, but too late and you lose the opportunity for the handout to be a teaching aid.

Tips for Creating Handouts

If you wish to create and provide additional handouts to the students, beyond the materials provided in the student guides, it is important that you follow the guidelines stated below:

- * **Visually appealing:** All text should be typed. Illustrations should be clear and distinguishable. Each sheet should not be cluttered by the overuse of illustrations or text.
- * **Copyright Issues:** All material, including text and illustrations, must be original. If quotes or factual information are used from another source, then cite the source correctly. Illustrations can rarely be used outside their original use. It is better to provide your own illustration. Some clipart can be used, but consult its use guidelines.
- * **Consistency:** All material must comply with the practices and procedures commonly used by Royal Rangers. For example, Royal Rangers does not allow the use of black powder pistols in FCF. Similarly, Royal Rangers finishes nearly every lashing with a square knot, instead of the clove hitch seen in many other manuals.
- * **Size:** Handouts should be 8 ½" x 11" and 3-hole punched. Trainees should be able to place these handouts in their LTA notebook for reference.
- * **Show your district training coordinator, or lead instructor, the handouts prior to giving them to the students.**

When using any electronic type of teaching aid (overhead, projector, VCR, computer, etc.) make sure you know how to use it and test it before class starts. A copy of your presentation on transparencies (and a second copy on diskette or CD), spare bulb for the overhead, extension cord, power strip, two-prong/three-prong electrical plug, and duct tape (to tape down cords) can make the difference between a successful class and one of stress and disappointment. If you are using technology in your presentation, plan to arrive extra early to allow you time to get everything set up.

Tips for Using Computer Presentations

Since all of the LTA modules will have PowerPoint presentations available, and since more and more commanders have access to laptop computers and LCD projectors for showing PowerPoint shows, it is important to keep in mind a few tips for effectively using these shows.

- * Always preview the PowerPoint slides. You need to make sure you know what's on the slides, where there are builds and transition effects, etc.
- * Use a wireless mouse to advance through the slide show; this enables you to move away from the laptop and into the lighted area of the room so the class will be able to see you
- * Turn off all screen savers on your laptop (and power management features that may cause the screen to go blank)
- * Learn how to toggle between the computer screen and the projector on your laptop – this is different with each make of computer, but is usually a function key combination (e.g., Fn – F8 on a Dell computer); ideally you will want the image to come up on both your computer screen and the projector
- * If you want to blank out the display for a while, press the “b” key; to resume the presentation, press the b key again
- * If you want to jump to a particular slide, and you know what number it is in the slideshow, you can type in the number and then press the enter key – you will immediately jump to that slide
- * Always arrive early enough to make sure that your laptop will work with the projector, and that you have adequate power supply, etc.
- * Always bring an extension cord (100 feet) and a power strip
- * Have a backup plan (the PowerPoint slides on transparencies, or another complete set of technology) in case your primary technology fails you.

Pointers and laser pointers can be very helpful to direct attention to specific points needing further discussion. If you stand at the projector, you will be blocking someone's view of the screen. When pointing to the screen, be careful not to move the screen, otherwise, the image on the screen will be distorted. Be cautious not to aim the laser pointer at someone's eye as it may cause blindness.

Tips For Using Pointers

- * Use your pointer to make a quick visual reference to something on your visual; you don't need to continue pointing to it
- * Point to the screen, not your overhead. This allows everyone to see your visual
- * Face your audience; this means that you will have to point to your side
- * Don't play with your pointer when not in use
- * When using a laser pointer, briefly circle the item you want to focus on
- * Don't lay your pointer on the overhead projector and leave it there – this keeps the focus on that point even if you have moved on to another point in your presentation

Tips to consider when using teaching aids:

- DO write legibly and large enough to be seen
- DO use abbreviations to save space
- DO provide “bite-sized” pieces of information
- DO give participants time to take notes
- DO vary colors, but use colors that can be seen
- DO make sure your visuals can be seen from the back of the room
- DO preview the film/video tape *before* using it
- DON'T face your visuals while talking
- DON'T stand in front of your visuals
- DON'T clutter your visuals with too much information

Strive for a mix of teaching aids to provide variety. Also, don't become so dependent on your teaching aids that you can't continue to teach if the aid fails. Always have a plan B ready.

Effective Use Of Color In Visual Aids

When making posters or other visual aids, you want color combinations with high contrast:

- * Black on yellow
- * Green on white
- * Blue on white
- * White on blue
- * Black on white

When creating PowerPoint presentations, it is best to have a background in the “warm” color range (blue, purple) with a good contrasting color for the text. If text comprises the majority of the PowerPoint presentation use a white background and black text.

Do not use too many colors on any single visual aid; too many colors can become a distraction

Examples as a presentation tool. Examples play an important role as they make the class materials meaningful. They provide a way to apply new learning to past experience. Examples can provide motivation if commanders believe the information is useful. Therefore, the key to using examples is making them relevant to the subject matter. Examples that relate to the subject will facilitate learning and understanding concepts.

Using analogies. An analogy is a comparison that creates a relationship between two dissimilar concepts. Use analogies to tie new terminology to experiences already possessed by the class. Use caution though as a poor analogy can cause confusion and prevent learning to occur.

Teaching methods. Teaching is the process of transferring information. There are many ways to make this happen. A good instructor uses different methods during the class to provide students a better learning environment. The “Steps to Effective Learning” (see figure below) provides a list of teaching methods that can be used to convey information to students. Some of these methods are much more effective than others at conveying information to the student in a manner that they will remember it later.

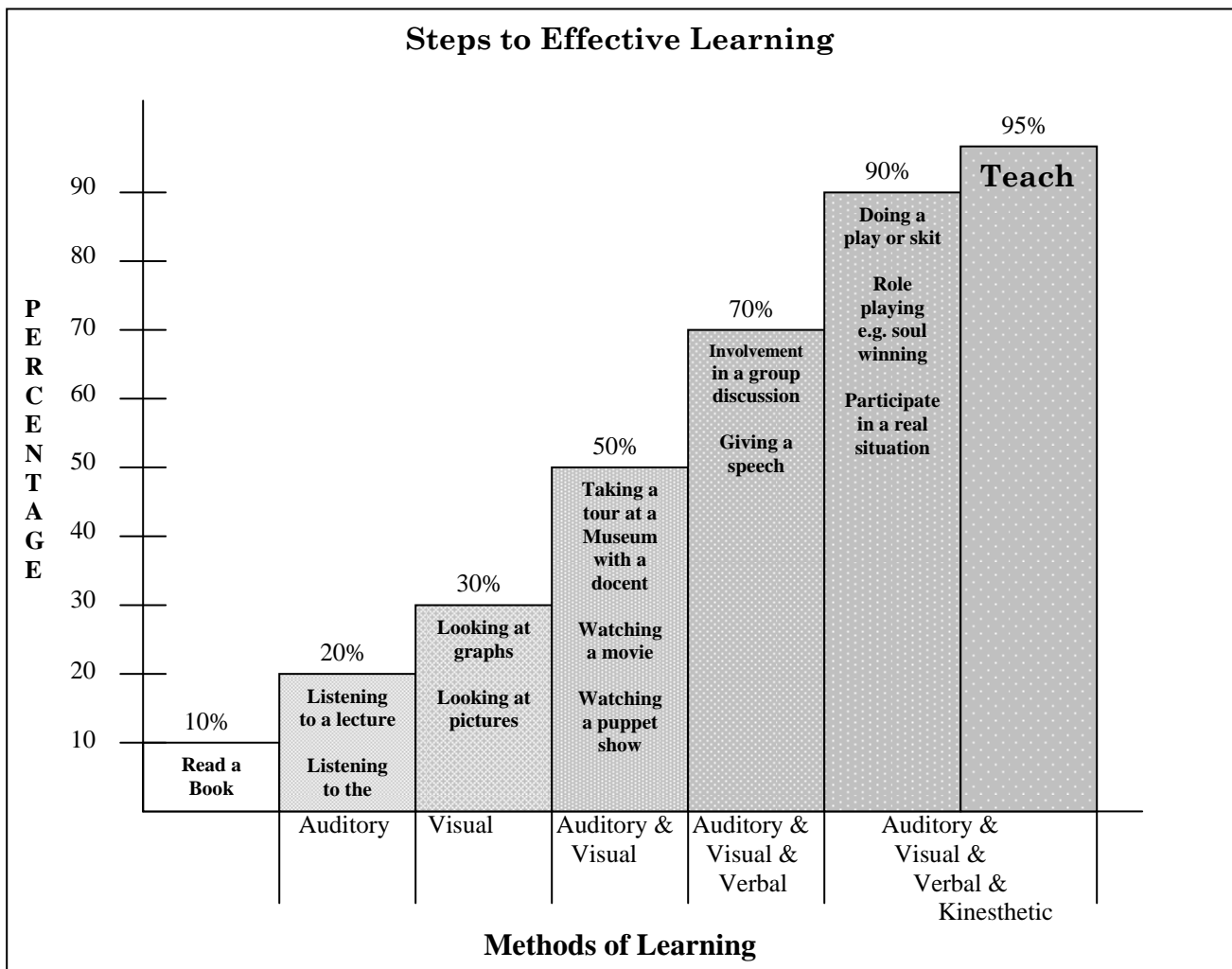


Figure 1. Teaching Methods

The bottom of the chart labels the nature of the involvement of the student in the learning process. It ranges from hearing (“verbal receiving”), to seeing (“visual receiving”), to doing. There is a shift from passively receiving information to actively participating in the learning process. As you study this diagram, compare the nature of the involvement with the percent of information we tend to remember two weeks after the learning activity. The passive learning, activities of reading and hearing, provides 10-20 percent retention, whereas actually doing the activity provides up to 90 percent retention. Thus, as instructors we need to strive to use teaching methods that are on the active end of this diagram, rather than passive methods like reading and listening (“hearing words”). The NTC approach to teaching – tell them, show them, have them do it – is one of the best teaching approaches around, as it should provide close to 100 percent retention. A Chinese proverb states: “I hear and I forget, I see and I remember, I do and I understand.” Every time you teach a training session strive for “understanding,” not just completion of the module.

The more popular teaching methods include:

- **Lecture** – used most often, but least effective. However, is most used when new information is presented. If possible, try to use other teaching methods as appropriate. This is the “hearing words” in the figure above, which yields close to the lowest level of retention.
- **Question and Answer** – tests for understanding and keeps students involved. This is one discussion technique that according to the figure above yields close to 70 percent retention of the material presented. When using this technique, ask pre-planned questions that require more than a yes/no response. For example, it would be much better to ask, “Why should you conclude a counseling session with prayer?” rather than “Should you end the counseling session with prayer?” The first question forces the students to think about *why*, whereas the second question only forces them to think of a yes/no answer.

Using Q&A can achieve the following:

- **Stimulating Thought:** commanders who have thought very little about a certain subject will give careful thought before answering a question.
- **Determining Progress:** Q&A will assist the instructor in analyzing just how much of the subject the student has absorbed.
- **Clarifying Concepts:** commenting on the students’ answers will enable the instructor to expand and clarify more fully the subject he is teaching. Provide positive comments, and try to tie the answers you receive back to the concept you are trying to reinforce.
- **Applying Concepts:** answering questions enable students to apply the knowledge they have received in their own words and examples.
- **Demonstrations** – provides a way of showing the concept or point you are trying to make. Practice before class begins, and make sure you have all of the required materials in place before you begin. If you demonstrate an incorrect way of doing something, be sure to demonstrate the correct way, the incorrect way, and then the correct way again. That maximizes the likelihood that the students will remember the correct way, not the incorrect way.
- **Brainstorming** – gathers input from everyone without criticizing ideas or suggestions. A great way to encourage input from everyone while gathering lots of ideas. Capture these ideas on a white board or flip chart so you can refer to them later. Consider having someone assist you on a second flipchart or the opposite side of the white/chalk board so you can record comments and ideas quicker. Do not criticize an idea as it is presented – just record it. At the conclusion of the brainstorming session, go over each response and determine whether it’s valid or applicable to the discussion. At this point, someone may want to remove it from the list,

but do your best to gain consensus from the entire class before doing so. Brainstorming is another one of the discussion techniques that yields about 70 percent retention of the material discussed.

- **Small Group Discussions** – in-depth discussions on a subject matter or issue in an attempt to better understand or develop solutions. It's best to separate each group, in different classrooms if possible, so ideas and communication can flow easier. Alternatively, you can have the students sit around a table (round tables are ideal if you are going to use the group discussion method frequently). This teaching method can help some of the more timid students become more involved in the smaller group surrounding. You can easily do this following the N x N rule – allow 4 people in a group four minutes to discuss; 6 people six minutes, etc. Upon conclusion of the discussions, appoint one person in each group as the spokesperson to report the group's findings/solutions.
- **Simulation** – going through the motions of the actual experience. Simulation training provides more uniform results when the students have to actually go out and perform the skill in a real world experience. Mouth-to-mouth resuscitation is a typical simulation. This is the next to the best teaching method in terms of retention.
- **Role Playing** – taking on the character or characteristics of a person to emphasize the interaction and reaction between individuals in an impromptu setting. An effective way of increasing awareness and enhancing student participation. Soul winning, played out between a Christian and a non-believer, can be illustrated through role-playing. Be very careful to plan out your script and stay on subject. For best results, have a general overview to follow and talk to a student or fellow instructor before class or during a break and discuss their role and expectations. This is a very powerful, active teaching method that should yield high levels of retention of the material learned.
- **Teachable Moments** – when an unplanned event occurs that can be used to teach or comment on. For example, safety awareness can be taught when a Royal Ranger slips and falls on a wet floor. As an instructor you must be quick to take advantage of this opportunity and apply this situation to the training at hand.

Topics for discussion...

What examples have you found useful? What material lends itself to teaching aids? How can colors be used to clarify points? What are some common pitfalls in doing demonstrations? Why is it important to use different teaching methods? What teaching methods have you found effective and why?

Overcoming Nervousness

Almost everyone who trains feels nervous before a training session. This feeling of nervousness will usually reach its peak just before training starts. Here are some tips you can use to feel more at ease:

- Rehearse until you feel comfortable with your training plan; practice, practice, practice
- Memorize the words you will be saying during the first part of your training; many professional presenters will memorize the first three minutes or so of their presentation so they can automatically deliver that part of the presentation while they are getting into the rhythm of the class
- Check your training materials and practice using any training aids
- Review the PowerPoint slide deck until you are comfortable with the flow of information and how you're going to present it
- Get as much rest as possible the night before
- Try putting yourself in your students shoes and consider how uncomfortable they may feel at the beginning of the training
- Accept nervousness as an energizer that helps keep you on your toes and performing at your best
- Rely on the most powerful training tool you have – your own unique style, experiences and abilities
- Arrive early to the training site so that you can double check to make sure everything is set
- Do as much teaching as you can; volunteer to teach additional LTA modules or a Sunday School class; the more you teach, the more you will get used to being in front of a group of students
- Make sure you meet some of the class members before the class begins; this will give you some folks to connect with and some names to refer to during the early part of the class
- Finally, always pray before you begin any training and ask the Holy Spirit to ease your nervousness and give you wisdom

Summary

Practice the many suggestions given in this section. Use different teaching methods and aids to broaden your skills and break up your teaching routine. Refer back to this manual frequently for ideas. Consider video taping your training modules to better identify strengths and weaknesses. If a video camera is unavailable use a tape recorder to tape your voice. After the class, sit down and listen to the tape and critique yourself, paying close attention to how you use your voice and your word selection.

Classroom Management

As the instructor, your classroom is your domain. It's important that you set your students at ease and create an environment where learning can take place. The more relaxed your students' feel, the more they will learn.

Making Adults Feel Comfortable

For many adults it may have been years or even decades since they last attended a formal class. Their need for learning has changed since they attended school. Their motivation to learn has changed. Most commanders are attending your class to further their ministry! Therefore, it's important to know the needs of the adult learner and how best to set the tone of your classroom.

Needs of the Adult Learner. Adult learners have different needs than children or college students. The characteristics of an adult learner are:

- Adults prefer self-direction; they want to make their own decisions and come to their own conclusions without being pressured or directed to do so
- Adults learn more effectively through the use of a variety of presentation skills and tools than they do through passively listening to a lecture
- Adults want to learn a skill or acquire a knowledge that they can apply to their immediate circumstances, like their next Royal Rangers meeting
- Adults bring a wealth of experience to a training session, so tap into that knowledge; instructors should be learning from their students also

A successful instructor will understand these characteristics and take advantage of them by:

- Coach or mentor students versus dictating and controlling
- Be more creative in using different presentation methods, and use lecture less frequently
- Present new skills and ideas that the commander can take back to the outpost and apply immediately
- Use the commanders' experience as a resource to the class

Encourage input, praise often, and criticize rarely. If a commander says or does something that needs correcting, provide positive criticism. Don't criticize the person, only the response. We need to build up the students as brothers and sisters in Christ. Set the tone of your classroom by encouraging conversations and input, and then acknowledge and praise the commander for his insight and responses.

Facilitation vs. Lecture. 100 percent lecture is seldom effective as we observed from the "Steps to Effective Learning" chart. Facilitation tends to work better to engage the students and tap their experience and opinions. A good

facilitator changes the students' involvement from passive to active through the following:

- Uses questioning techniques to provoke thinking, stimulate recall and promote conclusions
- Develops a learning environment that draws on commanders' experiences and makes connections on how to apply the various opinions and ideas
- Encourages participation using positive reinforcement when commanders actively participate in discussions and share experiences

Controlling the Learning Environment

Keep the student in mind when setting up and managing the learning environment. If the learning environment is not a controlled, comfortable one, it may be difficult to keep your students focused on the task at hand – learning.

Late arrivals can interrupt the class. It's best to politely acknowledge latecomers as they walk in the class and let them know what page you are on in the manual. Do not disrupt the entire class for them. Often, they are as uncomfortable as you are with being late, and will appreciate a couple minutes to catch their breath and become oriented. When you know you are missing someone at the beginning of class, lay out their manual, any supplies (if necessary) and registration form(s).

Take breaks. The old adage is still true today: “the mind can only absorb what the seat can endure.” When learners have to sit for over an hour and a half they begin to lose focus and learning either stops or slows down. Schedule breaks and take them. Be cognizant of your students needs. Watch for yawning or restlessness, and when you see it, take a short break to allow your students to get up and move around. Be specific about when class will resume. Write it on the board if possible, and then start promptly at the announced time. If you have a long training session scheduled (e.g., an 8-hour Ranger Basics course), plan about two breaks before lunch (one after an hour, the other after the next hour and a half), and two breaks after lunch (the first **MUST** be no longer than an hour after lunch).

Temperature. Even though you may not be able to please everyone, set the temperature of the room to a level that is comfortable for learning. This simply means if it's too cold, students tend to bundle up to conserve heat; many times this includes closing their ears. If it's too hot, students will sleep. Be aware of the temperature and its effects on your students.

Change the pace. Don't lecture the entire time. If you do, you will quickly lose the attention of your students. Use different teaching aids and approaches to keep the environment interesting. Keep the pace moving by changing teaching methods and engaging the students with thought-provoking questions.

Have backups. A wise instructor will have a backup plan in case the planned teaching method or teaching aid fails. What will you do if, in the middle of your PowerPoint presentation, the projector or computer dies? You would be wise to have a copy of the slides printed on transparency film in case a problem occurs with the computer. Have a spare bulb in case the one in the projector burns out.

Classroom Layout

One area that is often overlooked is classroom layout or configuration. Remember, the classroom is your domain and as such, you are being judged on how effective it is. The classroom layout will impact the student learning. Therefore, ask yourself the question: “Is the environment I’ve created conducive to learning?” A better question may be: “Is there anything I can do that will help my students learn more effectively?” The more comfortable and relaxed your students are, the more likely it will be that they will interact with you and other students. Remember, students’ interaction will help make a class successful. Therefore, choose an appropriate classroom layout, then arrange the tables and chairs so that every student will be able to see what is going on. Will your students be able to see your teaching aids? Will they be able to see you?

Traditional Schoolhouse Layout. The teacher is at the front of the classroom, making it easy for him to scan the room and make eye contact with the students (see figures below). However, those students in the back of the room tend to get less attention than the ones in the seats up front. Therefore, the instructor must be cognizant of this problem and constantly make eye contact and interact with those students in the back to make certain they aren’t being left out. This class layout is useful when the class size is going to be larger than 15 – 20 students. With this class layout, it is difficult for the students to interact with each other. A modification to this design is to angle the tables toward the center so that the students can more easily see each other during the class (see below). This modification makes interaction between the students a little easier than the traditional layout.

U-shape Layout. This layout is designed so the students and instructor can interact easily and students can work together as a team. A U-shaped classroom layout is recommended for learning. Students will be more apt to ask questions and interact with one another. It places the instructor in a role of facilitator rather than that of focus and authority. One disadvantage to this layout is it can be difficult to make eye contact with the entire classroom when you are standing in the middle of the U. Therefore, it’s best if you can stand outside the top of the U when you are teaching so you can easily scan students. Another issue will be class size. The U-shape layout is not feasible for class sizes larger than 15 – 20.

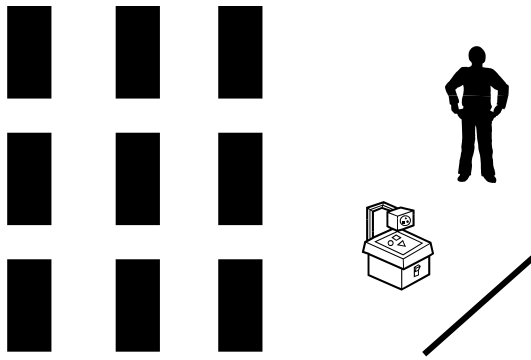


Figure 4. Traditional Schoolhouse Classroom

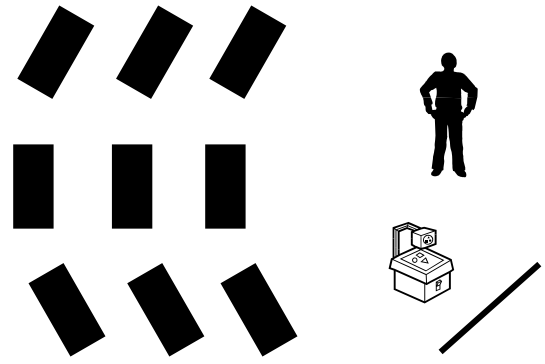


Figure 5. Modified Schoolhouse Classroom

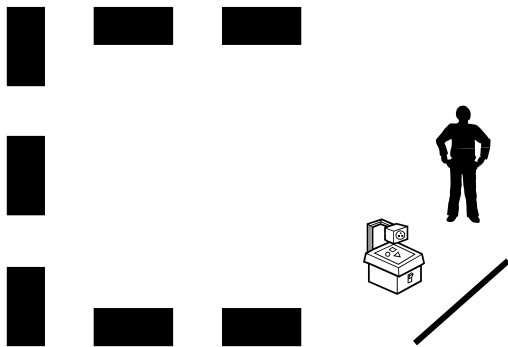


Figure 6. U-Shaped Classroom

Teaching Aids. Make certain all teaching aids such as flipcharts, projection screens, and large screen televisions, etc. are positioned in the front of the class and elevated high enough that all students will be able to easily view them over the heads of those who may be in front of them. Any teaching aid must be large enough so that everyone can see it. For example, a 13” TV may be O.K. if you are doing a one-on-one mentoring session with a commander, but it would be totally inadequate in a class of more than 4 or 5 commanders. The same is true of any of the visual aids you may use – a flip chart won’t work in a class of 50 (use an overhead projector with write-on transparencies instead), though it will work in a session with 10 to 15 students with no problem.

If you are using a teaching aid that projects an image (overhead projector, slide projector, LCD projector), then you need to make sure you have a good quality screen to project onto. Many churches will have screens available, but they may not be of good quality, or they may not be large enough for everyone to see. If you don’t have a screen of your own, make sure you confirm that the location for your class has a good screen. In a crunch, you can project on a solid white wall, but most walls aren’t true white, or they are textured, or they have posters and other things hanging on them.

Keep in mind that whatever you place in the center of the “stage” area will be the focus of attention. If you want your visual aids to be the focus of attention, put them in the center. However, it is very likely that you do not want your visuals to be the focus of attention all the time. Therefore, you should place the visual aids to one side or the other. In the figures above, the overhead projector and screen were placed off to one side, and the instructor was at the center. With this arrangement, the instructor can make the visual aid the center of attention by directing everyone’s attention to it. However, the attention of the class will naturally be drawn back to the center of the stage area once you are finished with the visual aid. See the information in the box below on “directing your audience’s attention.”

You may wonder where you should stand relative to your teaching aids. There are several things to consider. First, make sure you don’t stand between any of the students and the teaching aid. If the aid is important enough to be using in your class, it’s important to make sure everyone can see it. Second, since the English language is read from left to right, you should stand to the class’s left so they can easily shift from looking at you to looking at the visual aid.

Finally, if you are using teaching aids, it is very likely that you will need a table in the front of the class area for your aids – the overhead projector, your laptop and LCD projector, slide projector, etc.

Lighting. Before class starts, adjust the lighting to find the best illumination on the projector, television, or overhead screen. However, avoid turning off all the lights when using the projector or overhead. When purchasing, borrowing, or

renting equipment, make sure it is powerful enough for your class setting. For example, if using an LCD projector for your PowerPoint presentations, you need to have a projector with at least 1000 lumens of power so you won't have to bring the lights down too low in the room. You should also make sure that there is enough light so that the class can see you. If they can't see you, they can't read your body language.

Lectern. Should you use a lectern? Most experienced presenters recommend that you don't. Using a lectern tends to tie you to one spot. In addition, traditional lecterns cover up to 75 percent of your body, making it difficult for your students to read your body language. Many instructors, especially inexperienced ones, like to hide behind a lectern, but that will work to your disadvantage as your students will feel that you are remote or removed from them. Thus, if at all possible, don't use a lectern. If you must have one to hold your notes (Instructor's Guide), consider a plastic/acrylic one, or a music type stand, so it will not tend to cover you up so much.

Eliminate/Reduce Interference. If your classroom is located near a busy hallway, close the door. If that's not possible, arrange the room so the students' backs are to the doorway. If there are windows in the room, either close the blinds on the windows or arrange the room so that the students don't look right out the windows. Otherwise, their attention will be drawn out the window, especially as the training day wears on. Also, ask students to either turn off their cell phones and pagers or at the very least change them to vibrate mode, if possible.

Directing Your Audience's Attention

You typically want your audience to focus on you, the presenter. Whatever you place front and center will be the actual focus of attention. Is that where you want your visual aids? Probably not. They should be placed to the side.

There are times when you will direct your students' attention to a visual aid, either with a pointer or a verbal cue to look at the aid. When you are ready to get their attention back, do one of the following:

- * Shut off the overhead projector, or cover the transparency with a piece of paper
- * Turn the flip chart to a blank page
- * Erase what is on the chalkboard or white board
- * Put a blank slide in your presentation (or push the "b" key on the keyboard to "black out" your PowerPoint presentation; pressing the b key again will restore your presentation)
- * Cover up your demonstration

Dealing with Classroom Dynamics and Different Learning Abilities/Levels

Not every class is going to go exactly as you have planned. The longest LTA module you will teach will be 7 to 8 hours. Therefore, you don't have a lot of time to deal with classroom dynamics, problems, and learning challenges. Fortunately, you have the Holy Spirit who can guide you with the wisdom you need to change the situation so that learning can occur. *Never underestimate the power of prayer!* Also, be prepared to deal with any issue so that you don't lose the entire class. If need be, take a short break to discuss options with the individual so learning can occur for everyone involved.

Discussion monopolizers. It's not uncommon to experience a commander who is excited about his ministry, has been doing it for a long time, and loves to talk about it! Although his input is valuable to the class, it can be difficult for other commanders to speak up when there's a discussion monopolizer in your class. Remember, the classroom is *your* domain, take charge! Give everyone a chance to participate; the more you involve each student, the better opportunity there is for learning for everyone. Some keys to dealing with monopolizers:

- Move towards the monopolizer giving him verbal affirmation and look towards other students and ask for their input.
- Between sessions or breaks commend the monopolizer and ask for his cooperation to allow other students to participate.
- Direct questions to other commanders to encourage their involvement.

Mr. or Ms. Know It All. There will probably be a commander who feels they have more knowledge than you do in one or more areas you'll be teaching. You can either challenge the individual to a Jeopardy type quiz match (where none of the other commanders will end up learning anything!) or use them as a class resource to validate your points and interject other opinions or thoughts. Be cognizant of the time though, as this approach may slow down the class. It should be your goal, though, to always learn something from your class just as they are learning from you.

- Don't be afraid to *gracefully* cut the individual off.
- Remind the class that you and "Mr./Ms. Know It All" will be happy to discuss it further after class or during break.

Difficult participant. No matter how much you try, you can't force someone to learn. They may be attending the class because their pastor, senior commander or district official has asked them to attend. If they don't want to be there, learning may be difficult. Again, the Holy Spirit can guide you with words of encouragement or wisdom that can soften a heart and open the mind. Your role may be that of planting the seed for a future harvest.

- During the break discuss with the participant how to we can make the class more interesting.
- Make sure your seating arrangement engages all students.
- Do not give up or ignore this commander.

The Challenged Learner. Some commanders will learn at different speeds and require different methods of training to be most effective. It's not that these individuals are challenged mentally, it's just they need a different approach to learning. This is where you may need to change your approach and be creative. Some things to think about include:

- Slow your speech down. If you're a fast talker you will need to be cognizant of this and force yourself to talk slower.
- Have the commanders change seats. Maybe they're past due for an eye check up and they can't see your slide presentation clearly.
- Use different teaching methods. Perhaps you should change your teaching method from lecture to role-playing or practical application to involve your students more.
- Be willing to spend time with the individual after class to help clarify concepts or issues covered.
- Find another commander to help him out.
- Be creative!

If the commander is having problems keeping up with you in the workbook (filling in the blanks or completing the quizzes), volunteer to let him or her use your instructors guide on breaks or over the lunch hour so they can go back and fill in the blanks that they missed during your presentation.

Motivation to learn can be increased. The LTA is structured to encourage continuous education. However, a negative experience may keep a commander from returning to future training opportunities. By providing an environment where ideas and knowledge are exchanged, commanders learn more, which benefits the kingdom of God and you will entice him to attend other LTA modules in the future.

Updates to the Royal Rangers Program

Question: Is it important to keep up-to-date with the changes to the Royal Rangers program?

As an instructor it's vitally important that you are teaching the very latest LTA modules and that you keep your Royal Rangers knowledge up-to-date. These modules will contain up-to-date information on the various aspects of the Royal Rangers program. It would be very embarrassing for you as the instructor if the information you were giving your students was recently changed. You will lose creditability with the commanders once they hear that what you told them was incorrect. This may cause these commanders to forego further training, as they will consider it to be a waste of their valuable time. To help prevent your knowledge from getting out-of-date, you will be required, as part of the ICS renewal process, to attend various training seminars to keep your knowledge (and instructor certification) up-to-date.

National Council

Members of the district and regional executive committees are invited to attend the annual National Council each March. At National Council, the business of Royal Rangers is taken care of, and updates about the program are discussed. On the Wednesday before National Council the National Training Committee meets to discuss training issues, and the National District Leadership Seminar is held during the National Council to provide in-depth updates to the Council members on the various elements of the program. All of these activities provide invaluable insight to the direction of training in Royal Rangers. District officials attending National Council are encouraged to return to their districts and update their commanders and instructors in a timely manner on all of the new information that comes out of these meetings.

Biennial District Instructor Certification Seminars

Your district should hold biennial Instructor Certification Seminars to update instructors with the latest changes to the LTA. The district training coordinator will return from National Council with the latest changes to the LTA. Changes to existing modules, as well as the introduction of new modules will be covered at these seminars. If your schedule is such that you can't attend the seminar, contact your district training coordinator and work out a solution that keeps you up to date.

Web access

The national Royal Rangers Ministries maintains a web site that contains information on many different facets of the program. Check this site frequently for

updates to the program or for updates to the training program. The national web site address is <http://royalrangers.ag.org>.

Any good program will change over time to better meet the needs of its members. The modular design of the LTA allows it to quickly take advantage of new training methods and to adapt to changes to the Royal Rangers program. This approach benefits local commanders the most, providing them with updated skills and tools so they can effectively reach, teach and keep more boys for Jesus Christ. It also promotes continuous training, by encouraging commanders to attend training on a regular basis to keep abreast of the changes to the Royal Rangers and training curriculum. Therefore, before teaching *any* LTA modules check with your district training coordinator for any updates.

LTA Module Features

The LTA modules have been designed to assist the instructor, and to aid in learning and retention for the students. Virtually all of the modules follow the structure discussed in this section.

Student Guides

For most modules, there is a student guide. All of the student guides, with the exception of Ranger Basics, are contained on your Instructor's CD in Acrobat PDF format. All that is required for you to print these guides is to download the free Acrobat viewer onto your computer (you may already have it installed on your computer). Version 5.0 or higher is required. Prior to each class session you should make sure you have printed off and copied enough copies of each of the student guides so that each student can have their own. Make sure you price your module to cover these copying costs. The Ranger Basics student guide is a GPH item. The Ranger Basics guides will have to be ordered from GPH early enough so that they arrive prior to your scheduled class session.

There are several features built into the student guides to assist in the learning of your students. They include:

Omitted Words. The student guides contain a lot of material related to what you will be covering in class. However, certain key words will be left out, and a blank will be in their place. Through your presentation and through the PowerPoint slides, the students will find the right words to insert into those blanks, thus finishing their workbook that they will take with them at the end of the class.

Inform your students that the omitted words are also listed at the end of each Student Guide so the student can find any information they may have missed during the PowerPoint presentation. As an instructor, you are more concerned that the students hear and understand the content of the presentation rather than be concerned about filling in every omitted word at the time it is presented.

There is also a place on each page for your students to take additional notes as you present the material in the class.

On Your Own Boxes. There are no outside assignments required for completing a given module. When the students leave the training session, they are done. However, there are certainly things that they should do after the training session to help reinforce the material they learned in the module. For example, after the role-play of the plan of salvation in Ranger Basics, it would be ideal if the students would go home and practice this plan. Thus, in Ranger Basics there is an "On Your Own" box that strongly suggests that they should practice this role-play.

As an instructor, you should also encourage completion of the suggested assignment in each of the On Your Own boxes in the module. Keep in mind, however, that you can't require the student to complete the assignments as a condition for completing the module. Once they have completed the classroom portion of the module, they have completed the module.

Questions. There are a lot of leading questions interspersed throughout the modules. Sometimes the answer to the question is given in the material, while other times it is not. The purpose of each question is to get the students to think about the material. If you want, you can spend a few minutes discussing the questions and their answers. If time is limited, you can ask the question and just encourage the students to ponder the answer.

Quizzes. There are frequent short quizzes in each of the modules. These quizzes are designed to help reinforce the key points in the material that was covered in the module. The purpose of the quizzes is to give you, the instructor, a chance to find out immediately if your students have grasped the material and have learned what they should have learned. If someone misses one of the answers, take the opportunity to discuss why the correct answer is in fact the correct answer. In fact, sometimes it would be good to discuss why the correct answer is correct or why the wrong answers are wrong even if everyone got the answer right. This type of discussion can make the quizzes a good learning opportunity for everyone.

Exercises. Some modules will use student exercises rather than quizzes to reinforce a concept or provide practical experience as a learning tool. Most of the practical exercises require team participation where groups of 3-4 students work together to develop a solution or complete a task.

There is no need to keep track of the score on the quizzes for your students; the score on the quizzes has no impact on whether or not they pass the module. Your job as the instructor is to make sure that the students learn the correct knowledge of the subject matter from a given section before you move on to the next section in the module. This is done through providing the answers to the quiz questions, and discussing the right and wrong answer choices.

Instructor Guides

For every module there is an instructors guide. This guide has been prepared to assist you, the instructor, in the presentation of the material. If there is a student guide for the module, the complete text of the student guide has been included in your instructor guide, but the text has been shaded so you can tell what is unique to your guide and what was included in the student guide. The blanks mentioned above that appear in the student guide have been provided in the instructor guide –

the words are **bold and underlined** to help remind you that the word or words need to be provided to the students as part of your presentation. The same words are provided on the PowerPoint presentations, again bold, underlined, and red, so that they will jump out at the students in your class.

In the instructor guide, we have built in a number of features to assist you as an instructor:

Teaching Tips. Teaching tips have been provided to you at certain points in the modules where you, as an instructor, may need to be reminded about something. For example, in Ranger Basics you will be presenting the plan of salvation. Just before you are instructed to do the sample role-play of the presentation of that plan, there is a box that contains a reminder of how to do an effective role-play.

Presentation Tips. Suggestions about how to present the material or demonstrations you should do or items you should show are given in the instructor guide.

Answers. Answers to all quiz questions are provided.

Power Point Slides. For every module there is a corresponding Power Point presentation.

Councils of Achievement

At the end of each module, you should conduct a council of achievement. This will formally mark the end of the module and the successful completion of the module by each student. This also gives them a model to follow in their outpost – when someone completes an achievement, they should receive immediate recognition. In most cases, the presentation will consist of a certificate of completion. Ranger Basics does have a separate patch that can be awarded upon completion of that module.

Administering LTA Modules

Question: Is there a best practices guideline for administering LTA modules?

Yes. There are many different aspects to administering LTA modules, from what to charge for the module to properly reporting it upon completion. LTA modules aren't considered successful or complete until they've been scheduled, prepared for, taught *and* reported. CIs are expected to be able to manage each of these phases of an LTA module. Completing each step of this guide will provide a better training experience for you and the students.

Scheduling and Pricing for LTA Modules

Royal Rangers training can occur on five different levels:

- National - National Council
- Regional – Regional Conferences
- District – Biennial training seminars or annual Commanders Conferences
- Sectional training events
- Distance Learning - web or correspondence via video

Training schedules at the national, regional, and district levels are set by their respective training coordinators.

Setting the schedule. Sectional commanders should be scheduling LTA modules on a frequent basis. They should contact local senior commanders to determine the type and number of LTA modules needed. However, they need to also contact churches that do not have Royal Rangers outposts and offer to hold Ranger Basics at their church to help educate the men of the church about the potential of the Royal Rangers ministry.

Set your schedule as far in advance as possible to give commanders enough time to schedule their personal and job commitments accordingly. Attempt to hold training on the same dates each year so commanders become accustomed to attending classes and will mark their calendar accordingly. Once you have a class scheduled, make sure your sectional commander, sectional training coordinator, and district training coordinator know about it; they may know commanders in a neighboring area who are looking for the training that you are about to provide.

District guidelines. The district should set consistent pricing guidelines on the amount sectional commanders should charge for the different LTA modules. This keeps one section from charging a considerable amount more than neighboring sections. A best practice would be basing the amount charged on number of hours and materials required. For instance, “The Patrol Method” module will cost more

than “Starting a Royal Rangers Outpost” module because it requires bolo and flag materials and lasts four hours instead of two.

Location. Schedule classes at different churches in the section. Churches with existing outposts are typically willing to host an LTA module as it benefits their commanders. Always make certain you have the pastors’ approval, as he will make sure there are no conflicts on the church calendar.

Also, schedules change; you may be called out of town for business on short notice. Do your very best to contact another instructor to teach the class. Contact the district training coordinator for the names of instructors in your section or district that are certified to teach the module that is scheduled. If you must cancel the class, contact all commanders who have signed up to attend, as well as every senior commander in the section so they can get the word out to their commanders.

Advertising. There are many ways to get the word out about upcoming training including:

- District newsletter
- District Commanders Conference
- Sectional newsletter
- Sectional commanders round table
- Web site
- Personal contact
- Word of mouth

Though word of mouth can be the most effective means of communicating your training schedules, it’s also the one method that is out of your control. Therefore, take the initiative to contact as many people as you can, using as many different methods possible, then let word of mouth do the rest.

Web based registration. The easier it is to register for the class, the greater the number of commanders that will attend. Providing a web page to allow commanders to sign up for training can be your greatest resource. Encouraging commanders to visit a web site to register allows you to also update them on upcoming training events and classes. Remember, it’s important to keep your web site up-to-date, as an outdated training page will cause some potential attendees not to return to your site.

Preparing for Class

Before you step into the classroom, there are a number of things you must do to adequately prepare to teach an LTA module.

Obtaining Training Materials or Updates. If needed, obtain the instructor's version of the LTA module, including the PowerPoint overhead presentation, at least 60 days prior to the start of class. Certain districts also carry an inventory of training materials. Contact your District Training Coordinator to find out what, if anything, is available through your district. If you have the instructors' version of the LTA module, contact your district training coordinator or the training page of the national Royal Rangers web site (<http://royalrangers.ag.org/>) to see if any updates are available.

Know your subject matter. It should be the goal of every instructor to become a subject matter expert. It's not enough to know the terminology or memorize the presentation slide show; you need the "real life" experience to better relate to the commanders. If the module covers a subject that you've not used recently or at all, then 60 days prior to class begin using the skills you'll be teaching in class in your outpost.

Review your material. At least 30 days prior to class you should read over the entire module and review the PowerPoint slides associated with the course. Begin to compile a list of teaching aids and props that you will need to help you teach the course effectively.

Review your ICS manual and notes. There are a lot of good training ideas in this ICS manual that can be used to enhance or change your current teaching style. Be flexible and try different approaches. Take notes as you teach each module. Refer back to your journal to remember what went well and what didn't go so well.

Purchase student materials. 30 days prior to class check registration and contact the senior commander for each outpost in the section to get a sense for the number of commanders interested in attending the class. Purchase adequate student materials plus a couple extra to cover walk-ins.

Prepare the room. Make certain the room is large enough to comfortably seat your expected class size. Locate projector, screen and any other devices or materials needed for your class. Upon completion of class be certain to return any training devices where you found them.

Teaching the Class

Before you start, remove coins and keys from your pockets. Playing with these or having some other object in your hand while you speak will cause distraction. As you teach any class, be very careful to create and maintain rapport with the students. Rapport is the state of mind that results in trust. It is very difficult for people to learn from someone whom they do not trust. Finally, always open each training module with prayer.

Class registration form. Use the class registration form to provide you with an organized way to track class attendance. This also makes reporting a much easier job upon completion of the LTA module. See an example form in Appendix C.

Introduce yourself and establish credibility. Students want to know whom their instructor is and why he is qualified to teach the module. Therefore, *always* begin an LTA module by introducing the instructional team (if there is more than one instructor for the module). The introduction should include name, current Royal Rangers position, and experience. Experience can include Royal Rangers as well as those skills relative to the module being taught.

Housekeeping. Explain where the facilities are located within the building. Commanders will need to know where to find the restrooms, drinking fountain and the nearest exit. If snacks are available mention those also.

Keep class moving. Practice your presentation until it flows effortlessly. The effectiveness of the class diminishes greatly if you have to constantly stop and read your notes or book. Students will begin to wander off mentally and it will be difficult to refocus their attention. If you find yourself having to refer back to your notes (which can be common when starting a new point or section), ask someone to repeat the major points you just covered or how they can apply the skills they just learned. This will give you a few seconds to quickly scan your notes in preparation for the next slide, point, or section.

Observe the class. As you teach, observe the commanders and be aware of times when you are moving too fast, slow or not allowing for feedback. Talk to the commanders as they return from break or lunch. Keep your ears tuned to comments as commanders go out and return from breaks and lunch. Be prepared to make adjustments, perhaps they feel the class is going too slow or too fast. Flexibility will be the key.

Stay on time. When commanders come to a two-hour class, they expect to be dismissed at the end of two hours.

Record Keeping and Reporting

Providing training modules is only the first step in effective training, as a CI you *must* keep up-to-date records on every class you teach. Record keeping and administration is critical to the class and students so that proper training records can be kept on the district and regional levels.

Personal Journal. Take the opportunity at the end of the class to write down the things that went well and those things that could use improving. Document your training experiences to improve your teaching and communication skills. Also as you run across training tips, write them down so you don't forget.

Reporting. At the conclusion of the LTA module, complete the class registration form and submit a copy to your district training coordinator, or district commander. You should retain a copy for your records also. Remember that your district training coordinator is responsible for maintaining the training records in your district, and he cannot keep track of a commander's progress through the LTA if you fail to submit your class rolls.

Training Outline

Teaching LTA modules involves a lot of different skills. It takes time out of your busy schedule to prepare properly. Follow these simple guidelines presented in this section and the training tips in this notebook and you will become a more effective instructor. Remember, the glue that binds this entire process together is prayer!

On the next page is a training outline that summarizes the information in this portion of the ICS – use this outline as a guide to help you prepare for your training sessions.

TRAINING OUTLINE

LTA Module Name: _____

Scheduled date of training: _____

Other CIs: _____

Pre-Class Activities

- 60 days prior to start of class
 - ❑ Advertising – contact area senior commanders and commanders
 - ❑ Location – set location and get permission
 - ❑ Subject Matter Expertise – use the skills you are going to teach
 - ❑ Purchase/Obtain instructor materials or updates – contact GPH or district officials
- 30 days prior to start of class
 - ❑ Review class material – read entire manual and review PowerPoint slides until you are comfortable with the flow of information and how you're going to present it
 - ❑ Review ICS & personal notes – try to use training methods
 - ❑ Purchase student materials – contact GPH or district officials
 - ❑ Prepare the room – verify whiteboard/chalkboard/flipchart/overhead
 - ❑ Identify backup plan – in case overhead/computer dies

Class Activities

- ❑ Register attendees – use class registration form
- ❑ Collect registration fees – provide commanders with a receipt
- ❑ Introductions – you and your instructional team first, then students
- ❑ Housekeeping – classroom/building layout
- ❑ Keep class moving – practicing delivery prior to class will help
- ❑ Observe the class – are the students paying attention? Is it time for a break?
- ❑ Stay on time – be cognizant of time so you can end on schedule

Post-Class Activities

- ❑ Clean up – put class back the way it was before class started, clean whiteboards/chalkboards
- ❑ Personal journal – document class
- ❑ Class report – complete LTA class report and send to appropriate officials

Summary

The number one goal of *every* ICS instructor is to transfer new skills or knowledge to each Royal Rangers commander you teach. Effectively transferring those skills or knowledge will allow commanders to reach, teach and keep more boys for Jesus. Therefore, as an instructor, respecting and motivating your students, your fellow commanders, is key to the learning process. Try to keep in mind and follow these training tips:

- Express genuine enthusiasm and sincerity
- Keep the class interactive
- Respect the students pace
- Respect different learning styles and adapt for them
- Try to answer all the questions
- Answer the question from the students' perspective
- Be careful not to criticize or talk down
- Recognize students for their contributions
- Admit your own mistakes
- Use only appropriate humor

Putting it into Practice

Teaching ability is critical to your success as an instructor in the LTA. Commanders attending LTA modules need to be assured they are getting the very best training experience possible. Fortunately, teaching is a learned skill. The more you do it, the better you become. Teaching ability cannot be taken for granted by your district in certifying instructors; therefore each candidate will be given the opportunity to teach on some aspect of the Royal Rangers program as part of the in-class portion of the ICS. The IT instructor(s) of the ICS will take this opportunity to critique your teaching style, compliment your strengths and recommend strategies in the areas needing improvement.

Sample Teaching

Each candidate will be given a minimum of 5 - 10 minutes to teach on a prearranged subject from one of the LTA modules. The specific topic for the sample teaching will be sent to the candidate upon acceptance of their application. An attempt will be made to give the candidate at least four weeks to adequately prepare. If an application is received less than 30 days prior to the start of ICS, the prospective candidate will be contacted and informed of the requirements to verify they are still interested in attending. Each candidate must follow the guidelines in the instructor's guide for the LTA module that they are teaching from. The candidate will be graded against how well they followed the outline. Also, the candidate should provide props and other teaching aids to fully simulate a classroom environment.

Videotape candidates. The candidates will be video taped to provide a more in-depth analysis of their teaching strengths and weaknesses. If possible, each candidate should receive a copy of their taped sample teaching so they can review it at home. If it isn't feasible to give a copy of their taped sample teaching session to each candidate, each candidate will be allowed time to review the tape while the IT critiques their performance.

Provide Written Feedback

The Instructor Assessment form included in Appendix E will be used to provide immediate feedback to the candidate outlining their strengths and weaknesses. Each candidate will be assessed by a minimum of 2-3 members of the Certification Committee. Their peer candidates in class will **not** be part of the assessment scoring, however, they may participate in the feedback discussion. This allows for a more thorough feedback of the candidates teaching abilities. The assessment form is provided to you in advance so you will know the areas in which you will be evaluated.

The importance of the sample teaching cannot be over estimated. It gives the IT instructor an opportunity to critique your teaching style and provide valuable feedback to you, the instructor. Candidates who aren't professional speakers or teachers will feel some nervousness knowing they are being judged by what they say and do. However, your students will be judging your teaching effectiveness when you teach an LTA module. Therefore, take the constructive criticism of your IT instructors, and then formulate a plan of improvement. Work hard to turn areas of weakness into strengths. Remember, teaching is a learned skill; the more you practice the easier it becomes.

Renewing your ICS Certification

The renewal process provides CIs the opportunity to update their skills and learn new training methods so they can be more effective. Students benefit the greatest by experiencing consistent and professional training. Be aware of your renewal status and pace your training schedule accordingly. If an ICS is not available in your district, contact the district commander, or training coordinator. An individual may take an ICS in another district with the permission of the district training coordinator, providing both districts are in agreement.

Renewing your ICS certification provides you with an opportunity to receive LTA updates, learn new training methods, and validate your knowledge as a Royal Rangers commander and instructor. It's important that CIs constantly update themselves so their students experience the best training possible. If the renewal process is not complete upon the expiration of the certification status (e.g. at the end of two years), an individual may no longer wear the training chief pins on the uniform.

Renewal Frequency

A CI will be required to renew his certification to teach every 2 years. In order to retain CI status and qualify for renewal each instructor must earn at least 10 points during the two-year certification period. Points are earned as follows:

- Points must be earned in at least 2 of these 3 categories:
 - Teaching – teach any LTA module at any Royal Rangers training event (e.g., Regional workshops or expos) or topic at any national camp. 1 point awarded for each hour taught (if instructor “tag-teamed” with other instructors, only count those hours you personally taught the class – ½ points are allowed)
 - Attending – attend a district, regional or national training event. 1 point awarded for each event attended. These events would include a District Commanders Conference, Regional Conference or Seminar, or National Council.
 - Continuing Education – complete any LTA module or national camp to increase your knowledge of Royal Rangers. 1 point awarded per module or camp completed
- A minimum of 5 points must be earned through teaching during the 2-year certification period
- Report points earned to your District Training Coordinator

CIs who meet these requirements qualify for the recertification ICS, which involves registering for and attending an ICS, getting the updates and taking the exam. The sample teaching and completing this notebook are not required for recertification if the renewal requirements are met.

District guidelines. Each district is given the latitude of allowing CIs who have taught the equivalent of 10 hours during the two-year certification period to extend their ICS status from 2 to 4 years. Only the District Commander, in consultation with the District Training Coordinator, can grant this extension. Contact your district training coordinator for more details. In exceptional circumstances the District Commander has the option of allowing a one-year extension for those instructors who have earned less than the 10 points needed for the two-year certification period, otherwise the instructor must renew his certification by attending an ICS.

Sample Teaching

Renewing CIs will *not* have to prove their teaching skills by performing a sample teaching session. Active CIs should be keeping their teaching skills sharp by teaching on a regular basis.

Material Updates

The LTA modular format encourages updates to the training materials on a more frequent basis than in the past. These updates will be made available to you when you attend ICS, IT, and regional or district training seminars.

Exam

The renewal process requires the CI to pass the certification test with a score of 85% or above.

Conclusion

A recent study found that 90% of Royal Rangers commanders who do not attend training drop out of the ministry within one year – 90%! Therefore it's *critical* that we provide world-class training, and at a schedule that meets the commanders' needs. This can only be accomplished when you become an enthusiastic and effective instructor.

The skills required to be an effective certified instructor are identical to those of an effective Royal Rangers commander:

- Christian example
- Prayer warrior
- Enthusiasm
- Encourager
- Knowledgeable
- Leadership
- Mentor

The only difference is you are using your skills to equip other commanders with new skills and ideas. Another important job of the certified instructor is encourager. Many commanders need to be refreshed and re-energized and a fun class taught by an enthusiastic instructor can make this happen.

As a commander you can only effectively influence those boys in your outpost. However, you as a certified instructor can reach a far greater number of boys through the men and women you teach.

Royal Rangers Mission

Remember, the mission of Royal Rangers is to “Reach, Teach, and Keep Boys for Christ.” You have been called by Christ, and empowered by the Holy Spirit, to help fulfill the great commission by reaching out to the boys in your church and community. We encourage you to take what you have learned in this Instructor Certification Seminar and put it to work in your section, district or region so you too may begin to see the harvest of souls.

Exam

Complete this exam and return it to your district training coordinator (unless he has given you an alternative person to send the exam to). He will grade your exam and inform you of your score. If you pass the exam with at least an 85 percent grade, and if you meet your district's qualifications for attending the ICS, you will be invited to attend the next ICS in your district.

The questions on this exam come roughly 75 percent from this ICS and 25 percent from general Royal Rangers knowledge. When you attend the ICS, you will be given a closed-book exam that will be roughly 25 percent from this ICS and 75 percent from general Royal Rangers knowledge.

Appendix A Open Book Exam

Name _____

Please respond to each question by clearly placing the letter corresponding to your answer in the box to right side of each question. Upon completion, return the exam to your District Training Coordinator. After he grades the exam, he will inform you of the grade and, if you pass this exam, he will invite you to the next ICS in your district.

- | | Place Letter
Selected Here |
|--|---|
| 1. Which uniform should be worn when instructing an LTA module?
(A) – Class C (B) – Dress Blues
(C) – Class B (D) – t-shirt & shorts | <input style="width: 40px; height: 30px;" type="text"/> |
| 2. One requirement for attending an ICS includes:.....
(A) – attend only Ranger Basics (B) – earn the LMA
(C) – none (D) – earn the GMA | <input style="width: 40px; height: 30px;" type="text"/> |
| 3. A training skill <i>not</i> required by ICS candidates is to:
(A) – to speak in sign language (B) – communicate effectively
(C) – demonstrate teaching methods (D) – motivate and teach | <input style="width: 40px; height: 30px;" type="text"/> |
| 4. CI's need to renew their certification every:.....
(A) – 1 year (B) – 2 years
(C) – 3 years (D) – 5 years | <input style="width: 40px; height: 30px;" type="text"/> |
| 5. The only person allowed to approve IT applications is the:
(A) – District Training Coordinator (B) – District Commander
(C) – Sectional Commander (D) – Pastor | <input style="width: 40px; height: 30px;" type="text"/> |
| 6. As the presenter, the very first thing students will notice is your:
(A) – qualifications (B) – merits earned
(C) – uniform (D) – breath | <input style="width: 40px; height: 30px;" type="text"/> |
| 7. Which of the following criteria for your uniform is incorrect:.....
(A) – white socks (B) – khaki pants
(C) – khaki shirt (D) – black shoes or boots | <input style="width: 40px; height: 30px;" type="text"/> |
| 8. When it comes to subject matter, there's no substitute for:.....
(A) – knowledge (B) – who you know
(C) – position (D) – visuals | <input style="width: 40px; height: 30px;" type="text"/> |
| 9. Being cognizant of your posture means:
(A) – being laid back (B) – staring at the ground
(C) – standing up straight with shoulders back (D) – being hunched | <input style="width: 40px; height: 30px;" type="text"/> |
| 10. Training is a:
(A) – gift from God (B) – learned skill
(C) – natural skill (D) – curse | <input style="width: 40px; height: 30px;" type="text"/> |
| 11. It's important that you reach out and touch each student with:
(A) – AT&T (B) – clean hands
(C) – emotions (D) – eye contact | <input style="width: 40px; height: 30px;" type="text"/> |

12. Effective communication does not involve which of the following:
- (A) – talking (B) – body language
(C) – your spouse (D) – visuals
13. Using eye contact effectively includes:
- (A) – make eye contact with everyone (B) – allow your eyes to dart around
(C) – stare two feet over students heads (D) – talking to the white board
14. A colorful voice is one that is:.....
- (A) – monotone (B) – inaudible
(C) – boring (D) – interesting
15. Excessive coughing, throat clearing, and using “um”, “uh”, etc are known as:
- (A) – pitch (B) – fillers
(C) – projection (D) – inflection
16. Directing the voice so it can be plainly heard at a distance is known as:
- (A) – pitch (B) – fillers
(C) – projection (D) – inflection
17. The highness or lowness of the voice, its range, is known as:.....
- (A) – pitch (B) – fillers
(C) – projection (D) – inflection
18. The manner in which pitch is varied as you speak is known as:
- (A) – pitch (B) – fillers
(C) – projection (D) – inflection
19. A class that is fun reduces resistance to learning and increases students:
- (A) – stress levels (B) – tolerance to poor jokes
(C) – time in class (D) – attention and rapport
20. The “do’s” of humor include which of the following:
- (A) – humor related to the topic (B) – sarcasm
(C) – put down humor (D) – over doing humor
21. A “don’ts” of humor include which of the following:.....
- (A) – getting to know the commanders (B) – real world experiences
(C) – put-down humor (D) – informative stories
22. A tip to consider when using a teaching aid is:.....
- (A) – clutter your visual aids (B) – standing in front of visual aids
(C) – vary colors (D) – facing your visuals when talking
23. *Not* included in the list of most common teaching aids is:
- (A) – Sign language (B) – Whiteboards
(C) – PowerPoint Presentations (D) – Flipcharts
24. Write large enough so it can be seen:
- (A) – by Mr. Magoo (B) – 500 feet away
(C) – by students in the back of the room (D) – 5 feet away
25. Be cautious not to aim a laser pointer at:.....
- (A) – walls (B) – someone’s eye
(C) – presentations (D) – deer
26. Examples play an important role as they make the class materials:.....
- (A) – irrelevant (B) – useless
(C) – boring (D) – meaningful

27. Use analogies cautiously as a poor one can cause confusion and:
- (A) – prevent learning (B) – sleep
(C) – learning (D) – death
28. This teaching method is used most often and is least effective:
- (A) – Simulation (B) – Role Playing
(C) – Question and Answer (D) – Lecture
29. This teaching method involves taking on the characteristics of a person:.....
- (A) – Simulation (B) – Role Playing
(C) – Question and Answer (D) – Lecture
30. This teaching method tests for understanding:
- (A) – Simulation (B) – Role Playing
(C) – Question and Answer (D) – Lecture
31. This teaching method goes through the motions of the actual experience:
- (A) – Simulation (B) – Role Playing
(C) – Question and Answer (D) – Lecture
32. An unplanned event occurs that can be used to teach is called a(n):
- (A) – stroke of luck (B) – act of God
(C) – uh-oh (D) – teachable moment
33. Consider video taping your training modules to:.....
- (A) – see yourself (B) – better identify strengths & weaknesses
(C) – prove you actually taught (D) – show family and friends
34. You should rely on the most powerful training tool you have:.....
- (A) – the computer (B) – your own unique style
(C) – time (D) – your district commander
35. Most commanders are attending your class to:.....
- (A) – earn merits (B) – get away from family members
(C) – have fun (D) – further their ministry
36. A characteristic of an adult learner is adults:.....
- (A) – are slow learners (B) – prefer self-direction
(C) – bring no experience (D) – don't want to learn
37. Leadership Training Academy is:
- (A) – NTC (B) – college
(C) – church (D) – life-long learning
38. A good facilitator changes the students involvement from:
- (A) – distant to active (B) – active to distant
(C) – active to passive (D) – passive to active
39. Controlling the learning environment *doesn't* include:
- (A) – the backgrounds of each learner (B) – lighting
(C) – temperature (D) – taking breaks
40. A wise instructor will have a:.....
- (A) – computer (B) – good time
(C) – backup plan (D) – co-instructor
41. Never underestimate the power of:.....
- (A) – fresh breath (B) – politics
(C) – electricity (D) – prayer

42. It can be difficult for other commanders to speak up when there's a:.....
- (A) – discussion monopolizer (B) – large room
(C) – good instructor (D) – PowerPoint presentation
43. Motivation to learn can be:.....
- (A) – slow (B) – increased
(C) – purchased (D) – difficult to see
44. If you provide incorrect information at LTA modules, you will lose:.....
- (A) – sleep (B) – money
(C) – time (D) – credibility
45. Before teaching any LTA module check for any updates with your:
- (A) – pastor (B) – fellow commanders
(C) – district training coordinator (D) – doctor
46. National, Regional and District training schedules are set by their respective:
- (A) – committee (B) – training coordinator
(C) – leader (D) – commander
47. For sectional training, schedule classes at different:
- (A) – churches (B) – schools
(C) – elks lodges (D) – camp-outs
48. When using a pointer in a presentation, you should:
- (A) – point to the transparency on the projector (B) – point to the screen
(C) – lay your pointer on the overhead (D) – play with the pointer during your presentation
49. When advertising your training class it is important to:
- (A) – rely on word of mouth only (B) – use only one method
(C) – not call senior commanders (D) – use as many methods as appropriate
50. Obtain the instructor's versions or update to the LTA module no less than:
- (A) – 10 days before class (B) – 30 days before class
(C) – 45 days before class (D) – 60 days before class
51. Word of mouth is the one advertising method that is:
- (A) – out of your control (B) – in your control
(C) – slow (D) – least effective
52. It should be the goal of every instructor to become:
- (A) – tired (B) – a subject matter expert
(C) – average (D) – arrogant
53. Purchase the student materials no less than:.....
- (A) – 10 days before class (B) – 30 days before class
(C) – 45 days before class (D) – 60 days before class
54. Rapport is the state of mind that results in:
- (A) – distrust (B) – loudly played music CDs
(C) – a good time (D) – trust
55. Always open each training module with:.....
- (A) – prayer (B) – humor
(C) – a war story (D) – a dramatic entrance
56. This provides you with an organized way of tracking class attendance:
- (A) – data base (B) – GPS
(C) – class registration form (D) – head count

57. It's important that you manage your time:
- (A) – loosely (B) – expeditiously
(C) – wisely (D) – poorly
58. At which level are LTA module training records *not* kept?.....
- (A) – national office (B) – by the instructor
(C) – district commander (D) – district training coordinator
59. Recognize students for their:.....
- (A) – inattentiveness (B) – well being
(C) – money (D) – contributions
60. Explaining where the facilities are located should occur:
- (A) – during closing remarks (B) – at the beginning of the training session
(C) – only once (D) – when the first student asks
61. Instructor introductions should include which of the following:
- (A) – experience (B) – position in Royal Rangers
(C) – name (D) – all of the above
62. As you observe the class, take cues from the:
- (A) – pastor (B) – students
(C) – past (D) – notes
63. Writing down the things that went well after you've taught a class is called:
- (A) – a sign of old age (B) – a diary
(C) – a waste of time (D) – personal journaling
64. If you can not teach a class you've scheduled, do your best to:
- (A) – tell no one (B) – get out of teaching
(C) – reschedule (D) – contact another CI
65. Encouraging commanders to attend training on a regular basis promotes:
- (A) – change (B) – continuous learning
(C) – the CI (D) – brain decay
66. Which statement below is correct concerning rehearsing?
- (A) – Rehearse your presentation only once (B) – Video recording your sessions is not helpful
(C) – Rehearse until you become comfortable (D) – If you are a good teacher you don't need to rehearse
67. Renewing CI's will *not* have to:
- (A) – perform sample teaching (B) – re-apply
(C) – attend ICS (D) – take exam
68. What is *not* one of the three categories in which points can be earned for renewal?.....
- (A) – advertising new classes (B) – continuing education
(C) – teaching (D) – attending
69. To provide a more in-depth critiquing, ICS candidates may be:.....
- (A) – required to sing (B) – asked to leave the classroom
(C) – interrogated (D) – video taped
70. The number of points required to earn during the 2 year certification period:
- (A) – 1 (B) – 5
(C) – 10 (D) – 25
71. The minimum number of *teaching points* required during the 2 year certification period:
- (A) – 1 (B) – 5
(C) – 10 (D) – 25

72. The number of *categories* points must be earned in during the 2 year certification period:
 (A) – 1 (B) – 2
 (C) – 3 (D) – 4
73. Report all points earned to your:.....
 (A) – District Training Coordinator (B) – Sectional Commander
 (C) – District Commander (D) – pastor
74. The renewal process requires the CI to pass the ICS exam with a score of at least:
 (A) – 70% (B) – 75%
 (C) – 80% (D) – 85%
75. CIs who satisfy their renewal requirements will be required to do which of the following to re-certify.
 (A) – sample teach (B) – complete the entire certification process
 (C) – Pass the certification exam (D) – none, certification is for life
76. According to the Barna Research group, ages 5 – 13 have a ____ probability of becoming saved?.....
 (A) – 4% (B) – 6%
 (C) – 25% (D) – 32%
77. Royal Rangers was launched as the Assembly of God’s ministry to boys in.....
 (A) – 1962 (B) – 1958
 (C) – 1966 (D) – 2002
78. What teaching method provide the highest percent of retention? :.....
 (A) – lecture (B) – role-playing
 (C) – questions and answer (D) – watching a video
79. The Bible verse used to tell us God loves us is:.....
 (A) – John 3:16 (B) – Acts 1:8
 (C) – Revelation 20:15 (D) – 2 Peter 3:9
80. Who must the leader allow to do the actual work of convicting a boy of his need for salvation?
 (A) – John the Baptist (B) – The witness
 (C) – The person wanting to get saved (D) – The Holy Spirit
81. Do not attempt to lead a boy to Christ unless you are:
 (A) – a Royal Ranger (B) – ordained
 (C) – prepared (D) – a born-again Christian
82. The Royal Rangers plan of salvation follows the:
 (A) – ABC Plan (B) – XYZ Plan
 (C) – Leaders Manual (D) – 123 Plan
83. Question the boy immediately following the sinners prayer to see if he:.....
 (A) – is hungry (B) – feels different
 (C) – understands (D) – is excited
84. Shortly after a boy’s conversion to Christ, you should:
 (A) – visit the boy’s home (B) – ignore him
 (C) – test him (D) – give him a quiz on the bible
85. To be successful, you should:.....
 (A) – not prepare for the outpost meetings (B) – not worry about starting/stopping on time
 (C) – provide all fun (D) – have regular meetings

86. This is a goal of a successful meeting:
- (A) – inspire and challenge (B) – provide balance of fun and accomplishment
(C) – instruct and train (D) – all of the above
87. Each meeting plan follows the same structure and has how many meeting points:.....
- (A) – 25 (B) – 15
(C) – 10 (D) – 20
88. One of the elements of a good opening ceremony is:.....
- (A) – start when you're ready (B) – include prayer
(C) – lasts 30 min (D) – unrelated to the boys
89. The program feature is used to teach boys which of the following:
- (A) – how to lead Bible studies (B) – how to fill time
(C) – having fun playing games (D) – merits, skills, or crafts
90. Play is a boys':
- (A) – work (B) – time
(C) – business (D) – life
91. This is the focus of the entire meeting:.....
- (A) – snacks (B) – recreation
(C) – devotion (D) – program feature
92. 75 – 90 percent of bad conduct is caused by one of these three things.....
- (A) – Fun, Insecurity & Anxiety (B) – Fear, Security & Anxiety
(C) – Fear, Insecurity & Anxiety (D) – Fear, Insecurity & Inability
93. When dealing with problems, remember the old adage:
- (A) – praise in public, correct in private (B) – punish in public, praise in private
(C) – spare the rod and spoil the child (D) – whip first, ask questions second
94. When dealing with various problems, one of the three basic solutions to follow is:.....
- (A) – ignore the boy (B) – discipline in public
(C) – pray with him (D) – kick him out of Rangers
95. If you keep the boys busy with fun, exciting things to do, they won't have time to get in trouble, therefore:
- (A) – don't prepare (B) – fake it
(C) – you won't need the devotion (D) – keep the class moving
96. When teaching a group of boys, you should not use:
- (A) – a "know-it-all" attitude (B) – teaching aids
(C) – examples (D) – Lt. Commanders
97. When telling short stories or illustrations, be careful of:
- (A) – being too short (B) – using unrelated information
(C) – nothing (D) – being truthful or boring
98. This is *NOT* one of the four Royal Rangers age groups:.....
- (A) – Adventure Rangers (B) – Expedition Rangers
(C) – Pioneers (D) – Ranger Kids
99. The key to the success of the Royal Rangers ministry in your church is:
- (A) – your Outpost Council (B) – you, the commander
(C) – money (D) – your pastor
100. Differences in social or economic status should disappear when everyone is:.....
- (A) – a church member (B) – working hard
(C) – dirty (D) – dressed in the same uniform

Appendix B

Class/Instructor Evaluation

(Please Print or Write Clearly in Ballpoint Pen)

District or Region: _____

Section: _____

Module Name: _____

Training Date: _____

Instructor's Name: _____

Rate the following aspects of the training:

	Excellent	Very Good	Good	Poor	Very Poor
1. Topics Covered					
2. Format of Training					
3. Preparation of the instructor(s)					
4. Knowledge of the instructor(s)					
5. Completeness of the materials					
6. Class facilities					
7. Length of time					
8. Overall impression of training					

If you checked a **“Poor”** or **“Very Poor”** please comment why:

Will this training help you as a Royal Rangers commander? (Please check one)

- The training will be **very** helpful to me
- The training will be **somewhat** helpful to me
- The training will be **not** be helpful to me

If you checked **“somewhat”** or **“not”** helpful, please comment how it can be improved:

Please add any additional comments to help make this class better for you.

Appendix C Training Class Report

(Please Print Clearly in Ballpoint Pen or Type)

District or Region: _____
Section: _____

Module Name: _____
Training Date: _____

Instructor's Name	Hours Taught	Instructor's Name	Hours Taught

This form may be used to report the outcome of any class taught for Royal Rangers. For each individual, indicate whether or not they completed the training.

	Trainee's Name	Address	City, State, Zip	Complete?	
				Yes	No
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Send a copy of this report to your district training coordinator and one to your district commander. Keep a copy of this report for your records.

Appendix D Instructor Certification Renewal Form

Name: _____ Date: _____
 Address: _____
 City/State: _____ Zip: _____
 Telephone H: _____ B: _____ Email: _____

A Certified Instructor is required to renew his certification every 2 years. In order to retain his certified status and qualify for renewal, an instructor must earn at least 10 points during the two-year certification period.

Submit this form to your District Training Coordinator each year.

Points must be earned in at least TWO of the following categories:

Teaching			
Teach any LTA module at any Royal Rangers training event or topic at any national training camp. ONE point for each hour taught. A minimum of FIVE points MUST be earned through teaching. List modules or topics and hours taught during current year.			
Date	Module Name	Hours Teaching	Points

Attending			
Attend a district, regional or national training event. ONE point for each district or regional event attended. ONE point for each national event attended. Events may include classes, sessions, conferences, seminars, and camps. List each event and training received during current year.			
Date	Event Attended	Training Received	Points

Continuing Education		
Complete any LTA module or national camp. ONE point for each module or camp completed. List each module completed during current year.		
Date	Module Completed	Points

(Minimum Requirement = 10 points for 2 year renewal period) Total Points _____

Appendix E – Instructor Assessment Form

Your district will be using the form listed on the next two pages to evaluate your presentation.

As you prepare your sample teaching session, look over this form to make sure that you plan on including all of the relevant items in your presentation. The single greatest thing that causes problems with the sample teaching session is lack of preparation. It is up to you to make sure that you are prepared for this assignment. Failure to perform adequately on the sample teaching session will result in you *not* being certified to teach LTA modules in your district.

Instructor Assessment Form

Name _____ Date of Presentation: _____

Title of Teaching Segment: _____

Area of Assessment	Criteria					Score
	1 Poor	2 Fair	3 Adequate	4 Very Good	5 Excellent	
Introduction	Instructor failed to state his name, position, and purpose of the class. Students were confused and/or bored. Instructor lacked any interest in the class. Instructor expectations of students not stated.	Instructor only mentioned one of the following: name, position, and purpose of class. Some interest was expressed by the instructor. Expectations not clearly stated.	Instructor mentioned two of the following: name, position, and purpose of class. Students were interested but the instructor lacked enthusiasm. Expectations were expressed.	Instructor stated his name, position, and purpose of the class. Students felt at ease and were ready to learn. Expectations clearly stated. Instructor was enthusiastic about the class.	Instructor stated his name, position and purpose of the class. Introduction captured the students' attention and established a comfortable and interesting environment for learning. Expectations were clearly stated.	_____
Professional Appearance	Uniform had numerous mistakes in placement and organization of patches and awards. Uniform was dirty, was not ironed, and distracted students from listening to the instruction.	Uniform appeared disheveled. Many patches or awards were incorrectly placed.	Uniform was clean but did not appear to be pressed. One or two of the patches or awards incorrectly placed.	Uniform was clean and pressed. All patches and awards correctly placed. Shoes were shined.	Uniform was clean, pressed, and of high quality. Patches and awards correctly placed. Shoes were shined. Hair neatly placed and facial hair carefully trimmed. Instructor presented a professional look.	_____
Organization/ Information	Audience didn't understand information because instructor was disorganized. Information provided was not logically presented and much of the information given was inaccurate.	Instructor did not have all aids readily available for use. Information lacked accuracy and order. Handling student questions caused instructor to lose his train of thought and place in topic presentation.	Teacher had problems while using teaching aids. Information was accurate most of the time, but not orderly. Handled student questions without losing his train of thought.	Teacher used teaching aids. Information was logical, with few errors. Handled student questions and then effectively returned to the presentation of the material.	Instructor used teaching aids smoothly and effectively. Information was presented logically and accurately. Answers to student questions tied back into the material being discussed.	_____
Knowledge	Instructor was not confident and was unable to answer questions about the subject matter.	Instructor lacked confidence and was not able to answer many questions.	Instructor appeared at ease about skills and knowledge and could answer most questions satisfactorily.	Instructor was confident and knowledgeable and was able to answer all questions.	Instructor demonstrated complete knowledge of the subject and provided clear and accurate explanations.	_____
Visual Aids	No visual aids No handouts	Some visuals were used but they were not helpful. Handouts lacked quality and were limited in quantity and scope. Handouts contained incorrect information or poor grammar.	Some visuals used supported the presentation. Some handouts were provided but many were not visually appealing although they were grammatically and technically correct.	Most of the visual aids used supported the presentation. Sufficient handouts were provided, but some were not visually appealing.	All aids were used effectively during the presentation. All visuals aided in the understanding of material. Handouts were adequate in number, visually appealing, and technically accurate.	_____
Delivery	Teacher did not enunciate correctly. Many words were incorrectly pronounced and voice was too quiet or loud. Voice was monotone and delivered in an uneven rate. Very choppy transitions and fillers caused a great deal of distraction.	Students had difficulty listening to the instructor. Many words were incorrectly pronounced. Voice was monotone with a few variations in tone and pitch. Used many fillers, e.g. "uh" or "okay."	Some words were used incorrectly or enunciated poorly. Students were able to understand much of the presentation. Voice had some variation in tone, pitch, and volume. Transitions were choppy.	Most instructions and comments were clearly stated. Students received positive feedback, orally and through appropriate body language. Tone, pitch, and volume were appropriate. Transitions were acceptable but need improvement.	Instructor clearly enunciated and properly pronounced every word. Voice control was clear and precise. Students were eager to participate in the class. Instruction flowed smoothly from point to point.	_____

Instructor Assessment Form

Area of Assessment	1 Poor	2 Fair	3 Adequate	4 Very Good	5 Excellent	Score
Classroom Management/Arrangement (Based upon a 10-minute presentation.)	Classroom was dirty, unorganized and instructor was still busy preparing for class. Students were not engaged and did not participate. Did not complete teaching within 5 minutes of allotted time.	Classroom was clean but not properly set up for the class situation. Students were rarely engaged. Completed teaching within 4 minutes of allotted time.	Classroom lacked organization, but it did not detract from class. Students were occasionally engaged. Completed teaching within 4 minutes of allotted time.	Classroom was set up properly. Class was active most of the time and students were engaged most of the time. Completed teaching within 2 minutes of allotted time.	Classroom was set up properly for the number of students and was appropriately equipped. Was able to keep class moving and students engaged with subject matter at all times. Completed teaching within 2 minutes of allotted time.	_____
Use of Humor	Used too many jokes during presentation. Many comments were vulgar and lacked sensitivity. Some comments or humor were racially oriented.	Did not use any humor during presentation. The instructor appeared dry in delivery and students did not feel comfortable in expressing humor.	Humor was used although it was not always helpful. Instructor was able to express humor although at times stated at the wrong time.	Instructor was able to use humor correctly for much of the presentation. 1 or 2 jokes were not necessary.	Humor was used at appropriate times to generate interest and stimulate thought. Jokes were used sparingly but appropriately. Comments expressed warmth and were positive in nature.	_____
Body Language/Posture	Instructor sat down, leaned, and/or slouched during presentation. Instructor used mannerisms which distracted learning, e.g. paced back and forth.	Instructor appeared nervous and did not use hand motions to express information. Instructor stayed behind a podium and did not move around the front of the classroom. Poor mannerisms included playing with items in hands, or hands in pockets.	Instructor appeared comfortable. No physical contact was made with students and instructor stayed at the front of the class. Rarely played with items in hands, or placed hands in pockets.	Instructor stood up straight and correctly. Body language was open and expressed enthusiasm for the course. Mannerisms aided in learning and were not distracting. Some physical contact was made with students, but instructor stayed at the front of the class.	Instructor stood up straight and correctly. Body language was open and expressed enthusiasm for the course. Mannerisms aided in learning and were not distracting. Instructor moved easily about the room and made numerous physical contacts with students.	_____
Attending Skills	Instructor exposed his back to the students for much of the presentation or looked over the heads of the students the majority of the time. All instruction was lecture with no student interaction.	Instructor looked around room but failed to establish contact with any student. Many questions were incorrectly phrased or used.	Instructor used eye contact with 2 or 3 of the students. Some participation occurred in the class. Instructor made a few mistakes with questioning techniques.	Instructor made eye contact with most of the class. Students were able to participate in discussion and able to express ideas. Instructor asked many clear and appropriate questions.	Instructor made eye contact with every student. Every student felt as if teacher was speaking to them. Questions were clear, insightful, helped to reinforce learning, and enabled extensive participation on the part of the students	_____
Conclusion	Students felt instruction was not worthy of time spent. Purpose of class was unknown and concepts were never re-emphasized.	Students were dissatisfied with instruction. Concepts were stated but did not seem to connect with the teaching that occurred.	Students felt they learned, but were not satisfied they received the best instruction possible. Concepts were vague and not clearly stated.	Students were complimentary of instructor's skill and delivery. Concepts were re-emphasized and purpose clearly stated.	Students made numerous comments on the skill and knowledge of instructor. Concepts were clearly re-emphasized and the purpose of course was understood by all the students.	_____
		Score less than 25. Wait minimum of 6 months to reapply for ICS.	Score equal to or greater than 25 but less than 40. Need for continued apprenticeship.	Passing Score is an aggregate score equal to or greater than 40 points.	TOTAL	_____

Things that interfered with learning: _____

Things that helped with learning: _____