

## A. Know your Role as a Facilitator- Handout

When it comes to teaching client-centered classes, the instructor becomes a guide and a facilitator rather than a teacher or presenter. Guiding the participants through a lesson allows them to take ownership of the learning experience.

**Presenting** is a direct transfer of information from teacher to student with little or no interaction. **Facilitating**, on the other hand, gets everyone involved in the discussion as participants answer each other's questions and share their experiences and knowledge. The facilitator's role is to guide the conversation so that it stays on topic, correct misinformation, and encourage maximum participation.

Guiding a CCNE class will involve a mix of both presentation and facilitation and depends on your knowledge of the class material and on your ability to foster a discussion where participants will join in the learning effort.

- **Remember to let your participants play with knowledge.** Your lesson points and goals are important to you, but letting the class play with the information is equally important. Encourage each participant in your class to share how they would like to incorporate the class goals into their life.
- **Get participants talking to each other.** During class, create opportunities for the participants to learn from each other and take ownership of the class. Use open-ended questions and a tone of curiosity to promote discussion, and help participants relate discussion topics to their lives. Use participants' responses to discussion questions as way to encourage further discussion rather than the "one-and-done" question and answer approach.
- **Repetition is your friend.** The more people hear information in different ways, the more likely they are to remember it. Tell people information and tell it to them again in a different way or through a different example. It is also helpful for people to hear information reflected back to them, so use reflective listening.
- **Engage all the senses.** People learn in many ways, so give information out loud, through visual aids, and the other senses such as taste. This also creates learning through repetition.

## **Know Your Role- Activity**

Pick an upcoming or current CCNE lesson to be used in clinics and use this role-playing activity in a staff meeting.

- Divide staff into small groups.
  - Choose one person in each group to be the facilitator and one person to act as an observer. The rest of the group will play the role of participants.
  - The facilitator should conduct the class as if in the clinic.
  - The ‘participants’ should act like your typical WIC participants.
  - The ‘observer’ should note the following:
    1. Did the facilitator allow the participants to play with the information and relate it to their own life experience? Give examples of when this was done and when it could have been done more.
    2. Did the facilitator get more than one person talking during each question and allow a conversation to build? Give examples of when this was done and when it could have been done more.
    3. Did the facilitator restate the information in several different ways to encourage learning? Give examples of when this was done and when it could have been done more.
    4. What senses were engaged in this lesson by the facilitator?
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- As a group, review the observer’s feedback.
  - Talk about the ‘participant’s’ perspective: did they feel engaged and listened to during the lesson?