

Trainer's Notes

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This module builds upon previous sections of the CCNE toolkit and training DVD to provide tip sheets and training activities for staff members who facilitate group classes. Keep in mind that the way you facilitate training at your agency can model the type of facilitation that goes into a CCNE class. Rather than lecturing during meetings and trainings, you can demonstrate facilitation. Use a style that allows staff members to participate and take an active role in the meeting.

Showing short clips of the CCNE training DVD, “The Real (WIC) World: Applying CCNE in the Clinic” during staff trainings will enhance the handouts and activities in this module. The DVD offers many real world examples of the suggestions in this module and also features two full-length classes that model group facilitation.

A. Know Your Role as a Facilitator (Handout and Activity)

With CCNE, teaching is more like coaching (where the limelight is on the participants more than the instructor). When it comes to teaching client-centered classes, the instructor is a guide rather than a teacher or presenter. The handout highlights key ways that the role of the instructor is different in CCNE classes than in scripted lessons. The activity provides a way to put the ideas into practice.

Handout: Share this material with staff at staff meetings and ask them to discuss their experiences with facilitating a CCNE class compared to a more traditional, lecture-based class. Be a model facilitator for your staff in meetings. Get them involved and limit presentation-style trainings as much as possible.

Activity: After discussing the information in the handout, try the activity at staff meetings. Encourage staff to play different roles so that everyone gets a chance to practice. The more people practice, the more comfortable they will be. Watching others facilitate is a great way for staff to learn from each other and become better facilitators.

Show staff the sample classes on the CCNE training DVD, “The Real (WIC) World: Applying CCNE in the Clinic” for examples of how instructors balance facilitating and presenting.

B. Be Comfortable with Delivering the Message (Handout and Ready-to-Use Material)

Being knowledgeable about a topic is one of the easiest ways to battle anxiety in a CCNE class.

In addition to the suggestions for staff in the handout, you can help create an environment where staff work together to gain confidence in leading CCNE classes. Here are some things you can do:

- **Create a FAQ resource for staff.** Sharing information among staff is essential. Try creating a document that all staff can access or an online bulletin board where staff can share information and ideas about their experiences with lessons. Have a section with frequently asked questions from participants, and make a list of information that you have had to correct with participants.

The FAQ template in this guide is one simple way to keep your questions organized. Print out one copy of the template for each class being taught every quarter. Fill in the lesson title and NE code and put the templates in a binder. Encourage your staff to fill it in with the questions they received during the class. It is great way to share tips and help each other prepare for potential questions that may arise while teaching CCNE lessons.

- ***Create a buddy system.*** Pair up new teachers with experienced teachers to work together. This is a great way to encourage both buddies to practice and share tips and ideas for facilitating group classes.
- ***Encourage staff to practice in front of each other during meetings.*** It doesn't have to be a full-length class; a small mini-class will work fine. Ask each staff member to practice leading a mini-lesson during the course of the year.

C. Handling Challenging Situations (Handout and Activity)

Getting a tough question or being challenged in the classroom can be a scary experience for facilitators, especially if they feel like they need to have all of the answers. The tip sheet offers strategies for instructors who encounter challenging situations.. The activity provides a way to put the ideas into practice.

Handout: Share this material with staff at staff meetings and ask them to discuss their experiences.

Activity: After discussing the information in the handout, try the activity at staff meetings. Encourage staff to play different roles so that everyone gets a chance to practice.

The Cedar Park sample class on the CCNE training DVD, “The Real (WIC) World: Applying CCNE in the Clinic,” has an example of a facilitator deflecting the question. The clip begins at minute 14:30. The Watuaga sample class on the DVD has an example of correcting misinformation. The clip begins at minute 17:56. Show staff these clip for real world examples.

D. Be Approachable as a Facilitator (Handout)

As a trainer, there are things you can do to model being approachable. Make trainings staff-centered. For example, group chairs in a circle and sit among staff in training meetings, include icebreakers and other fun, hands-on activities. Create an activity where you (secretly) choose one person in the room to be closed off. Or, do five minutes of training using bad non-verbal skills (don't smile, keep your arms folded in front of you, etc.) and five minutes using good non-verbal skills. See how the group reacts and discuss how the dynamic in the room changes with certain body language.

Share the handout with staff and use the accompanying activity for staff to practice active listening.

E. Become Okay with Space and Time (Activity)

Fear of silence is common among all facilitators. This staff training activity aims to help staff become more comfortable with silence in the CCNE classroom. This will allow participants the opportunity to be involved in the discussion.

This exercise has two objectives:

- It allows the facilitator (and everyone in the group) to feel how long 30-seconds can be. It may feel like a long time to the facilitator, but remember it takes time for participants to 1) think of a response, 2) formulate how to state the response, and 3) get enough courage to state the response out loud.
- It allows the facilitator to work on rephrasing without answering the question for the participant and encouraging more than one person to answer.

F. Keeping the Conversation Client Centered (Handout)

This tip sheet can be used as a reference for staff when they facilitate classes. Practice modeling some of these statements in your trainings. The more familiar you and the teaching staff become with saying and hearing these types of questions, the more easily they will roll off the tongue during classes.

Module 3 of the CCNE training DVD offers examples of staff using open ended questions and probes to get participants involved in the discussion. The clip begins at minute 23:30.

G. Additional Resources

This is a list of additional resources that are available through Texas WIC and online.