

Facilitating with Confidence Module

A Complement to the CCNE Toolkit

Facilitating with Confidence Module

Purpose

The purpose of this module is to help build confidence and break down anxiety for staff who plan to facilitate CCNE classes. The training activities and handouts in this module can be used as reference material for staff; others will work best when used in group trainings.

Objectives

After this module, staff will be able to:

1. Describe the difference between facilitating and presenting
2. Identify two ways to prepare for CCNE classes
3. Describe three ways to be an effective and approachable CCNE class facilitator

Resources:

- A. Know your role as a facilitator (Handout and Activity)
- B. Be comfortable with delivering the message (Handout and Ready to Use Material)
- C. Handling challenging situations (Handout and Activity)
- D. Be Approachable as a Facilitator (Handout and Activity)
- E. Become okay with space and time (Activity)
- F. Keeping the conversation client-centered (Handout)
- G. Additional resource
- H. CCNE group class facilitation self-audit checklist

Trainer's Notes

Trainer's Notes

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.

Staff Handouts & Activities

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?
-
- As a group, review the observer’s feedback.
 - Talk about the ‘participant’s’ perspective: did they feel engaged and listened to during the lesson?

B. Be Comfortable with Delivering the Message- Handout

As a facilitator, one of your main roles is to help guide participants towards knowledge and healthy behavior changes. While you are not expected to have all of the answers, being knowledgeable about a topic is one of the easiest ways to battle anxiety in a CCNE class and ensure that you are able to recognize and correct misinformation.

To stay current try some of these suggestions:

- ***Review the class topic before you teach.*** Many WIC instructors will teach a set of classes for an entire quarter. Schedule time before you teach a class to review information about the class topics. Even if you have taught this class in the recent past, it may be helpful to refresh your memory with any new information or materials. Look for State Agency developed trainings and materials that will help familiarize you with the CCNE lesson.
- ***Gather your resources.*** Pull together a few resources related to the topic like handouts, fact sheets, frequently asked questions and referral lists. You can refer to these resources during the class if you need to look something up. These materials can also be useful for participants who are looking for more information on a topic.
- ***Write it out first.*** You can become more comfortable by making personal notes on the lesson plan or on note cards. Write informally and in a way you might talk to a friend. Remember that the lesson plan is an outline and not a script, so have fun with the topics, personalize the lesson, and have fun with it!
- ***Practice, practice, practice.*** The more you practice and the more prepared you are, the more comfortable you will become and the more rewarding your experiences with CCNE classes will be. Remember that even facilitators who have taught classes many times can find ways to strengthen and improve their skills. Don't forget to take time to reflect on your classes and don't be afraid to ask participants or co-workers for feedback. The CCNE Facilitation Self-Audit Checklist (available online and at the end of this module) can be used for self reflection, or peer observation and feedback.

What Are Your Participants Asking About?

Frequently asked questions from NE classes

Lesson Title:

Questions	How did you handle it?	Tips for others teaching this lesson

C. Handling Challenging Situations- Handout

Getting a tough question or being challenged in the classroom can be a frightening situation. Knowing how to handle a potentially difficult situation will help you feel more confident in the classroom and will help maintain the positive teaching environment that you have created. Here are some suggestions for getting through challenging moments:

- ***Deflect the question.*** Ask others in the room what they have heard. This gives you time to word the answer in your head first. By deflecting, you can find out if others have heard this information and give participants the opportunity to correct misinformation or share their ideas.
- ***Let the evidence be your friend.*** Citing personal stories, studies and statistics can give you credibility as an instructor. Come with the information and materials to help support the class topic. Share stories that you have heard from other participants, and ask others to share their stories. Getting evidence from other participants will give more credibility to the message as participants are likely to listen to their peers.
- ***Don't let it get to you.*** If you find yourself in a difficult situation where your emotional temperature is shooting upward, take a deep breath and pause first before answering. Acknowledge the person and set a tone that is conversational, not confrontational. You can state something like “that’s really interesting that you’ve heard that. There is a lot of different information out there, but this is what WIC recommends...”

More suggestions on handling challenges in the classroom can be found in the Troubleshooting Guide for Classroom Management in ***Module 3 of the CCNE Toolkit.***

Handling Challenging Situations- Activity

Main Activity:

- Divide staff into small groups.
- Each person should think of the wildest story or question they have ever heard of during a NE class.
- Each person should tell the story to the rest in the circle
- As a group, vote on the best (or wildest) story you heard from the group.
- The person whose story was voted the best (or wildest) should then become the facilitator as everyone in the group discusses how they would have handled the situation.

Add-on Activity:

- The person whose story was chosen should give the group more background information on the story (lesson or topic being taught, how many people were in the class, how many kids, etc.) and ask two people to play out how this would happen in the class.
- One person should play the role of the client. The other person should play the role of the facilitator.
- The facilitator should try to work through the question and use the tips given in this handout and tips that were previously discussed in the group to see how it might play out live.
- Other group members can add onto the discussion so that the group really begins to simulate a class discussion (feel free to look bored, someone can cry or play the role of a two-year old, etc.).
- Once completed, discuss the activity as a group.
 - What were some things that the facilitator did to handle the class, the comments, the clients, etc.?
 - What would others have done differently based on the role-play?

D. Be Approachable as a Facilitator- Handout

Sometimes group leaders can seem unapproachable to participants, making it harder for participants to relate which prevents a good flow of communication in the classroom. A few simple actions can go a long way towards helping participants feel comfortable with opening up during class. This will help create a more relaxed, enjoyable group learning experience for both you and the participants.

- ***Greet participants with respect.*** Use a friendly tone. Remember that the participants made an effort to come to class and deserve a welcoming experience.
- ***Sit among the participants, not away from them.*** CCNE is based on interactions among people. Instructors are encouraged to conduct classes in a circle. Even if this is not a possibility due to space, mix it up once and a while. Sit in a row with participants. Avoid standing over them because it promotes a lecture format.
- ***Treat everyone like you know them personally.*** Even if you have never met a client that is in your class, treat them like you would a friend. When you approach the room as if it was a group of friends, it reduces your nerves about teaching and helps promote a more conversational and comfortable group learning experience.
- ***Smile.*** It is a simple idea, but one that can be easily forgotten. A smile goes a long way to making you approachable and warm.
- ***Watch your nonverbal signals.*** Remember to avoid crossing your arms or legs when talking to participants; it sends the message that you are unapproachable. Also, be careful with eye and face movements, which could be misinterpreted.
- ***Be curious and empathic.*** Relate to participants in a natural way and show curiosity and interest in their comments and suggestions. The following steps can help you be a more active listener.
 - ***Figure out*** who you are listening to and do your best to tune out the other noises and distractions in the space around you.
 - ***Focus*** in on that participant or conversation using some of the above suggestions like smiling to let the person(s) know you are listening to them without interrupting them.
 - ***Know*** what you are discussing. Many times a facilitator may try to respond to the participant's question before having a firm grasp of what the participant is really asking. Give the participant space to explain before diving into a response. Also, keep in mind that part of your role is to help participants learn from each other, so rather than jumping into a response, consider finding out what the participants can learn from others in the group.
 - ***Remember*** the important details. When you respond, the participant will feel more engaged with you when you use part of their conversation in your answer. Try to remember names, parts of the problem, and specific details that you can incorporate into your response.

- **Respond** only after you do the first four steps. While this sounds like a long process, it can become second nature once you get the hang of it. When you address the person asking you the question, make eye contact with others in your group to make the conversation more than a one-on-one.

Active Listening Activity

- Divide staff into small pairs.
- Speaker:
 - Discuss something you are trying to make a decision about – it can be anything. (3 min.)
- Listener:
 - Practice active listening skills
 - Smile and show good nonverbal habits.
 - Avoid the temptation of giving advice, or interjecting
 - At the end of the description, paraphrase (check accuracy of your understanding by offering a verbal summary of partner's message without make any judgments or suggestions)
- Switch roles

After the exercise, discuss the following questions with staff:

- What behaviors indicated active listening and empathy towards the participant?
- How accurate was the listener's paraphrasing?
- How did it feel to be the speaker? The listener?

E. Become Okay with Space and Time- Activity

Being comfortable with silence is a key element of allowing participants the opportunity to be involved in the discussion. Here are some tips to offer your staff on becoming a comfortable with silence.

- ***Count to 30 before saying something.*** So often we want to fill that space when it is quiet. Fight the urge. Most of the time, silence is the time when people are processing what you are saying and building up the courage to speak. Avoid adding new information, or saying things like “anyone” to prod people into speaking. It just builds on the anxiety of the potential speaker(s).
- ***If no one is answering, think of other ways to state the same question.*** Many times people don’t realize you have asked a question or are unclear on what you are looking for in an answer. Remember that everyone has a certain level of anxiety about speaking in public, not just the facilitator of the class but the participants too. Being clear about what you are asking for and rephrasing it are keys to building confidence with participants.

Try this activity in a full staff meeting. Allow staff to practice role-playing as the facilitator and the participants. After the exercise, ask staff to share how it felt and what they were thinking during the “awkward” moments of silence. Notice how the sense of time is different for the facilitator who is waiting for a response and for the ‘participant’ who is thinking about what to say and how to frame it.

- Divide staff into small groups.
- One person should volunteer to play the role of the facilitator, one person should act as the timer, and everyone else in the group can play the role of participants.
- Pick a lesson topic (maybe one that you are practicing for the upcoming quarter).
- The ‘facilitator’ should ask an open-ended question to the group.
- The ‘timer’ starts the clock or silently counts to 30.
- The ‘participants’ should quietly sit for the entire 30 seconds as if they are thinking about how to respond.
- After 30 seconds, the timer should nod and the facilitator should try rephrasing the question.
- At this point, the participants can answer as they see fit. Take your time as participants.
- Once one person answers, practice asking other for answers so that you avoid the “one and done” question and answer habit.

F. Keeping the Conversation Client Centered- Handout

In CCNE lessons, there is a lot of time built in for participants to take part in the class. Open-ended questions are great for opening the conversation and getting participants involved. Some examples can be found in the “Developing Discussion Questions” document in Module 4 of the CCNE Toolkit.

Moving the conversation from person to person and building on previous comments is at the heart of client-centered learning. Nudge, nudge, nudge to keep the conversation moving within a topic.

These nudges encourage the participants to continue a conversation. It may take practice, but try to avoid the “one and done” interaction where you ask for feedback, but just take the first response and then move on to the next question. Build upon responses, by using nudges like:

- Can anyone else relate to that?
- Any other thoughts on that?
- How would others respond?

Other probes are great when you want more from the participant or when there is a comment that is potentially unclear or challenging.

- Could you tell me more about what you mean?
- When you say X, tell me more about your experience.

The following probes are used to make sure that everyone is on the same page.

- What would you like to know more about?
- What have we not covered?
- What other questions do you have?

Finally, probes can be used to make sure you understand what a participant is saying before answering.

- So what you are saying is...?
- This is what I hear you saying...?
- In this situation you did...?
- Am I correct when I say...?

By opening up the discussion, you can make any lesson more client-centered. Make a plan to include some of these nudges and probes the next time you lead a class, even if it is not an official CCNE lesson. Then sit down and enjoy the conversation!

G. Additional Resources

If you would like more information or training materials related to facilitating group classes, the following resources are available:

Training materials:

- ***Client-Centered Nutrition Education (CCNE) Toolkit***
 - **Module 3-**Fostering a Positive Learning Environment
 - Setting up the Room
 - Troubleshooting Guide for Classroom Management
 - **Module 4-** Creating learning opportunities in Nutrition Education
 - Ideas for Icebreakers
 - Developing Discussion Questions

- ***The Real (WIC) World: Applying CCNE in the Clinic***
 - **Module 3-** Positive Learning Environment
 - Managing classroom discussions
 - **Module 4-** Creating learning Opportunities
 - Making lessons more client-centered
 - Discussion-based classes
 - **Class Vignettes**
 - Two full length vignettes

- **WIC Certification Specialist (WCS) Training**
 - **Module 5-**Rapport Building
 - **Module 12-** Group Facilitation

Websites:

- www.touchingheartstouchingminds.com
 - Pam McCarthy's emotion-based materials, lesson ideas, and teaching tips

CCNE Group Class Facilitation Self-Audit Checklist

1= Needs improvement 5= Great job	1	2	3	4	5	Comments/ plans for improvement
Reviewed lesson plan prior to teaching the class.						
Gathered materials needed for the lesson prior to teaching the class (handouts, pens, visual aids, etc.).						
Arranged the classroom to maximize interaction among participants (i.e. chairs in a circle, semi-circle, or horseshoe formation).						
Introduced self to the group and established positive relationship with participants.						
Introduced the lesson and established or reviewed “ ground rules ” including but not limited to reviewing the topic and encouraging participation from all group members.						
Used an icebreaker - a simple introduction question or activity to help participants feel more comfortable with talking to each other.						
Used lesson plan and sample discussion questions as a guide rather than as a script.						
Tailored the session to meet needs and interests of participants.						
Encouraged group discussion using open-ended questions.						
Used feedback from participants as a way to encourage further discussion (ex: “That’s a great suggestion, any other thoughts on that? Can anyone else relate to that?”) rather than having a “one-and done” question and answer approach.						
Invited participants to share any additional questions or concerns.						
Addressed questions or concerns by encouraging participants to share ideas with each other as often as possible before providing information.						
Invited participants to summarize and share what they’ve learned from the session and how they plan to use it in the future						
Stayed in the classroom throughout the session to facilitate the lesson.						
Closed the session in a positive way.						