
Foundations of Facilitation for Parenting Educators

PRESENTER'S GUIDE

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Thank you to Parenting Now! and the Oregon Parenting Education Collaborative for their assistance in creating these materials.

Parenting Now!



GENERAL INSTRUCTIONS

There are three Foundations of Facilitation downloadable files that work in concert as supporting materials for this Parenting Educator training:

- 1. Foundations of Facilitation Workbook (PDF):** Download, print and distribute to Parenting Educators who will be participating in the training.
- 2. Foundations of Facilitation Presenter's Guide (PDF):** Detailed training notes, scripts and handouts for the Parenting Educator training facilitator.
- 3. Foundations of Facilitation Slide Presentation (PPT):** The companion presentation for the training facilitator.

These materials can be downloaded at:
www.tfff.org/FOF

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Presentation Outline — Day 1

Room Setup Instructions

ONE HOUR BEFORE the training is scheduled to begin, set up the following items (if possible in your venue):

- **Set up participant tables in a U-shape with chairs around the outside or use round tables for table groups**
 - Set workbooks, markers and pads of papers at each place
- **Set up sign-in table with sign-in sheets, pens, name tags and permanent markers**
- **Connect laptop/sound/projector and test**
 - Tape down any cords to prevent tripping hazards
- **Connect to Wi-Fi**
- **Check video links (If necessary, paste url into browser to view)**
- **Post four laminated “Occupation Signs” on walls around the room**

MATERIALS LIST

- **Sign-in sheets**
- **Name tags**
- **Permanent markers**
- **Small pads of lined paper**
- **Markers**
- **Workbooks**
- **Pens**
- **Laptop and cords**
- **Flip chart**
- **Occupation signs**
- **Charades cards**
- **Donuts and napkins**

9:00 – 10:00 Welcome | Introductions | Focus | Goals | Agenda



slide 1

Welcome (five minutes)

One trainer welcomes all, introduces self



slide 2

Introductions (20 minutes)

Additional trainers introduce selves

Use [SLIDE 2] prompts to explain: *Please tell us...*

- Trainers share examples from their purse or pocket first, for example, several flash drives because you work a lot, or receipt for dog food because you love your dog, or brochure for preschools because you have a 3 year old and are trying to decide where to send her— anything you want to share that tells the participants a little something about you. Focus on things that would be good examples for participants in a parenting group as well.

Participants share

- Name, agency, how you work with families.
- A purse or pocket item and tell us what it says about you.
- When all have introduced themselves, **ASK:** *Can you see using this warm-up exercise with parenting groups? What will it accomplish?*



slides 3-4

Goals and Objectives (10 minutes)

Review our training goals and objectives on slides.

- Participant goals:
 - **ASK:** *What are your goals for being here with us for these two days?*
 - Give them a few moments and ask them to complete PAGE 3 of the workbook.
 - Have a few participants share their goals with the group.



pg. 3



slides 5-6 Our Core Focus (five minutes)



pg. 4

Show [SLIDES 5-6] and discuss PAGE 4 of the Workbook

- Three big concepts that we need to know about and think about when we do groups.
- These ideas influence the decisions we make about how we run our groups.
- Keep in mind as we plan for and facilitate groups.
- These three big concepts are our “lens” and represent the “big picture.”



slide 7 Agenda Day 1 and Workbooks (10 minutes)

Review Day 1 agenda on [SLIDE 7]

Review Workbook contents. Some Highlights:

- Learning and Retention, page 9
- Types of Questions to Use in Facilitating Groups, pages 15 - 16
- Strategies to Manage Common Challenges in Groups, page 20
- Your Personal Facilitation Philosophy, page 22
- APPENDIX, page 25. Resources to help you be an effective facilitator, including:
 - Excellent Energizers
 - Pre-Class Preparations
 - Checklists
 - Breakout Ideas
- ADDITIONAL RESOURCES
 - Guidelines for Fidelity in Curriculum Implementation
 - What Works, Wisconsin: Research to Practice Series

DAY 1: AT A GLANCE
Welcome and Introductions
Goals/Objectives/Core Focus
Warm up
Setting up Groups for Success
Adult Learning
Giving Clear Instructions
Program Fidelity
Good Listening
Review

10:00-10:20 Parenting Educator Self-Reflection Small Group Activity



slide 8

Who are you as a Facilitator? (15 minutes)

Participants choose occupation that best represents who they are as Parenting Educators

Occupations signs

Small group breakout:

- Discuss why you chose that occupation and how it represents you as a Parenting Educator.
- Think about the characteristics, strengths and challenges of being a “your selected occupation” as a Parenting Educator.

Large group discussion:

- Each group shares what they discussed with large group.

Debrief (5 minutes)

- **Highlight and normalize that all facilitators have strengths and challenges**
 - Knowing and understanding our strengths and challenges supports professional growth.
 - Work toward strengthening our challenges and continue to use our strengths.

Debrief (continued) pgs. 5-7

- Mention workbook **PAGES 5-7**: Facilitator Competencies as a resource
- **ASK**: *What do you think this ice breaker in parent groups will help you accomplish?*
 - Possible answers: Fun; get to know each other; get people talking; build trust; get participants out of their chairs; get parents thinking about what type of parent they are; get parents used to participating.

NOTE: *Mention that they would NOT use the “Occupations” categories with parenting groups. Instead, use categories such as “Animals” (dolphin, German shepherd, dove, elephant), “Plants,” or other fictional category.*

10:20-10:40 Group Agreements—Setting Up for Success slide 9**Learning Needs and Group Agreements (15 minutes)****Small group breakout:**

- **ASK**: *When we think about a class or a meeting or a training: What do you need to feel like the environment is inclusive, respectful, safe, comfortable and worth your time? Think of a time when you participated in a group or training you liked, and thought was effective. Please discuss.*

Large group discussion:

- **ASK**: *Based on what you just discussed: What do you need to do as a Parenting Educator to set your group up for success?*

 slides 10-12 **Prevention Strategies and Group Agreements (5 minutes)**

Review [SLIDES 10- 11] and highlight the use of Group Agreements as a prevention strategy.

- **ASK**: *How are you using Group Agreements? How do you create them? How do they work for you?*

Show example Group Agreements on [SLIDE 12]

- Highlight other reasons and ideas to use Group Agreements the group did not mention.

 pg. 8

- Mention **PAGE 8** of the workbook as a resource.

10:40-10:50 10-minute BREAK

10:50-12:00 Adult Learning: Sample Donut Lessons, Video, Discussion

Donut Lesson – Experiential Learning About Adult Learning

Refer to Donut Lesson in Presenter's Guide Resources for a script that presents an activity two ways. One way does not use Adult Learning Strategies, and the second way does use Adult Learning Strategies. Use of humor encouraged!

NOTE: You could use any topic you choose for these lessons. The objective is to facilitate one lesson NOT using Adult Learning Strategies and facilitate the other lesson using the principles. Both lessons should be on the same topic to emphasize the difference. This activity is accomplished with a little humor, so that participants can easily distinguish the first lesson as "what not to do."

SAY: In this section we are going to talk about adult learning principles, and I will start by teaching some information about donuts. Because you all signed up for a class on donuts, right?



slides 13-15 Donut lesson WITHOUT using strategies that support Adult Learning Principles (20 minutes)

Donut
activity script

Trainer reads from donut activity script about donuts, slides and notes.

- **Ask** closed-ended questions, do not respond to participation, do not be interactive, answer your own questions, and speak quickly.

This activity should be light-hearted and probably funny as you move quickly through the material—without letting people participate. You can show enthusiasm for the content or act bored with the information. Use a monotone voice, speak quickly or speak very slowly. Either way can be a bad model for facilitating a group.

- **SAY:** Did you learn some facts about donut history? Interesting huh? There is a lot to know about donuts, huh? Good! I find it most interesting that (insert some donut fact here that you liked or found interesting.)

NOTE: Although this content is about donuts and not relevant to Parenting Educators, it demonstrates that if lecture is the only way content is delivered, it may not feel relevant to participants.

Transition (5 minutes)



Set up donuts

- **Clearly end the first donut lesson and have participants take a five minute stretch** break while you set up donuts and napkins for next lesson.



slides 13-15 Donut lesson USING strategies that support Adult Learning Principles (20 minutes)

Welcome participants to a class about donuts

- Invite each person to choose a donut and mention it is fine if they choose to not have a donut.
- Invite participants to eat donuts whenever they want.
- Be welcoming and warm.

Adult Learning: Sample Donut Lessons, Video, Discussion (continued)

Small group breakout:

- After participants return to their places with a donut and are settled, **SAY:** *In small groups, talk about your experience with donuts. Your experience from your childhood or more recently. What has your experience with donuts been? I will give you a few minutes to share in your small groups.*

Flip chart

Large group discussion:

Trainer uses flip chart, adds title “What We Know About Donuts” and writes group responses

- **ASK:** *Would anyone like to share with the large group? Lead sharing and encourage participants to tell about their experience with donuts. Highlight commonalities and cultural differences that arise, as well as the variety of experiences shared by the group.*
- **ASK:** *What do you know about donuts? (Ask questions.) History? Interesting tidbits? Types? Since they just heard some facts about donuts in the first lesson, they should have a few things to offer.*
- **After the large group has shared, teach them the rest. Show [SLIDES 13-15]** and cover facts that were not part of the large group discussion. Balance lecture and participant sharing to review information about donuts.

Review:

- **SAY:** *Turn to your partner and tell them anything new you learned about donuts today.*
- **ASK** a few to share with the larger group: *What did you learn today about donuts?*

Donut home practice card

SAY, holding the Donut Home Practice Card: *In an effort to get you to practice using donuts at home, we have a Home Practice Card for you. The front of the card has a place for you to write your name and it says that you commit to making donuts at least once before we meet again. On the back of the card, we have a recipe for you to use.*

Hand out one Home Practice Card to each participant.

SAY: *Thank you for joining us today and I hope you will join me again next time I teach a class.*

END OF ROLE PLAY

Donut Lesson Debrief (5 minutes)

Discuss the two lessons, asking participants to compare and contrast. Highlight the differences as they apply to strategies that support Adult Learning Principles.

- Lesson One: did not use strategies to support Adult Learning Principles
 - **ASK:** *What were your takeaways? Was the lesson relevant to participants? Was the lesson interactive?*
- Lesson Two: used strategies that support Adult Learning Principles



slides 16-17 **Review Adult Learning Principles (20 minutes)**



pgs. 10-11

Adults Learn Best When They

- **SAY:** *Let’s review some principles of Adult Learning by looking at the workbook handout on **PAGE 10**, and then think about the donut lessons. Based on this list and your experience, do you see the difference between our two lessons?*

As a large group, review the list to identify ways that adults learn best and that were used or left out in the two different donut lessons. For example, **SAY:** *Adult Learning Principle five talks about adults actively participating in cooperative and individual exercises – that happened in our second lesson but not the first lesson.*

Play Adult Learning video on [SLIDE 16]

- **SAY:** *Let's take a look at a light-hearted video about Adult Learning. It is another way to show this information.*

Highlight 85% rule [SLIDE 17] “not exactly scientific”

- Your parenting group participants know a lot. *Ask, don't tell. Let them tell you what they know about a topic and then you teach the rest.*

Discuss

 **slides 18-19 Learning and Retention Rates chart (5 minutes)**

Review [SLIDE 18] and SAY:

- *Percentages may not be exact, but important. The point is to remember that some methods of instruction are more effective than others in terms of retention. Do these look familiar? Any surprises?*
- *It is not always possible to have participants “teach,” but it is possible to use a combination of strategies other than lecture to deliver important information and help people learn.*
- *Many things impact retention rates. Other than the Adult Learning Principles, what other factors can you think of that may impact learning and retention rates? For example, stress.*

Participants share.

- Show **[SLIDE 19]** highlighting influences on learning and retention and discuss any other factors brought up by the group.

12:00-12:45 Lunch BREAK

12:45-1:20 Giving Clear Instructions

 **slides 20-22 Play Charades as an example of giving instructions (35 minutes)**

NOTE: *You will need to make your own Charades cards if you choose to do charades. A different activity appropriate for a parenting group could be used instead of Charades. Charades is one recommended option for an activity.*

Ask for 3 volunteers to lead an activity (Charades).

- One Trainer takes **three volunteers out of the room** and asks the volunteers to lead the large group in a game of Charades.
- Give the volunteers **one minute** to prepare.
 - Explain they may lead the game of Charades however they like. The Charades activity may go well, or it may NOT – depending on how effectively they deliver instructions.

Charades cards

Adult Learning: Sample Donut Lessons, Video, Discussion (continued)

- Give encouragement that it may not go well, and that is okay. It will be an example of how important it is to give clear instructions.

Give the Charades cards to the small group of three volunteers.

- The small group of three volunteers leads the large group in a couple rounds of Charades.

Debrief

- **ASK** the small group of three volunteers: *How was it to lead the activity?*
- **ASK** large group: *How it was to receive the instructions?*
- **Discuss** how the Charades activity went, highlighting how it goes in groups when we try to give instructions.
 - Highlight the good things and normalize the things that were challenging.
- **ASK:** *Have you experienced a time when instructions did NOT go well? What was that like?*

Show bad instructions video on [SLIDE 20]

- **ASK:** *When we do not prepare instructions ahead of time, thinking through the steps, this is a pretty good example of how it can go, right?*
- **ASK:** *Do you prepare instructions, if so how?*
- **Discuss**

Show Giving Clear Instructions [SLIDE 21]**Review Workbook PAGE 11 and [SLIDE 22]**

- **ASK:** *Is your group tracking your instructions?*
- **ASK:** *How can you tell?*
 - Nodding heads, ask someone to repeat instructions, ask for questions.

 pg. 11**1:20 – 1:50 About Fidelity** slides 23-24 **Review Fidelity materials (10 minutes)****OPEC Program Fidelity materials/resources**

(<https://orparenting.org/parent-educators/resources/>)

- Review Fidelity [SLIDES 23 and 24].
- **SAY:** *Fidelity is a word we hear a lot in our field. Funders expect us to use programs with Fidelity. Our agencies expect us to as well. And we want to be able to do that for so many reasons. So, it is important that we understand what it means and why it is important.*

 slides 25-28 **Discuss Fidelity (20 minutes)** pg. 12**Small group breakout:**

- Answer the three questions on workbook **PAGE 12**.

Large group discussion:

- Discuss each small group's answers as a large group.
- Discuss key considerations regarding Fidelity.
- Review and discuss [SLIDES 25 and 26].

 pg. 13

About Fidelity (continued)

Small group breakout:

- Discuss acceptable adaptations from Workbook **PAGE 13, [SLIDES 27 and 28]**.
- Small groups come up with examples of acceptable adaptations.
 - Example: Cultural adaptations that do not change the core goals of the curriculum.

Discuss as a large group

NOTE: Point out that there are links to Fidelity in Parenting Programs documents created by the Oregon Parenting Education Collaborative included as a resource in their workbook.

2:10-2:20 10-minute BREAK

2:20-3:20 Good Listening

 slides 29-30 **Use script for Listening Activity in Presenter's Guide (60 minutes)**

Listening
Activity script

NOTE: Let participants know that when they are listening, they may use their good non-verbal listening skills, but may not ask questions or comment while the other person is talking. The objective of this exercise is for the listener to notice how much is going on in their head while they are trying to listen.

3:20-3:30 Review

 slide 31 **Debrief (10 minutes)**

SAY:

- Turn to a partner and each share the top two things you learned today that will impact the work you do in parenting groups.
- Refer to Agenda as a reminder of the topics we covered today.
- Give opportunity for sharing with large group.

Presentation Outline — Day 2

Room Setup Instructions

ONE HOUR BEFORE the training is scheduled to begin, set up the following items (if possible in your venue):

- **Set up participant tables in a U-shape with chairs around the outside or use round tables for table groups**
 - Set workbooks, markers and pads of papers at each place
- **Set up sign-in table with sign-in sheets, pens, name tags and permanent markers**
- **Connect Laptop/sound/projector and test**
 - Tape down any cords to prevent tripping hazards
- **Connect to Wi-Fi**
- **Check video links (If necessary, paste url into browser to view)**
- **Write prompts (page 14) on sticky notes—one for every participant**

MATERIALS LIST

- **Sign-in sheets**
- **Name tags**
- **Permanent markers**
- **Small pads of lined paper**
- **Markers**
- **Workbooks**
- **Pens**
- **Laptop and cords**
- **Flip chart**
- **Handouts**
- **Sticky notes**

9:00 – 9:30 Welcome | Warm-up | Agenda

 slide 32

Welcome Back (10 minutes)

Review Agenda Day 2

- **ASK:** Are there any thoughts or questions from Day 1?
- Review Day 1 takeaways.

Warm-up: Fun Fact (20 minutes)

- Each participant shares a “Fun Fact” about themselves.
- Trainers go first to give example and to allow time for others to think.
- After all share, ask them to remind each other of the benefits of using warm-ups in parenting groups.

DAY 2: AT A GLANCE

Warm up
Diversity, Inclusion, Equity, Implicit Bias
Using Questions
Facilitation Skills
Teach-O-Rama
How are Your Groups Going?
Self-Care and Building Resilience
Facilitation Philosophy
Review

9:30 – 10:30 Diversity | Equity | Inclusion | Personal Bias

 slides 33-41 **Equity, Inclusion, Implicit Bias Defined**

- **SAY:** *These are terms we frequently hear and may know something about. There are entire trainings dedicated to any one of these topics. We will not go into depth, but we will define these terms and discuss how they apply to our parenting groups. One of our primary concerns in addressing these topics is that we are not experts in these areas, yet we would be remiss if we did not talk about how important this topic is to the work we do. Also, we want to be clear that we are only prepared to share basic knowledge on these topics and would encourage you to take advantage of training opportunities specifically on Equity, Inclusion and Implicit Bias.*

Equity, Inclusion, Implicit Bias Defined (continued)

- **SAY:** We are going to review these definitions because they are **very different concepts** and we want to be clear about them. Often, when we talk about these concepts, we end up lumping them into the same one term/idea, and it usually ends up being about respecting diversity and other cultures. That, of course, is essential in our work. But in this case, we are talking about different, important and unique concepts.

Show the definitions on [SLIDES 33, 34, 35] one at a time and ask for volunteers to read them. These definitions are also in the workbook on **PAGE 14**.

- **ASK following each definition:**
 - Does this sound familiar?
 - Does this make sense?
 - What words in the definitions stand out for you?
 - Have you heard this before?

Show Equitable Pizza [SLIDE 36]

- **SAY:** Here is a silly analogy. If we want to have an “equitable pizza,” it needs to have individual slices based on everyone’s dietary needs, such as dairy free, gluten free, vegetarian, with meat – and different toppings on each slice. Now let’s see what it would look like if we were Working Towards Equity.

Show Working Towards Equity [SLIDE 37]

- **ASK:** What stands out for you in this definition?
 - Answer: Involves action words such as Eliminating, Interrupting, Discovering.
- **ASK and Discuss:** How does equity play out in our parenting groups?
 - Answer: Equity means all families to have access to our groups, can participate and get the support they need.
- **ASK:** How does equity play out when it comes to access to information or support?
 - Answer: Literacy levels, transportation issues, physical limitations, cognitive skills all impact equity. We want all families to have access.
- **ASK:** What are the barriers to equity and how have your agencies addressed them?
 - Note the importance of being clear about their agency’s role. What their agency can and cannot provide.

Show Equity/Equality Fence [SLIDE 38]

- **SAY:** Here is one way to look at Equity and Equality. This is an image many of you have probably seen before that shows what it could look like.
- **ASK:** Can someone walk us through these images, explaining what they represent?
- **Define Implicit Bias and SAY:** When we talk about being culturally aware, or sensitive, we have heard some people say things like, “I don’t have any implicit biases.” And the truth is that we all do. And, that is the complexity of implicit bias- we are not aware they are present within us. But they impact the way we think about and interact with others.

Show Implicit Bias [SLIDE 39]

- **SAY:** Let’s look at this definition. Sound familiar? Does this make sense? Have you heard any other definitions?
- **SAY:** Let’s watch a video to help us think about what Implicit Bias means.

Play Video on [SLIDE 40]- What Does My Head Scarf Mean to You?

Equity, Inclusion, Implicit Bias Defined (continued)

- After watching the video, ask for a few comments. No need for a long discussion.

Share [SLIDE 41] *What We Can Do?*

- **SAY:** *We all can work towards a deeper understanding of these concepts and support policies that reflect acceptance of both similarities and differences in:*
 - Race, ethnicity, culture
 - Language, ability, religion
 - Education, income, family configuration
 - Geographic location and other characteristics that contribute

10:30 – 10:40 10-minute BREAK

10:40 – 11:25 Using Questions in Facilitating Groups

slides 42-45 **Types of Questions (35 minutes)**

- **SAY:** *We want to be thoughtful about the types of questions we ask in group. The types of questions and the quality of the questions we ask help to steer the conversation. The different types of questions we use serve different purposes.*

Review [SLIDES 43]: Working in pairs, give 10 minutes to generate one example for each type of question.

pg. 15

- **SAY:** *Let's look at **PAGE 15** in the workbook and review the types of questions.*
- *Use this worksheet to record your examples. You could think of questions you ask in the curriculum you use.*

Ask pairs to share one example for each type. Have at least two pairs share for each type of question, so we hear two examples of each type of question.

pg. 16

Review [SLIDES 44 and 45] and workbook PAGE 16

- **ASK:** *Why are these cautions important?*
- *And remember when we are effectively asking lots of good questions, it is important to listen to answers that parenting group participants give.*

11:30 – 12:00 Teach-O-Rama: 20 Facilitation Strategies

slide 46

Small Group Facilitation – Teach-O-Rama (30 minutes)

Break out into pairs

pgs. 17-19

Assign each pair two facilitation skills from list on workbook PAGES 17-19

- Each pair will decide how to teach the large group about these skills.
 - One requirement is NOT to be interactive with the large group.
 - Creativity is encouraged; for example, pairs could model the skill, explain it, role play, dance, sing or use a flip chart.
 - There is a 1-minute time limit per skill (use a timer to practice-time yourselves).
 - Pairs may stand up, stay at their seats or come to front of room to teach.

In numerical order, have each pair teach their assigned skills to the large group.

Debrief the process.

12:00 – 12:45 Lunch BREAK 3x5 sticky notes

NOTE: Prepare for the *How Are Your Groups Going* activity following lunch by placing multi-colored 3x5 sticky notes with written prompts (listed below) under participants' chairs. You may need to duplicate prompts depending on class size.

 slide 46**Small Group Facilitation – Teach-O-Rama (15 minutes)****Finish Small Group Facilitation – Teach-O-Rama Activity****1:00 – 1:45** How Are Your Groups Going?**Large Group Discussion About Their Parenting Groups (45 Minutes)**

Discussion Goal: All participants will have an opportunity to share their experience with facilitation and their parenting groups, to learn from the group and gain support or help for problem solving.

Have participants read the sticky notes with sharing prompts that have been placed under their chairs. If participants do not want to share, they may pass to another participant.

- **Written sharing prompt examples:**

- Share a group/facilitator success with us.
- Share a group challenge you would like the group to help you problem solve.
- Share a mistake you have made as a facilitator.
- Share something you have learned about facilitating groups that the group could benefit from.
- Share something funny that happened in a parenting group.
- Describe one of your best groups and why it went so well.
- Share an example when you experienced joy in your work.
- (If needed) Wild Card. You choose something to share about groups.

Have participants share how their groups are going in general, share specific things that are working well along with things that are challenging.

Facilitate the discussion so that all have an opportunity to share and brainstorm if a participant is asking for specific ideas.

- **SAY:** *This is not a time for others to give advice unless participant is asking for suggestions.*
- Reference workbook **PAGE 20** *Challenges in Groups* as needed.

 pg. 20**1:45 – 1:55** 10-minute BREAK

2:00-3:00 Building Resilience | Self-Care

slides 47-49 **Building Resilience (40 minutes)**

- **SAY:** *Let's talk about the importance of building resilience to help prevent "burn out." What does resilience mean?*

Review Resilience definition [SLIDE 47]

- **SAY:** *The processes by which humans in adverse circumstances evade predicted negative impacts and emerge healthy or successful in life. The capacity to recover quickly from difficulties, toughness.*
- **ASK:** *Why is this important to us as facilitators? (Possible answers: taking care of families, work at non-profits, needs are so great, do too much, get worn down)*

Discuss Need for Resilience [SLIDE 48]

- **ASK:** *How do Parenting Educators experience stress and burnout? What are some common causes?*

What do the experts say? [SLIDE 49]

- Health promoting environments
- Mentor and peer support are critical at the novice phase
- Multiple roles is a protective factor
- Ongoing and rich peer relationships
- Confront and resolve personal issues
- Highly engaged learning is a powerful source of renewal
- Internal focus and locus of control
- Learn role limits and boundaries

pg. 21

Reference workbook **PAGE 21** and highlight ideas on this page as a resource about resilience.

- **ASK:**
 - *Why are we talking about this?*
 - *How does your self-care impact your parenting groups?*
 - *All of us have challenges around our self-care. How do you get through times when, in fact you haven't been able to do your best self-care?*
 - *There are always those times when we are running on empty. What do you do then? More small groups? Call in sick? Show a video?*

slide 50

50 Self-Care Ideas Activity (20 minutes)

Review [SLIDE 50]

Small group breakout:

- In groups of three or four have participants generate as many self-care activities as they can in five minutes.
- After groups generate their lists, have groups take turns sharing what they listed.
- As each group shares, have the other groups check off self-care activities that are also on their list. Each subsequent group reads only the unique self-care activities that have not been shared yet.

"50 Ways"
hand-out

50 Self-Care Ideas Activity (continued)

- Have all groups can say how many they listed.
- Thank all for participating in the activity and encouraging all to practice regular self-care.
- Hand out "50 Ways to Take a Break."

3:00-3:15

Facilitation Philosophy

 slide 51

Creating your individual Facilitation Philosophy (15 minutes)

 pgs. 22-23

- Have participants read from workbook **PAGE 22** "Your Personal Facilitation Philosophy" and reflect.
- Each participant writes a Facilitation Philosophy on workbook **PAGE 23**
- Ask some to share with the large group.

3:15 – 3:25

Review

 slides 52-53

Review Agendas from both days (10 minutes)

- Review topics covered on the Agendas.
- Ask for new insights gained, or anything they learned that will impact the way they facilitate parenting groups.

3:25 – 3:30

Thank You and Farewell

Evaluations

Evaluation and Certificates

Hand out evaluation forms

- **SAY:** *Your feedback is so important. Thank you for taking the time to fill out this evaluation.*

Certificates

Hand out certificates

- **SAY:** *Great job everyone. Thank you so much for all your contributions over our two days together.*

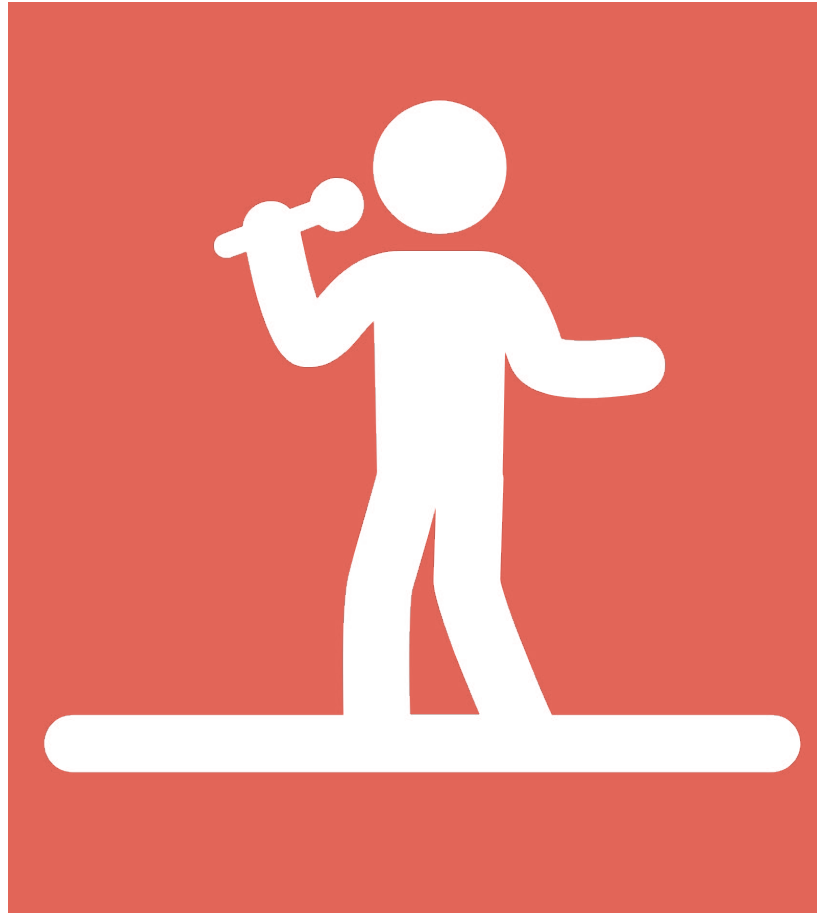
**SUPPORTING PRESENTATION
MATERIALS**

OCCUPATION SIGN



Nurse

OCCUPATION SIGN



Entertainer

OCCUPATION SIGN



Professor

OCCUPATION SIGN



Salesperson

Donut Activity Script

Donut Activity WITHOUT Strategies that Support Adult Learning Principles

In this section we are going to talk about adult learning and I will start by teaching some information about donuts. Because you all signed up for a class on donuts right?

On this PowerPoint I have given you some information about the history of donuts because this seemed like a great place to start if we want to learn ALL about donuts which I am sure you all want to know about, right? Because who doesn't?

DONUT HISTORY AND ORIGIN

While the history of donuts in America is relatively short, people have been making similar treats throughout the world for centuries. In Ancient Rome and Greece, cooks fried strips of pastry dough and covered them in various sweet and savory flavors. In Medieval times, Arab individuals dipped fried dough into sugary syrup, and Germans made a savory version in the 1400s when sugar was scarce. These fried dough treats were not the same as today's donut, but they laid the foundation for donuts to come.

Donuts started as a Dutch treat. Records show that in the mid-19th century, the Dutch began making a treat known as olykoeks (oil cakes). These donuts were balls of cake, which were cooked in pork fat until they were golden brown. The problem with these treats was that the cake cooked much faster on the outside than on the inside, leaving an uncooked center when the outside was done. To rectify this problem, cooks were stuffing the treats with nuts, fruit, or other fillings that did not need to be cooked.

When Dutch immigrants began to settle in North America, they continued to make olykoeks. As immigrants from other cultures also began making olykoeks, they crafted their own variations. Eventually, the olykoeks evolved into what we know today as donuts.

To solve the problem of the uncooked center of donuts, many believed that stuffing the middle would be good enough. In 1847, an American ship captain named Hansen Gregory, came up with a better solution. Rather than dealing with the gooey, uncooked center, he chose to punch a hole through the center of the dough, eliminating the uncooked center altogether.

There are a few other versions of how the hole ended up in donuts. Some people say that Captain Gregory wanted to steer with both hands while enjoying his tasty treat, so he impaled his donuts on the ship's steering wheel, creating a hole in the middle. Others say that the idea of the hole in the middle of donuts came to him in a dream sent by angels.

Whatever the real story is, Captain Gregory is credited for inventing the traditional ring shape for donuts.

Donut Activity Script (continued)

A Jewish refugee from Russia named Adolph Levitt invented the first automated donut machine in 1920. Thanks to Levitt, machine-produced donuts were labeled the “Hit Food of the Century of Progress” at the 1934 Chicago World’s Fair.

So many good pieces of information here, right? Ya, very interesting. I particularly like the part about that ship captain solving the uncooked center issue. You learned some good informational facts about donut history, didn’t you? Interesting, huh? There is a lot to know about donuts, huh?

INTERESTING TIDBITS

Next, let’s look at some interesting tidbits of information about donuts.

- The most popular type of donut in America is the glazed donut.
- Now, there are more than 10 billion donuts made every year in the U.S. alone. And experts estimated the donut store industry would bring in \$11.6 billion in revenue in 2012.
- Each year we celebrate National Donut Day, a holiday erected in 1938 to honor the Salvation Army’s “donut Lassies.” Today, the donut holiday means free donuts (and other sweet perks) from many local shops.
- Oddly enough, the history of donuts is intimately tied to war. As World War II began, these American treats were once again distributed to soldiers, this time from female morale boosters that were nicknamed “Donut Dollies.” A similar practice would later occur during the Vietnam War.
- It was during the 1940s and 1950s that the large donut franchises like Dunkin’ Donuts and Krispy Kreme were born, introducing the world to mass-produced donuts.

FUN DONUT FACT: The largest donut ever made was an American-style jelly donut. It weighed 1.7 tons, was 16 feet wide and 16 inches high. It was made in Utica, New York, USA on January 21, 1993.

More great donut stuff, huh? That ginormous donut would have been something to see, huh?

TYPES OF DONUTS

Let’s look at the different types of donuts.

Read from PowerPoint slide.

And my favorite is [insert your favorite type here and say what you like about it].

Ok, well that wraps up our donut lesson for today. I hope you all learned a lot and will sign up to attend more of the classes I teach. See you next time.

We will now take a 5-minute stretch break. **(Break to set up donuts and napkins for the next lesson.)**

Donut Home Practice Card- Side One

PRINT DOUBLE- SIDED AND TRIM TO GRAY LINE

Home Practice for Donut Lesson

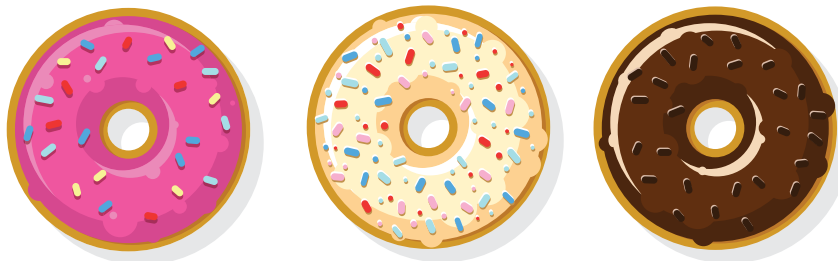
I _____ will practice making donuts
at home at least once before our next session.



Foundations of Facilitation— Presenter's Guide

Home Practice for Donut Lesson

I _____ will practice making donuts
at home at least once before our next session.



Foundations of Facilitation— Presenter's Guide

Donut Home Practice Card- Side Two

CRISPY AND CREAMY DONUTS

2 (.25 ounce) envelopes active dry yeast
1/4 cup warm water (105 to 115 degrees)
1 1/2 cups lukewarm milk
1/2 cup white sugar
1 teaspoon salt
2 eggs
1/3 cup shortening

5 cups all-purpose flour
1 quart vegetable oil for frying
1/3 cup butter
2 cups confectioners' sugar
1 1/2 teaspoons vanilla
4 tablespoons hot water or as needed

1. Sprinkle the yeast over the warm water, and let stand for five minutes, or until foamy.
2. In a large bowl, mix together the yeast mixture, milk, sugar, salt, eggs, shortening, and 2 cups of the flour. Mix for a few minutes at low speed, or stirring with a wooden spoon. Beat in remaining flour 1/2 cup at a time, until the dough no longer sticks to the bowl. Knead for about five minutes, or until smooth and elastic. Place the dough into a greased bowl, and cover. Set in a warm place to rise until double. Dough is ready if you touch it, and the indentation remains.
3. Turn the dough out onto a floured surface, and gently roll out to 1/2 inch thickness. Cut with a floured donut cutter. Let donuts sit out to rise again until double. Cover loosely with a cloth.
4. Melt butter in a saucepan over medium heat. Stir in confectioners' sugar and vanilla until smooth. Remove from heat, and stir in hot water one tablespoon at a time until the icing is somewhat thin, but not watery. Set aside.
5. Heat oil in a deep-fryer or large heavy skillet to 350 degrees F (175 degrees C). Slide donuts into the hot oil using a wide spatula. Turn donuts over as they rise to the surface. Fry donuts on each side until golden brown. Remove from hot oil, to drain on a wire rack. Dip donuts into the glaze while still hot, and set onto wire racks to drain off excess. Keep a cookie sheet or tray under racks for easier clean up.

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Listening Activity Script

We are going to talk about and practice a facilitation skill that is so important when conducting parenting groups.

Raise your hand if you:

- have ever walked into a room and forgotten what you came to get.
- couldn't remember where you put something after just putting it down.
- have suddenly realized that you don't know what the other person is talking about in the middle of having a conversation.
- have pulled into your driveway at home, but can't remember anything about the drive across town to get there.

These things happen sometimes, don't they? These are examples of times when we are doing one thing, but thinking about another. These are times when we are not quite paying attention to the moment we are in. They happen to all of us right?

What about this one: Have you ever been facilitating a parenting group and been busy thinking about what you were going to say next, or how much time was left, or how you were going to get home in time to catch the end of your favorite show that you don't quite catch the gist of what one of your participants is saying?

Or maybe, you were so sure, once the person started talking, that you knew what would help them that you didn't listen carefully to their explanation, but rather were just waiting to jump in to share your helpful information?

It is safe to say that these things have happened to all of us when facilitating groups.

Here's why we bring it up: Across the board, one of the things that make groups either fantastic and magical or ok, but could be better is:

If the Parenting Educator is fully present and listens when participants talk and responds genuinely to the content and feelings—or not.

We are going to spend some time on this idea of really listening and being present in your groups.

Let's start by practicing paying attention to the present moment right now.

For this activity, I'm going to ask you to be aware of what is happening inside of yourself, your thoughts and feelings. You will also be paying attention to what is outside yourself, the environment.

I'd like you to pay attention to the feeling of sitting here in this room, the feeling of your body sitting in the chair. You will try to focus all your attention on the experience of sitting here in your chair.

As you do this, you may become aware of your thoughts, feelings, memories, or other sensations.

When your mind wanders, notice your thoughts and feelings and return your focus to the feeling of sitting in your chair. For example, you can say to yourself, "I'm aware of thinking about when we'll have a break." Then you can refocus on the feeling of sitting in your chair.

Listening Activity Script (continued)

Does everyone understand what we are going to do?

Answer questions.

Let's begin. Make yourself comfortable in your chair.

Take a few slow, deep breaths and focus all your attention on the sensation of sitting in the chair.

Pause

Notice any thoughts or feelings, and then return your focus to the sensation of sitting in the chair.

Pause

Pay attention to the feeling of sitting.

Pause

Ok, thanks for trying that exercise. How was it to try to pay close attention to the present moment, being aware of your thoughts and feelings while still trying to focus your attention on the sensation of sitting in your chair? What were you aware of?

Possible Responses: Notice their breathing, the sounds around them, and the weight of their bodies resting in the chair. They may have noticed thinking about something else, their emotional state. They may have been aware of physical sensations such as their heart beating or the rising and falling of their chests as they breathe. They may have noticed doing something like shaking a leg, humming, or resting their head in their hand. They may share that they were distracted by noises or other thoughts.

There's a lot to be aware of when we simply focus our attention on sitting here in a chair. This is nothing compared to all that we are trying to balance when facilitating a group.

Yet it is the ability to really be aware of the present moment, what is happening both inside yourself and in the group that makes you able to be fully present with families and truly listen to what they are saying.

Now let's practice being fully present while we listen to each other. Please find a partner.

Give the trainees time to get into pairs.

Review [SLIDES 29 AND 30]:

Listening Activity

- 1. Decide who will talk/listen*
- 2. Talker thinks of important topic to share*
- 3. Talk/listen for 3 minutes*
- 4. Discuss with group*
- 5. Switch roles*

Listening Activity Script (continued)

Now, I'd like one of you to talk about something that is important to you. It could be a parenting concern, a work challenge, or a goal you are working toward.

Your partner will work to pay full attention to you and really listen. They will be aware of their thoughts, feelings and other distractions. When they notice these, they will refocus their attention on listening. The listener will also use their good non-verbal listening skills, but the goal is for them to be aware of what all goes on inside their head as they try to focus on and really listen to the person speaking.

The first person will talk for 3 minutes, while their partner listens. I will let you know when 3 minutes have passed.

Let's talk about your experiences both as listeners and as talkers.

Use the following discussion questions as appropriate in leading the discussion:

- Listeners, how did it feel giving your full attention to listening for 3 minutes?
- Was it hard to do?
- Were you aware of your thoughts and feelings and other distractions?
- Were you able to refocus your full attention on listening?
- Were you more aware of your partner's emotions and body language than you would have been otherwise?

The first step toward good listening is to decide to listen. As Parenting Educators, we can benefit from making listening, with our full attention, our priority—more so, perhaps, than worrying about the content of our lesson. This is because when we really listen, we are able to be responsive in a deeper way to the parents, and so, regardless of our lesson plan, we will have more to offer them.

- Talkers, how did it feel to have someone give you their full attention for 3 minutes while you talked about something important to you?
- How did this compare with your normal daily interactions?
- Other observations about this experience?

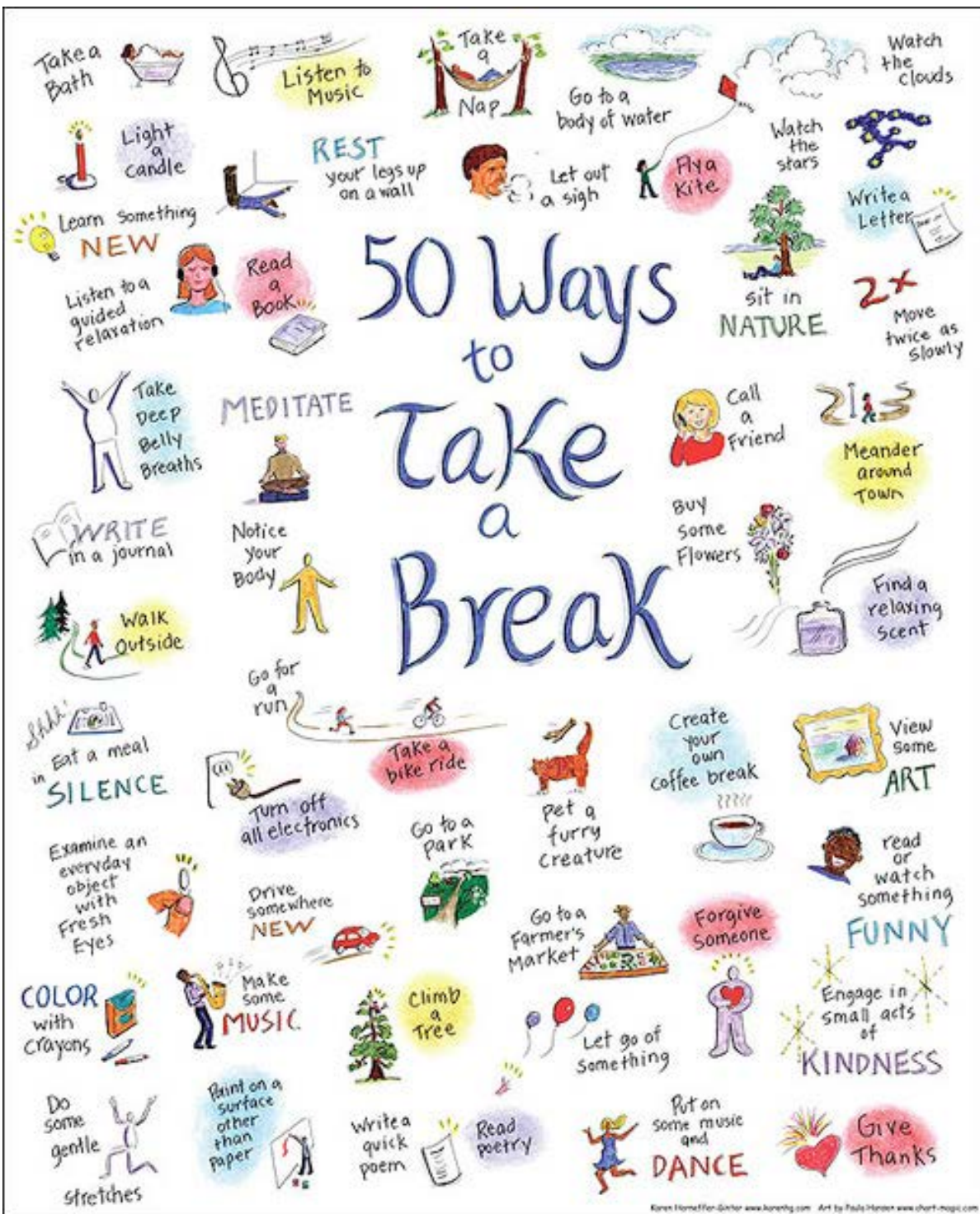
How do you think our ability to do this in our parenting groups affect the families we work with?

Let participants share

Right! When parenting group participants feel truly heard, their confidence in themselves as contributors seems to grow. Those who are timid and uncertain when they arrive, begin to share their ideas, ask questions and bring their concerns to the group. And people begin to feel connected and more trusting.

Even the most experienced Parenting Educators can get complacent in their listening and start to get sloppy. We practiced listening in this training because it can be helpful to remind ourselves of the importance of being present and really listening to the people in our groups.

50 Ways to Take a Break



Foundations of Facilitation

This Certificate is Presented to

FIRST AND LAST NAME

*In Acknowledgment of Participation
in the two-day Foundations of Facilitation Training for Parenting Educators*

DATE

FACILITATOR(S)

Funding for this curriculum provided by



Parenting Now!



Foundations of Facilitation Evaluation

Date _____

Your years of experience as a Parenting Educator: _____

Directions: Please evaluate the training by circling the appropriate number (1 = low to 5 = very high).

1) Overall, did the content of this training address the facilitation challenges you experience as a parenting educator?

No 1 2 3 4 5 **Yes**

2) How would you rate your overall level of engagement during this training?

Very Low 1 2 3 4 5 **Very High**

3) This training has increased your understanding and ability to use group facilitation skills:

Not very much 1 2 3 4 5 **A great amount**

4) This training has increased your understanding of adult learning principles:

Not very much 1 2 3 4 5 **A great amount**

5) This training has increased your understanding of program fidelity:

Not very much 1 2 3 4 5 **A great amount**

6) This training has increased your understanding of promoting equity and inclusion:

Not very much 1 2 3 4 5 **A great amount**

7) The level of confidence in your ability and skills to effectively lead parenting groups has increased this much after participating in this training:

Not very much 1 2 3 4 5 **A great amount**

8) Overall effectiveness of the training?

Not effective 1 2 3 4 5 **Very Effective**

Turn to next page, please 

Foundations of Facilitation Evaluation

(continued)

9) What topics or activities in the training were most helpful? Why?

10) What was the least helpful? Why?

11) Any suggestions for improving the training or topics to present at future trainings?

12) Comments or suggestions that would help each trainer increase their effectiveness?

Additional comments:

Your Name and Site (optional): _____

Thank you.

We appreciate your feedback.

Facilitator Name(s): _____