

# Facilitating skills

## Objectives of the session:

At the end of this session participants would have:

- \* Discussed about facilitating as an effective learning skill
- \* Explored different techniques for effective facilitating
- \* Discussed the roles of a facilitator
- \* Explored the qualities of a good facilitator
- \* Identified the profile of a good facilitator
- \* Discussed how to plan and structure facilitating a session for learning to take place.

## Concepts:

- \* If people are persuaded and shown how to do anything this will ensure effective learning
- \* People can change their behaviour if taught to do so
- \* People learn by being taught
- \* Encourage people to accept what you teach and they will know and change their views

**Exercise 1:** Brainstorming: Learning takes place by:

### Technical Information:

Seeing, doing, experiencing and actively participating

### Exercise 2:

Groups of 4 persons, each to discuss what constitutes "Active Participation."

### Technical Information:

- \* Use of effective questioning techniques
- \* Everyone engaged as a valuable resource
- \* Facilitator learning from participants
- \* Everyone involved in thinking out solutions

**Exercise 3 Role-play:** Someone to volunteer to act like a teacher

- \* Enters class and gets everyone to stand up to greet him/her
- \* Writes topic of lesson "rape". Says - I know that you do not know this subject, so listen to me.
- \* Writes information

Rape is sexual activity without consent. It is sexual intercourse that involves force, threat, blackmail or coercion. It is an act of violence and a criminal act. There are seven types of rape thus:

1. Stranger rape - Rape by a stranger
2. Statutory rape - Rape between an adult and a child below 18 years

By  
Bene Madunagu

3. Acquaintance rape - Rape by an acquaintance
  4. Date rape - Rape by a date partner
  5. Incestuous rape - Rape by a blood relation
  6. Marital rape - Rape by married partner
  7. Group or gang rape - When rape involves more than one person raping the victim.
- Class, that is all we have time for today. We will take on a new subject in the next class. Those of you who paid attention would have learned a lot today.

### Discussion questions:

- \* What have we just watched?
- \* What did you observe with regard to learning being effective?

**Technical Information:** This was teaching.

- \* Teacher assumed the participants were ignorant about the topic
- \* He/she made participants accept only his/her ideas on the topic as fact and without questions
- \* He/she passed judgement - they know nothing.
- \* He /she told them things believing they had nothing to contribute
- \* It was not participatory, the teacher assumed he/she knew everything
- \* Learning was forced with no way of knowing whether the participants had learned anything.

## Exercise 4 - Role-play - Rape

Facilitator comes in

Hello everyone. You are all welcome to the class. Can someone give us an exercise or song that we all know? Let us be seated. That was good, and I can see we are all set for this lesson. We are all going to share what we know about this topic and learn from each other.

Today we are going to talk about the issue of RAPE. Is there anyone who has not heard of this word before? Good, we all have heard the word being used. Everyone should put down on his/her notepad what he/she thinks the word means. Can we have volunteers to read what they wrote? (Take 5 volunteers). Commend every volunteer as good attempt. You all made very good attempt. Let me share with you my own definition. Has any of you heard of or read about any rape case? Yes. Share with us. Thank everyone. Then from your examples, it shows that there are different forms of rape. Someone says that a person's boss asked a worker out for dinner and forced her into sexual intercourse - this type is called acquaintance rape when someone you know was the rapist. The other story was about a girl and a boy who have been friends for long. The boy invited

(On page 31)



Dr. Bene Madunagu explains some points during the training

NOVEMBER, 2002



# Facilitating skills

(From page 30)

her out and both agreed to go to a party then he deceived her and raped her - date rape, etc.

Any questions?

- \* What did you learn today?
- \* Are there some aspects you did not quite understand? We shall go over and review this lesson next time

Discussion questions:

- \* What role did the facilitator play?
- \* What happened in this role-play?
- \* What do you think about this process of giving information?
- \* What elements of this role-play were useful?

### Technical Information

This was facilitating. Role of the facilitator:

- \* The facilitator assisted participants individually and collectively in their own learning
- \* The facilitator did not lecture or dictate information
- \* The facilitator was knowledgeable and familiar with the local situation and used relevant methods to effect learning
- \* The facilitator ensured that learning took place
- \* He /she created a relaxed and warm environment
- \* He/she allowed free-flowing discussions

- \* He/she avoided judgements during discussions
- \* He/she encouraged participation by commending efforts of participants
- \* He/she acknowledged the ideas of the participants and avoided ready prescriptions of ideas.
- \* He/she encouraged participants to explore their experiences
- \* Shared relevant up-to-date information
- \* Gave everyone opportunity to be involved
- \* Was sensitive to feelings, values and attitudes of participants
- \* Presented the lesson in a logical fashion
- \* Asked open-ended questions to encourage participants to freely communicate
- \* Was tactful in accepting participants' ideas, opinions and feelings without putting off or making value judgement.
- \* Allowed participants to talk, read, write and get fully engaged
- \* Was aware of non-verbal messages or body language.
- \* Gave examples, thus encouraging participants to discuss freely and learn from each other
- \* Made sure his/her body language showed that he/she was listening to participants

- \* Asked questions to measure that learning had taken place, i.e he/she evaluated the lesson.

**Exercise 5** - Basket game using folded papers containing the letters: FACILITATOR and NPKSE. Walk around the room, stop, hold hands with the person next to you. Each pair to pick a folded paper and come up with adjectives that start with that word which would effectively give the profile of a facilitator.

### Technical Information:

- F - Flexible, Firm
- A - Assertive, Alert, Accurate, Able
- C - Confident, Clear, Communicating
- I - Imaginative
- L - Leader, Listener
- I - Informed, Interested
- T - Tactful, Talented
- A - Active
- T - Thorough, Trusting
- O - Organised, Objective, Observant
- R - Receptive, Resourceful, Respectful
- N - Neutral, Non-Judgemental
- P - Patient, Professional
- K - Knowledgeable
- S - Sharp, Sensitive
- E - Equipped

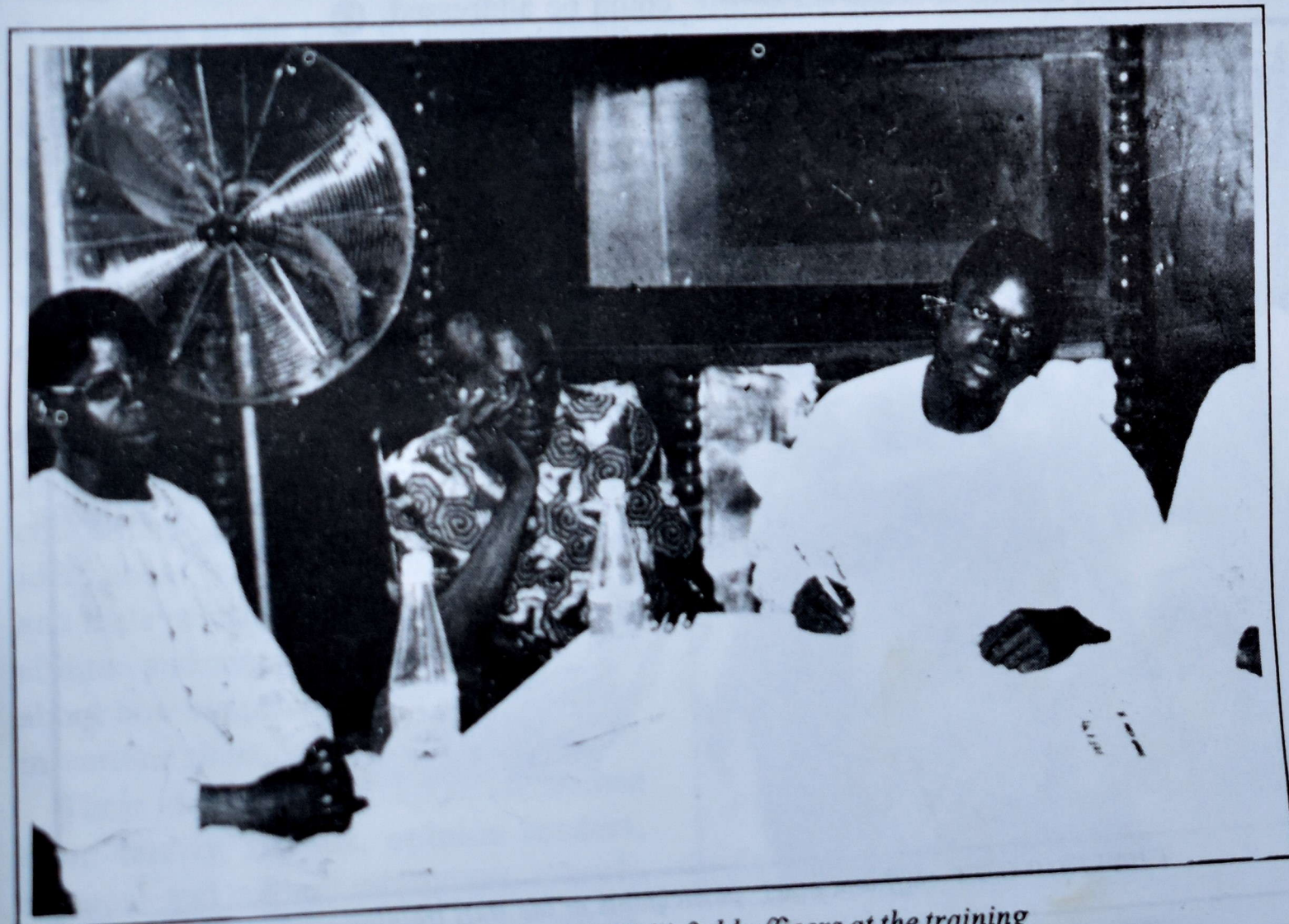
**Exercise 6:** Small groups of 4-5 each. Each group to think and write down four qualities of a good facilitator.

### Technical Information:

- \* Good listener
- \* Clear in thinking
- \* Observant of body language of entire group
- \* Sense of direction
- \* Humorous
- \* Tolerant and ability to involve all
- \* Patient and non-judgemental
- \* Flexible but firm
- \* Assertive and takes charge
- \* Respectful to participants
- \* Neutral, treating everyone equally
- \* Effective communication skills
- \* Alert to body movements and mood changes
- \* Able to take interest in what participants say.

**Exercise 7.** Choose your column

(On page 32)



Some CIINSTRID/CMA field officers at the training



# Facilitating skills

(From p. 31)

Methods of facilitating a lesson	Basic steps in facilitating	Basic elements in lesson planning
<ul style="list-style-type: none"> <li>* Ice-breaker</li> <li>* Visual aids</li> <li>* Brainstorming</li> <li>* Small group discussions</li> <li>* Role-play</li> <li>* Story-telling</li> <li>* Demonstration</li> <li>* Assignments/tests</li> <li>* Individual work; writing, reading, drawing, etc.</li> <li>* Matching exercise</li> <li>* Write and pin-ups</li> <li>* Myths and facts</li> <li>* Agree/true: disagree/false; unsure exercise</li> <li>* Review cards</li> <li>* Questions and answers</li> <li>* Exercises</li> </ul>	<ul style="list-style-type: none"> <li>* Choose a topic</li> <li>* Read about it</li> <li>* Prepare accurate technical information from current scientific findings</li> <li>* Set simple, measurable achievable, realistic objectives for the lesson</li> <li>* Know some social beliefs/concepts about the topic</li> <li>* Get participants to supply more</li> <li>* Plan participatory activities for the lesson</li> <li>* Use several techniques or methods</li> <li>* End and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>* Topic</li> <li>* Beginning/introduction</li> <li>* Objectives</li> <li>* Expectations</li> <li>* Concepts</li> <li>* Lesson</li> <li>* Question time</li> <li>* Evaluation</li> <li>* Closing</li> </ul>

## Lesson Plan

- \* Objectives
- \* Participants' expectations
- \* Social beliefs/concepts
- \* Brainstorming on how learning takes place
- \* What active participation means
- \* Role-play (2) to distinguish between teaching and facilitating
- \* Profile of a facilitator
- \* Qualities of a good facilitator
- \* Methods of facilitating a lesson
- \* Basic steps in facilitating
- \* Basic elements in planning a lesson.

Using exercise to assist adolescents in analysing sexual and reproductive health problems: This is a physical exercise in facilitating

1. Use your body as an acting tool
2. Imagine yourself as a small seed by getting down on your knees and trying to curl up.
3. As I count 1-10, start "growing" i.e. standing up gradually to become a full-blossomed tree with your arms as branches and your fingers as fruits
4. Feel a gentle breeze blowing the branches back and forth. Then a storm and then the wind dying down - that is, move your arms around gently, then roughly and then gently again.
5. Let the tree fell itself. Let the roots move a little (by moving your toes), then move the branches - hands and fruits - fingers.
6. Now, imagine the tree is being poisoned.

The poison enters the tree through the roots, it moves up to the fruits so the fingers die, then to the branches and the hands die and finally the trunk, the whole tree dies.

7. End by falling down
8. Sit down.

### Technical Information:

The healthy tree gets sufficient nutrients from its roots, but if the fruits (fingers) begin turning bad, this indicates that something is not right. It is either the nutrients are not sufficient or they are totally poisoned. We then see the visible signs above ground - the fruits, leaves, branches and trunk which

begin to get sick. This indicates that there might be a problem in the root level.

This is the same for human and adolescent health problems that we see; e.g; unsafe abortion as visible result of unwanted pregnancy, caused by lack of information, sexual violence, such as rape lack of contraceptives, etc.

### Participants' exercise

#### Tree One

Tree with large roots and numerous branches with fruits, trunk has unwanted pregnancy  
GIRL

#### Tree Two -

Same but trunk is infested with STIs HIV/AIDS  
BOY

- \* Each group should consider the problem from the viewpoint of an adolescent (group 1 - girl) (group 2 - boy)

1. Each group to write the causes of the problem on the roots of the tree and the consequences of the problem on the branches and fruits

2. Each should list some gender - sensitive ways in which the causes and consequences could be addressed. ●



CIINSTRID/CMA staff and other participants at the staff training seminar