# TRAINING OF TRAINERS

**Session Title: 2.3 Facilitation skills**

**Length of Session – 75 Mins**

1. **Objectives**

**By the end of the session participants will be able to:**

* Identify skills and qualities needed to facilitate groups
* Explain the facilitator continuum

1. **Methodologies used**

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| **Mins** | **Activity/What to do** |
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| 10  25  10  10  15 | Ask if anyone knows what facilitate means. It means ‘To make it easy’. Write this on the flip chart. Ask what do facilitators do to ‘make it easy’?  Questions are a key tool we use to facilitate. Confirm that the type of questions we can ask are open, closed, probing, checking. Ask them to note what type of questions the trainer uses throughout the session!  Giving clear instructions is also a vital skill for a good trainer.  Ask for four volunteers to demonstrate an activity. Invite them to stand back to back in the middle of the room. Give one volunteer a diagram and the others a blank piece of paper and a marker pen. Ask the volunteer with the diagram to give instructions to the others to draw exactly the same diagram on their papers. The other volunteers cannot turn around or look at the original diagram.  Give them five or so minutes to do this. Compare the three diagrams the three volunteers drew and check how different are they? If they are very different explore why this may be – people hear different things if there is insufficient information or it is not clear, we also put our own interpretations on things. If the diagrams are very similar – ask what was it about the way the instructions were given that helped people to hear the same thing.  Explain that we are now going to do another activity to demonstrate facilitation skills and ask for two different volunteers. Ask them to leave the room (you will collect them shortly). Ask the remainder to get into a tangle by first joining hands in a circle and then without letting go, tangle themselves up. Help them with this.  Then tell the two volunteers who have left the room that their task is to get the group untangled. They cannot touch the other participants but they can give instructions. They will have succeeded when the group is returned to a circle still holding hands. Time them. If they have not succeeded in 10 minutes get them to stop.  Tell participants that there is another way of doing this. Ask the group to rectangle itself again (with your back to them so you cannot see them). When they are ready tell the group ‘on the count of three, without letting go of each other’s hands, untangle yourselves’. See how long it takes this time (again stop in 10 minutes)  Ask which of the two approaches made it easier for the group to untangle itself. Discuss why that might be.  Show the facilitator continuum on the floor using prepared cards (see resources below). Ask people where different approaches fit on the continuum from the most directive to least directive.   1. **Resources needed**   Drawing for exercise  Facilitation continuum cards   1. **Handouts**   In the workbook for the course |