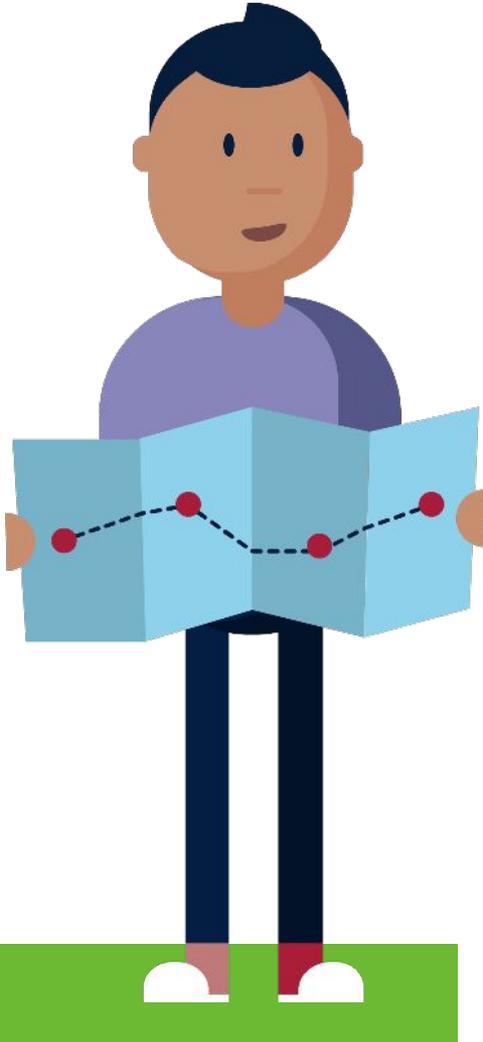




Facilitator

In this course, participants will:



- 1) Learn facilitation methods that will help them to effectively share the JCI Mission and Vision
- 2) Practice skills and techniques learned to help progress in the journey of Active Citizenship
- 3) Demonstrate competency in best facilitation practices learned from the Facilitator course

Main Points

- 1.0:** Interactive Demonstration of Core Techniques
- 2.0:** Best Practices for Effective Facilitation
- 3.0:** Practicing Core Facilitation Techniques



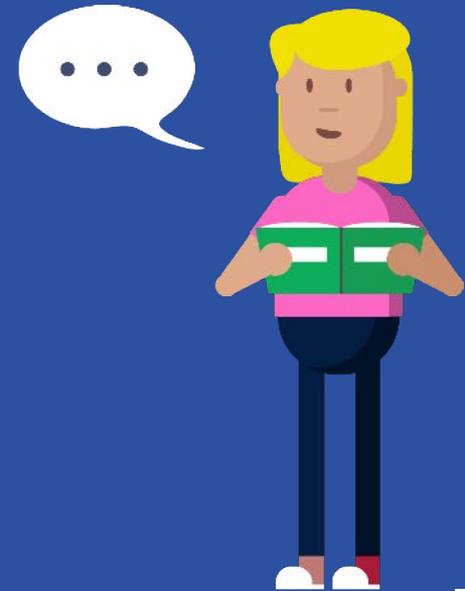
Workbook

Your handbook for notes, reflection
and thoughts!



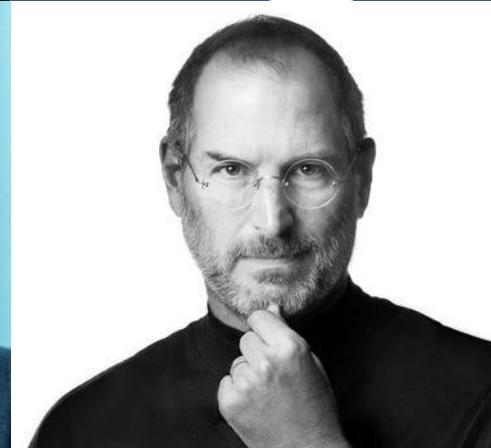
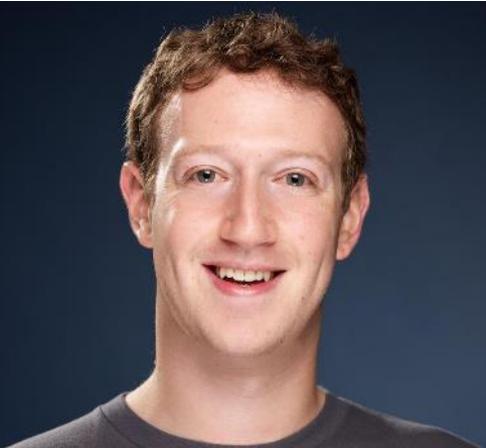
1.0: Interactive Demonstration of Core Techniques

1.1 - The Journey



“The problems of the world cannot possibly be solved by skeptics or cynics, whose horizons are limited by the obvious realities. We need men [and women] who can dream of things that never were, and ask why not.”

**—John F. Kennedy, Speech to the Irish Parliament,
Dublin, Ireland, June 28, 1963**





Innovation Gurus

Humanitarian Leaders

Political Activists

A woman with short dark hair, wearing a grey coat and carrying a black bag, stands on a train platform. She is looking towards a yellow train that is blurred, indicating it is moving. The platform has a yellow tactile paving strip in the foreground. The overall scene is lit with a warm, yellowish light.

THE JOURNEY

1.2: Changing the World





The world is full of ordinary people who have an extraordinary desire to make a difference in their lives and the lives of those around them.

**Do you want to
change the world?**



WORKBOOK ACTIVITY

IDENTIFY:

Identify an issue in your community that you are passionate about changing.

Transform

Negative Approach

I would like to solve
the problem of
poverty in my
community.

Positive Approach

I will create
opportunities for
young people to gain
job skills.

1.3: Connect for the Future: Part A

In your groups, take turns playing the role of interviewer and facilitate discussion on each of the questions listed in Part A of your workbook.

1.3: Connect for the Future: Part B

Next, discuss and identify what is common in your answers.

Draw or list in Part B of your workbooks.

1.3: Connect for the Future: Part C

VISUAL EXPRESSION

Examples:
Drawing, Role Play,
Dance, etc.

Use materials
in the room

Involve
all team members

WRITTEN EXPRESSION

Written statement
of the shared vision
for future

Be concise
and clear

Have consensus
amongst team

**An active citizen is engaged in their
community
and invested in the future of our world.**
They take responsibility for local challenges,
bring about positive change
or resist unwanted change by finding
targeted, sustainable solutions.
They develop the skills, knowledge and
understanding to be able to make
informed decisions
about their communities with the goal of
improving the quality of life
for everyone in the community.

What does
“THE JOURNEY”
mean to YOU?

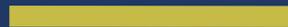


ACT

ACT • CONNECT • TODAY

ASPIRE • CHALLENGE • TRANSFORM

ACHIEVE • CHANGE • TOGETHER



1.4: Debrief

2.0: Best Practices for Effective Communication

2.1: Adult Learning

2.2: Inclusive Language



We
Us
Let`s
Our
Together
Please



WORKBOOK ACTIVITY

Inclusive Language Activity

Directive	Inclusive Revision
I want you to turn to page 17.	
You are now going to listen to a speech.	
I need a volunteer for the next assignment.	
You will work individually on this project.	

2.3: Opening with IMPACT





WORKBOOK ACTIVITY

Opening with IMPACT Activity

During the Interactive Demonstration of the Core Techniques in section 1, what were the important techniques the facilitators used to open the course with impact?

2.4: Presentation vs. Facilitation





WORKBOOK ACTIVITY

Presentation vs. Facilitation Activity

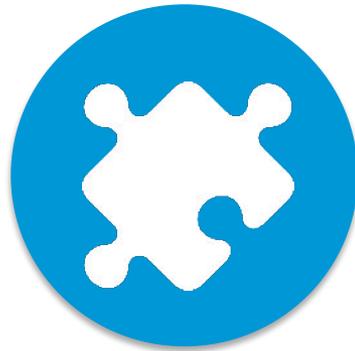
Let's explore some differences between presentation and facilitation. One group will list all of the qualities and benefits of presentation. The other will list the qualities and benefits of facilitation. We will then come back and share in the group.

METHOD	DESCRIPTION
Behavior Modeling	Witness a demonstration of positive behavior.
Case Study or Scenario	Review a case or scenario individually or in a group.
Demonstration	Watch a performance by the instructor or group.
Discussion	Discuss challenges or solutions in groups.
Observation	Experience a real world example.
Film, Video, Skit	Review a video or live presentation.
Games, Activities	Engage in gaming or simulations.
In Basket Exercises	Review documents or programs.
Information Search	Perform research.
Inquiry Oriented Discussion	Discuss prepared questions in a deliberative approach.
Interview	Interview an expert or participants.
Jigsaw Learning	Small groups break down parts of an overall challenge and report back to group.
Learning Tournament	Groups/individuals compete on knowledge discovery.
Lecture	One direction presentation of content.
Practice	Demonstrate skill competency.
Printed Resources	Review or prepare learning aids.
Role Playing or Skill Practice	Enact simulated performance of content.
Self-Assessment / Inventory	Analyze self-skills or group knowledge.
Simulations	Engage in realistic situations.
Study Groups	Small group discussion of content.
Task Force Projects	Small group planning of solutions or strategies.
Teaching Project	Participants learn then teach.
Tests	Examinations to test learning or competencies.
Writing Tasks	Reflection on learning, or preparation of materials.

2.5: Learning Styles



Visual



Experiential



Auditory



Kinesthetic



WORKBOOK ACTIVITY

Defining Learning Styles Activity

Lets break in to 4 groups.

- **Group 1** – Visual
- **Group 2** – Auditory
- **Group 3** – Kinesthetic
- **Group 4** – Experiential

Come up with a definition for that learning style and some examples of what types of activities are best for that type of learner.

2.6: Sequencing

Review

Overview

Presentation

Exercise

Summary

ROPES Model



WORKBOOK ACTIVITY

Sequencing with ROPES Activity

Using the ROPES Model, pick one of the challenges you identified during The Journey in section 1.2 as a topic for facilitation. Design a facilitation using the table provided in the manual.

2.7: Creating Engagement



ABC Avalanche Exercise

ABC Avalanche: Ideas for Engagement

We will be breaking into groups. In a race against time and each other, the groups will identify ideas for creating engagement using each letter of the alphabet.



WORKBOOK ACTIVITY

Engaging Questions Activity

In this exercise, we will practice creating robust questions that generate responses. We will pick two topics and create a list of questions that would generate responses from participants. The questions should engage participants to contribute to their own learning!



Managing Responses

Building on Responses

Example:

To responder –

“Absolutely that can be the case.”

To the larger group –

“Would anyone else like to offer another perspective?”

Paraphrasing

Example:

“Let me make sure I understand, what I hear is...”

Follow Up Questions

Example:

“Yes, and what might this mean in the larger context?”



WORKBOOK ACTIVITY

Managing Responses Activity

In this exercise, we will pair off and explore a scenario where a participant gives less than partial or incorrect answer. Choose one of the topics that you or your partner listed as question topics from above and apply it to the worksheet.

2.8: Coaching vs. Feedback



Workbook Reflection

Coaching vs. Feedback

Coaching



Feedback

TYPES

- Descriptive
- Complementary
- Corrective
- Insightful

5 P`S

- Purpose-driven
- Prompt
- Personalized
- Practical
- Persistent

Complementary

Example:

“You started the facilitation with a lot of enthusiasm which inspired engagement early. This helped keep the energy level high throughout the learning event. Excellent work and continue this in the future.”

Corrective

Example:

“The audience did not seem to be engaged in the facilitation. It appeared that they disengaged when phrases such as “I want you to turn to page 93” were used. Using more inclusive language such as, “Let’s all turn to page 93,” may have a positive impact.”



WORKBOOK ACTIVITY

2.9: Providing Feedback Activity

You just finished watching a participant in the course demonstrate facilitation.

While the facilitator was very effective at creating engagement, they lost their place often resulting in the use of filler words (ums, ah, etc.). Provide the facilitator both **complementary** and **corrective** feedback.

COMPLEMENT

You're so organized.

EXAMPLE

You're so organized in managing your meetings, you always keep us on time.



OBSERVATION

You're so organized in managing your meetings. I appreciate that you always send out a calendar invite with an agenda, and start and finish the meeting on time.

2.10: Tips for Facilitating with Success



Pacing

- Ensure to begin and end **on time**.
- Break participants into **groups** to discuss topics.
- **Gage** the participant's **interaction** and adjust accordingly.
- Know your material beforehand and **keep a sense of urgency**.

Grouping

- Ask participants to work with **new groups**.
- Move participant's tent cards to a new spot during a break.
- Ask someone to **partner** with someone they haven't worked with yet.
- Use **unique strategies** to decide new groups.

Encouraging

- Have participants **share** a lesson/advice/experience learned.
- Select a word/topic that has multiple meanings and get the **groups feedback**.
- Ask participants to describe a time they were **encouraged**.
- Begin by allowing participants to share their **understanding** of the topic.

Summarizing

- Briefly **review** main points.
- **Ask questions** that provide recapped feedback.
- Break into groups to **discuss and report back**.
- **Coach** participants to identify situations they can apply main points.

2.11: Recap –

What tools have you learned and how will you apply them?



Workbook Reflection

What have you learned?
How will you apply it?

3.0: Practicing Core Facilitation Techniques

3.1: Putting it Together

Objective:

Using the techniques learned, participants, together with their assigned group will be given time to prepare their own facilitation of The Journey to the larger group. After each group finishes, they will receive structured feedback and coaching to further improve their facilitation skills.

A top-down view of a desk with a wooden surface. In the upper left, a portion of a white keyboard is visible. To its right is a white mouse with the 'rapoo' brand name. A brown pencil lies diagonally across the desk. In the upper right corner, a blue coffee cup sits on a matching saucer. The background is a dark, textured wood.

3.2: Call to Action

Through the learning in this course, you have been empowered to spread the JCI message to everyone you meet. You have the skills, the knowledge, and the courage to be an effective facilitator that can share the amazing journey of Active Citizen with other young people around the globe.

3.3: Accountability

A group of diverse people, including men and women of various ethnicities, are shown in profile, smiling and raising their hands in a celebratory high-five gesture. They are outdoors, with a blurred background of a building. The image is overlaid with a semi-transparent blue banner containing text.

Congratulations!

You have completed the Facilitator Course.