Facilitation Skills Training

Easy Read Training Guide

Session 1

**Facilitation Skills Training**

Session 1: Easy Read Script

About this Document

This document is for trainers of the Facilitation Training session. It gives instructions on what to do and say when delivering the session.

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| **KEY** | |
|  | Words next to a rectangular speech box should be spoken. |
| **[ ]** | The brackets **[]** should be replaced by the name of the person speaking or being spoken about/to. |
| Trainer 1 – green  Trainer 2 – blue | Each of the 2 trainers have their tasks and speaking words highlighted in their own color. |
| **|-0:15|**  **|0:55|**  **|1:25|** | The timing of each part of the agenda appears in || before the section header, with the 1st digit representing the hour into the session and the last 2 digits representing the minutes into the session. For example, 0:00 is the start of the session, 0:45 is 45 minutes into the session and 1:20 is 1 hour and 20 minutes into the session. |
|  | The background and text colors in this document can be changed. |

**Do you have questions?**

Email Emily Klinger at [eklinger@specialolympics.org](mailto:eklinger@specialolympics.org).

Session Overview

This 2-hour training will help build the perspective, skill and confidence of athlete leaders to be facilitators in training sessions, meetings and other occasions when their role is to help participants engage in the conversations, connect with each other and share experiences.



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|  |  | **Trainers:**  2 people – at least 1 with an IDD and 1 an SOI staff member |
|  |  | **Trainer roles:**  Trainer 1 and Trainer 2 trade off speaking roles. When not speaking, these facilitators should be watching the chat box for questions and comments. |
|  |  | **Session length:**  Ensure that a full 2 hours is reserved for this session and that no more than 12 participants attend. Trainers will need 2 hours to cover all the agenda items thoroughly and a smaller group size will allow all participants to be engaged. This is key to the success of this session. |
|  |  | **Objectives**:   * Define facilitation and describe the value it brings to learning * Give you time to practice three key facilitation skills that will help participants be heard and valued * Practice how you can respond ‘in the moment’ to participant questions |
|  |  | **Suggested participants:**  This training is for Athlete Leaders and others who want to improve their facilitation skills. Facilitators may also want to suggest to participants that they have someone join to help them take notes if needed. |
|  |  | **Group size:**  Maximum of 12people to allow everyone a chance to participate |
|  |  | **Materials:**   * [Special Olympics Facilitation Training Session 1 PPT v 1-15-23.pptx](https://docs.google.com/presentation/d/15jHqjAtnu_bITv3bPB7bbKT6DvDI_Rs2/edit#slide=id.p1) * [Special Olympics Facilitation Training Participant Resource](https://docs.google.com/document/d/1NDXXRCU9zWphae9GDyKjcC_7M-mgmqtnZh6gEdIl8Cw/edit) |
|  |  | **Session outline (duration minutes in parentheses):**   1. Kick-off and introductions, objectives, agenda, learning norms (10 minutes) 2. Characteristics of an effective facilitator (15) 3. Facilitator as coach (10) 4. Key facilitation skills overview and practice (45) 5. Break (5) 6. Knowing what to do with questions (25) 7. Bringing it all together: action planning (10) |
|  |  | **Preparing for the Session**   1. Identify the facilitation team, including the Athlete Leader(s). 2. Save all materials to the same folder on your computer. 3. Read this guide and related materials. Email the document point of contact with any questions |

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| **Note to Training Team**  This training guide provides flexible guidance. You do not need to follow it word-for-word. There is no perfect way to facilitate this session. Make it your own by doing what you think will make the session work best for you and the participants. |

Session Guide in Detail

**Facilitation Guidance**

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|  | **|-0:15| Open the Zoom Room (13 minutes)** | |
|  | * *Trainer 1* tests out the PowerPoint presentation- * *Trainer 2* re-confirms the trainer roles during the session.   **Note:** Ensure the Zoom link is set up with a ‘waiting room’ option- | |
|  | **|-0:02| Open the Zoom Room for Participants (2)** | |
|  | * *Trainer 1* welcomes participants verbally * *Trainer 2* welcomes participants in the chat and responds to participants’ comments in the chat.   Once all participants have joined, trainers move on to the next step | |
|  | **|0:00| Kick-off and Introductions (3)** | |
|  | **Trainer 1** says: | Welcome to the Course! Facilitation is an important concept - it helps people be heard, helps groups get things done, and it can be fun! How many of you have facilitated a course, event or meeting before? We have two trainers today. [SAY YOUR NAME, ROLE IN SO, WHY YOU ENJOY FACILITATION AND FAVORITE SPORT]. Our second trainer is [SAY TRAINER’S NAME] |
|  | **Trainer 2** says: | [ YOUR NAME, ROLE IN SO, WHY YOU ENJOY FACILITATION, AND FAVORITE SPORT]. Now, we’d like to get to know all of you. Please, in the chat, share your name, role in SO, and favorite sport. |
|  | *Trainer 2:* | As responses come in, read a few aloud and share the common sports, etc. You may want to call on a couple of people and ask them to share why they selected the sport they did. If there are fewer than 10 participants, you could also have them introduce themselves verbally. |
|  | **|0:03| Objectives (2)** | |
|  | **Trainer 1** says: | We have a great group of people here today. And we are really looking forward to getting to know you a bit better - and talk together about facilitation: what it is, the value it brings to learning, and how to do it well.  Our three objectives for our 2-hour session, today are to:   * Define facilitation and describe the value it brings to learning. * Give you time to practice three key facilitation skills that will help participants be heard and valued. * Practice how you can respond ‘in the moment’ to participant questions. |
|  | **|0:05| Agenda (2)** | |
|  | **Trainer 1** says: | We are going to accomplish these objectives through the following agenda *[share agenda once finalized].* As with all agendas, we might not follow the timing exactly. We might take the break a few minutes early or later. But I can promise you we will end on time. |
|  | **|0:07| Learning Norms (2)** | |
|  | **Trainer 2** says: | Like in most trainings, one of the things a good facilitator does is make sure they create an environment for everyone to learn from each other, have fun, and accomplish the learning goals. Often this is accomplished by stating the agreements for behavior up-front in a course. We call those norms. Please raise your hand and share some norms that you’ve found that are helpful for creating a good learning environment. |
|  | *Trainer 2:* | Hear responses from approx. 4 participants. List the norms on the PPT entitled ‘***Learning Norms’*** as people are sharing them. |
|  | **|0:09| Zoom Functions (1)** | |
|  | **Trainer 2** says: | We are using zoom for this training, as you know. There are a few reminders for how to make the most out of Zoom on the slides:   * Closed captioning * Raise hand function * Chat box |
|  | **Trainer 2** says: | Let’s move to our getting started activity. |
|  | **|0:10| Zoom Functions (15)** | |
|  | *Trainer 2:* | Post link to [facilitator avatar template](https://jamboard.google.com/d/1pKw3AIZ1fdVLzvRytqnhc9tBrwtFovnQ5QJ3sjzcCTk/edit?usp=sharing) in the chat. Prepare breakout groups in Zoom (3 groups of 3-4 participants each). |
|  | **Trainer 1** says: | As we are getting started, I want us all to think about the facilitators we’ve seen. Think to yourself:   * What makes them good? * What are they thinking when they are facilitating? * What are they saying? Feeling? Doing?   Let’s spend a few minutes thinking about and writing down these characteristics of a good facilitator. In the chat, you will find a link to the facilitator avatar template. In your small group - which you will be sent to in a minute - you will talk about good facilitators you’ve seen and fill out the jamboard. |
|  | *Trainer 2:* | Share screen of one blank facilitator avatar template. |
|  | **Trainer 1** says: | We are using the Jamboard tool for this activity. Jamboard is an electronic whiteboard. |
|  | *Trainer 1:* | Demonstrate how to use the jamboard--especially how to select the sticky note, write on it and move it to the correct area on the template. |
|  | **Trainer 1** says: | Ok - let's get started. You’ve been assigned to a breakout group, please go into the breakout group and discuss, as a group, what makes a good facilitator and fill out the template. |
|  | *Trainer 2:* | Send participants into breakout groups. After 5 minutes, bring breakout groups back into the main room. |
|  | **Trainer 2** says: | Let’s hear 1-2 highlights from each group about what you noted on your avatar. We will bring up each group’s Jamboard on our shared screen while the group’s presenter speaks. |
|  | *Trainer 1:* | Share the screen of each group’s avatar while they are speaking  *Once each group has shared 1-2 highlights,* |
|  | **Trainer 2** says: | Now that we have heard from all of the groups, what are some common good facilitator traits we are hearing from across the groups? |
|  | **Trainer 2** says: | Let’s use those experiences we have shared to help us define facilitation and why it is so important. |
|  | **|0:25| Facilitator as Coach (10)** | |
|  | **Trainer 1** says: | Facilitation is a way of helping people share thoughts and ideas. A facilitator is often a guide who provides a calm and steady presence to help a group explore new content, a new challenge or a new opportunity. We want to build on the concept of guide and apply it to our world of sport where the guide is often a coach. |
|  | **Trainer 1** says: | What does a coach do? |
|  | *Trainer 1:* | After getting 1-2 responses, continue the lecturette. |
|  | **Trainer 1** says: | In fact the coach is a LEADER and a GUIDE to players as they work towards accomplishing the goal of winning the game. A facilitator is a LEADER and GUIDE to participants as they work towards accomplishing the learning goals of a training. |
|  | **Trainer 1** says: | Being an effective facilitator is a form of leadership. Like a coach, a facilitator helps to create the environment for others to succeed. This list of the SO basic leadership skills shows how a facilitator is like a coach in the learning environment:   * **Adaptability:** Responding to learning needs in the moment * **Continuous Improvement:** Constantly pushing participants to be their best * **Goal Oriented:** Knowing the goal of the training * **Relationship Building:** Helping the participants to work together by by building understanding with others in the training * **Decision-Making**: Knowing when to ask someone a question,when to give people silence, and when to start, discuss, and complete the training. * **Communication:** Sharing information on what the training requires, what the participant group needs, what an individual participant needs. |
|  | **Trainer 1** says: | What questions do you have about these skills? What would you add? |
|  | **Trainer 2** says: | Now that we have described the skills, we would like to get a sense of how we collectively relate to those skills. We’ll offer you two anonymous polls through Zoom. Let’s launch the first poll and we’ll ask you to select ‘all that apply’ in response to the question. |
|  | *Trainer 1:* | **Launches the following poll:**  1) Which of the skills come (or you think would come) easiest to you as defined from a facilitator’s role?   * + Adaptability   + Continuous Improvement   + Goal Oriented   + Relationship Building   + Decision-Making   + Communication   *Once the results are in:* |
|  | **Trainer 2** says: | Who would like to share why they selected the responses they did? |
|  | *Trainer 2*: | Give time for 1-2 responses. |
|  | *Trainer 1:* | **Launches the following poll:**  2) Which of the skills are (or you think would be) most challenging to you as defined from a facilitator’s role?   * Adaptability * Continuous Improvement * Goal Oriented * Relationship Building * Decision-Making * Communication   *Once the results are in,* |
|  | **Trainer 2** says: | Who would like to share why they selected the responses they did? |
|  | *Trainer 2*: | Give time for 1-2 responses. |
|  | **Trainer 1** says: | It is natural that we would have more comfort and experience with some of these skills and less with others. However, there are core skills that are necessary for all the leadership skills we just discussed. Those are called the Key Facilitation Skills and we’ll talk about them next. |
|  | **|0:35| Key Facilitation Skills: Overview (20)** | |
|  | **Trainer 1** says: | Let’s turn to the Key Facilitation skills. These skills help facilitators promote interaction and contributions from participants. They help facilitators listen to participants, engage with them and help participants connect with the facilitator and other participants. The skills are asking questions, encouraging and paraphrasing.   * Listen: **Asking questions** * Engage: **Encouraging** * Connect: **Summarizing**   Let’s explore each skill one by one. |
|  | **ASKING QUESTIONS** | |
|  | **Trainer 1** says: | Why do we ask questions? |
|  | *Trainer 1:* | Receive 1-2 responses from participants. |
|  | **Trainer 1** says | What are the types of questions we can ask? |
|  | *Trainer 1:* | Receive 1-2 responses from participants. |
|  | **Trainer 1** says | There are three broad categories of questions:   * **Open-ended:** Questions that begin with ‘What’, “How” and sometimes ‘Why’. They are to clarify and gain elaboration to open up a conversation. * **Closed-Ended:** Questions that solicit short answer responses (i.e. yes/no or one word) to narrow/close down a conversation * **Leading:** Questions: questions that prompt or encourage the desired answer |
|  | **Trainer 1** says: | What questions about ‘questions’ do you have so far? |
|  | **Trainer 2** says: | Let’s do a series of polls where we practice distinguishing between Open-ended, Closed-ended and Leading questions. You will see a Zoom poll come up, please select what you think best describes the type of question. |
|  | *Trainer 1:* | **Launches the following poll:**  **Poll 1:** Question: What made you become a Special Olympics Athlete ?  A) Closed-Ended Question  B) Open-Ended Question  C) Leading Question  *After the responses are shown,* |
|  | **Trainer 2** says: | The correct answer is **B)** Open-Ended Question.  It requires more than a one to two word response and helps the listener to learn what the speaker thinks, knows, or experiences. |
|  | *Trainer 1:* | **Launches the following poll:**  **Poll 2:** Are you a Special Olympics Athlete?  A) Closed-Ended Question  B) Open-Ended Question  C) Leading Question  *After the responses are shown,* |
|  | **Trainer 2** says: | The correct answer is **A)** Close-Ended Question.  The response is ‘yes’ or ‘no’ and unless you ask a follow-up question you probably will not learn anything beyond the immediate response. |
|  | *Trainer 1:* | **Launches the following poll:**  **Poll 3:** Question: Don’t you think Special Olympics Athletes should only focus on popular sports?  A) Closed-Ended Question  B) Open-Ended Question  C) Leading Question  *After the responses are shown,* |
|  | **Trainer 2** says: | The correct answer is **C)** Leading Question. The question states the opinion of the person asking the question and leaves little room for the other person to disagree or contribute. What would change this leading question to an open-ended question? What would change this leading question to a closed question? |
|  | **Trainer 1** says: | Now that we have explored the three types of questions, which types of questions do you think facilitators should try to use most? |
|  | *Trainer 1*: | Get 1-2 responses in the chat box or verbally. |
|  | **Trainer 1** says: | Remember, facilitators want to listen, engage and connect. To do that, we need to encourage others to share their experiences and thoughts. So we want to use Open-Ended questions as much as we can. We can use Close-Ended Questions, when we want to quickly gauge where people are and move to the next topic (i.e. Are you ready to close this conversation? Are there any more questions?). As facilitators, we want to avoid using leading questions. Let’s now transition to encouraging. |
|  | **ENCOURAGING** | |
|  | **Trainer 1** says: | When we are speaking with someone, what are ways that we encourage them to share their thoughts in the conversation? |
|  | *Trainer 1*: | Get some responses from participants verbally or in the chat box |
|  | **Trainer 1** says: | We encourage others through the gestures we use, the words we say and how we pay attention to them. Encouraging behaviors are important because we don’t want to embarrass the participants, we want them to feel welcome and that we treasure what they have to offer. Here are examples of ways to encourage:   * Through words: Uh huh, Say more about that, That’s great, anybody have anything to add?, Good!, Thank you, etc. * Through our gestures and body language: Nodding one’s head, maintaining eye contact, open body position * Paying attention: Picking up on the last word or two of someone else’s sentence to build your response on, making sure you are not distracted doing other things. |
|  | **Trainer 2** says: | What are other ways you’ve seen facilitators encourage you or others in a training? |
|  | *Trainer 2:* | Get some responses from participants verbally or in the chat box. |
|  | **Trainer 2** says: | Now let's move on to our last Key Facilitation Skill which is paraphrasing. |
|  | **SUMMARIZING** | |
|  | **Trainer 1** says: | We summarize to pull important ideas together for further discussion, to prepare to switch to a different topic, to review progress or to check for understanding and agreement. By summarizing, you can encourage participants to think more about what they or others say. Summarized information ensures that everyone in the discussion is clear about what has happened in the just completed portion of the discussion. |
|  | **Trainer 1** says: | We often start off summarizing with phrases like:  *From our work this morning, I see that…*  *Let me try to summarize…*  *I think what we are saying is that we want to…*  A real value of summarizing is that it gives you the opportunity to check for agreement. If people do not agree, it is better for you to know during the discussion than to find out later.  Summarizing is the facilitator bringing together the main points made by a person or group involved in a discussion. |
|  | **Trainer 2** says: | Let’s practice summarizing  Let’s say you are facilitating a group that is discussing what should be most important for Special Olympics in the coming year.   * **Person A says**: “I think that Special Olympics should have a new sport every year because it’s really fun to try out new sports.” * **Person B then says:** “I think more Special Olympics Programs should have athletes as staff members because we know the program better than anyone!”   How would you summarize this portion of the conversation? |
|  | *Trainer 2* : | Get summarizing examples from participants. Then you could offer the following as a summary: “From what I am hearing so far, it seems like trying out new sports and having athletes as staff members is important to at least two of you.” |
|  | **Trainer 2** says: | What questions do you have about summarizing? |
|  | **|0:55| Key Facilitation Skills: Practice (25)** | |
|  | **Trainer 1** says: | Now that we have a sense of the Key Facilitation Skills, we want to put them into practice. Take a few moments to write a few notes for yourself about your response to someone saying “ Tell me about your experience in the Special Olympics”. |
|  | *Trainer 1* | Give the participants 3-4 minutes to jot down a few notes. |
|  | **Trainer 1** says: | I would like to have a volunteer who is willing to share some of what they just wrote down in a conversation with me. |
|  | *Trainer 1* | Get a volunteer. |
|  | **Trainer 1** says: | For the rest of you observing, please note how I do/don’t use the key facilitation skills in this conversation. |
|  | *Trainer 2* | Prepare breakout groups in Zoom (pairs) |
|  | *Trainer 1* | Engage in the short 3-4 minute conversation with a volunteer. The following open-ended questions may be helpful along with active encouraging and paraphrasing:   * How long have you been in Special Olympics? * What have you found best about your experience? * What have you learned from your experience? |
|  | **Trainer 2** says: | Observers, now that you have watched the conversation:   * How did the trainer use questions? What types of questions were used? * How did they encourage? * How did they summarize? |
|  | **Trainer 2** says: | Now we will put you in breakout groups. You will be in a breakout group with another person. The goal is for each of you to practice the key facilitation skills while the other shares their response to “Tell me about your experience in Special Olympics.” You will have two rounds so that each person can practice their facilitation skills. |
|  | *Trainer 2* | Put participants in breakout rooms and watch the time (4 minutes per round for a total of 8 minutes). After 4 minutes, remind participants to switch roles.  *Once the breakout rooms are closed,* |
|  | **Trainer 2** says: | Now that we are back together:   * How did the practice go? * Was there a skill you found that came easily? * Was there a skill that was more challenging? * What did you learn from the practice? |
|  | **Trainer 2** says: | Again, we want to remind you that these skills are core to being an effective facilitator. You can look at ways to practice them in everyday conversations. Now we will go on break for 5 minutes. |
|  | **|1:20| Five-Minute Break (5)** | |
|  | **|1:25| Facilitator Superpower is Knowing What to do with Questions (25)** | |
|  | **Trainer 1** says: | Remember that facilitators can support participants by listening, engaging and connecting ideas of participants in the moment. An opportunity to do this is in deciding what to do with a question. |
|  | **Trainer 1** says: | When a facilitator is asked a question, they either know the answer or they do not.  **If they DON'T know the answer, they should…**   1. Actively listen to gain understanding by paraphrasing and encouraging as needed.    1. This may include asking the asker to repeat the question or ask it in a different way if you do not understand the question. Also, you could ask your co-facilitator to paraphrase the question for you if you do not understand the question. It is well-worth the time to make sure you and others understand the question being asked. 2. Make a choice:    1. **RETURN**: Ask the asker what they think/what their experience tells them.       1. For example: “That’s a good question, what are your thoughts on that?”    2. **RELAY**: Ask the group if they know the answer/what their experience tells them.       1. For example: “Interesting, what do others think about that?”    3. **PASS**: Don’t answer now, but maybe later with the person who asked or in another meeting.       1. For example: “Thanks for offering that question, unfortunately we don’t have time to answer it now, could you and I discuss it more during the break?”   **If they DO know the answer, they should…**   1. Actively listen to gain understanding by paraphrasing and encouraging as needed. 2. Make a choice:    1. **ANSWER** as direct and concise as possible    2. **RETURN** or **RELAY**: Decide it is better for others to contribute    3. **PASS**: Decide there is not enough time in the meeting/training to answer |
|  | **Trainer 1** says: | We make these decisions by trying to balance the need for participants to actively engage with the need to move through the agenda. |
|  | **Trainer 1** says: | What questions do you have about the choices a facilitator has when answering questions? |
|  | **Trainer 2** says: | Let’s practice using our superpower!  Let’s say you are facilitating a discussion about Special Olympics and someone says “This all sounds great, but what I really want to know is how do you become an Athlete Leader?” I want you to engage your superpower in response to that question. |
|  | **Trainer 2** says: | First, how would we show that we are actively listening to the person and the question being asked? |
|  | *Trainer 2* | Get responses from participants.  The responses may include encouraging body language, paraphrasing the question “Great question, we often get questions about becoming an Athlete leader.” Or asking a follow-up question “Thanks for the question, What about becoming an Athlete leader are you particularly interested in…the training, the years of experience, the qualities that we are looking for in an athlete leader or something else?” If you don’t understand the question you could say “Thank you for the question, I didn’t quite understand it, could you please repeat it?”  *Trainer 2* Give encouraging feedback or build on participant responses as needed. |
|  | **Trainer 2** says: | Let’s say, you want to **RETURN** the question, how would you do that? |
|  | *Trainer 2* | Get responses from participants. The responses may include something like “Thanks for asking that, what have you heard it takes to become an athlete leader?” or “What do you think it takes to become an athlete leader?”  *Trainer 2* Give encouraging feedback or build on participant responses as needed. |
|  | **Trainer 2** says: | Let’s say, you want to **RELAY** the question, how would you do that? |
|  | *Trainer 2* | Get responses from participants. The responses may include something like “I would love to hear what others have heard it takes to become an Athlete leader?”  *Trainer 2* Give encouraging feedback or build on participant responses as needed. |
|  | **Trainer 2** says: | Let’s say, you want to **PASS** the question, how would you do that? |
|  | *Trainer 2* | Get responses from participants. The responses may include something like “That’s a good question, we are actually going to cover that a little later in our agenda, do you mind if we wait to answer it then?” OR “Thanks for the question, my colleague Ann is here with us and she is an expert on the steps it takes to become an Athlete Leader, would you mind speaking with her during the break about that?”  *Trainer 2* Give encouraging feedback or build on participant responses as needed. |
|  | **Trainer 2** says: | Let’s say, you want to **ANSWER** the question, how would you do that in a direct and concise way? |
|  | *Trainer 2* | Get responses from participants.  *Trainer 2* Give encouraging feedback or build on participant responses as needed. |
|  | **Trainer 1** says: | Wonderful job in practicing the various ways we can respond to questions. What do you see as the benefit of using various ways to answer a question? |
|  | *Trainer 2* | Get responses from participants. Responses may include:   * You ensure you understand the question they are asking * You invite the person asking the question to share the knowledge * You invite the group to share the knowledge they have * You encourage connection and engagement between members of the group * The facilitator doesn’t feel like they have to know everything or answer all the questions |
|  | **Trainer 1** says: | We’ve had a full session, let’s bring it all together and think about next steps. |
|  | **|1:50| Bringing It All Together (9)** | |
|  | **Trainer 1** says: | During this session, we’ve talked about the characteristics of a good facilitator, we’ve defined facilitation spoken about the facilitator role, we’ve gone over the key facilitation skills (asking questions, paraphrasing and encouraging) and we’ve talked about different ways to answer questions (Return, Relay, Pass). Let’s take some time to think about your next steps in continuing to strengthen your facilitation skills. |
|  | **Trainer 1** says: | Go to the action planning template to answer:   1. What are your facilitation goals going forward? (What do you want to improve?) 2. How will you practice being a facilitator? 3. What opportunities are you most interested in facilitating a conversation for? (Options include trainings with health professionals, helping schools become more inclusive, Unified Leadership trainings to help organizations see the value in hiring people with intellectual disabilities, and many more). 4. Are you interested in taking the Level II Facilitation Training?    1. Note this training is specifically to help you use your own stories/experiences in trainings to emphasize a point or make a connection. Today’s session was about the basics of facilitation. Level II is about the art of bringing in examples that will motivate people in a training. It will teach you how to convince people to join your cause or get them to act. |
|  | *Trainer 1* | Give the participants 5-7 minutes to individually reflect and write down responses to the questions. |
|  | **Trainer 2** says: | Would anyone like to share some ideas they wrote down in response to the action planning? |
|  | *Trainer 2* | Get a few responses and any additional tips or thoughts to what the participants have said. |
|  | **|1:50| Close (1)** | |
|  | **Trainer 2** says: | It has been our pleasure facilitating this session with you. We wish you good luck as you facilitate the learning, engagement and contributions of others. |
|  | **Trainer 1** says: | Thank you! Please don’t hesitate to reach out to us if you have any further questions. |