Facilitation Skills Training

Easy Read Training Guide

Session 2

**Facilitation Skills Training**

Session 2: 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**:   * Know when to share your stories to help connect and engage with participants * Identify facilitation areas to practice |
|  |  | **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. |
|  |  | **Session Pre-work:**   * Video: The Power of Telling Your Story: <https://www.youtube.com/watch?v=NqCsc31xg24> * [Pre-worksheet on ‘Developing My Story’](https://docs.google.com/document/d/1WXjZPzD7_ulQAuSgu9kYXo0NPaFGNxDV6I53M-IAcRs/edit) |
|  |  | **Session outline (duration minutes in parentheses):**   1. Kick-off and introductions, objectives, agenda, learning norms (10 minutes) 2. Getting started: The power of telling your story (video) (10) 3. Why stories are so important when facilitating (15) 4. Connecting my story with others: Round 1 (40) 5. Break (5) 6. Connecting my story with others: Round 2 (25) 7. Bringing it all together: Action planning (10) 8. Close (5) |

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| **Note to Facilitation 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 all the links that will be shared with participants and tests Zoom polls. * *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 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, introductions, objectives, agenda, learning norms (10)** | |
|  | **INTRODUCTIONS** | |
|  | **Trainer 1** says: | Today we are focusing on the power of your stories. Stories are so important when facilitating and we will be speaking today about why. 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 type of story (maybe action, romance, thriller, hero’s journey, etc). |
|  | *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.  **Note:** If the audience is less than 10 participants, you could also have them introduce themselves verbally. |
|  | **REMINDER OF SESSION ONE** | |
|  | **Trainer 1** says: | As you recall, in Session One we covered the following topics:   * Defined a facilitator * Key facilitation skills * Knowing what to do with questions   We will build on these topics in this session. |
|  | **OBJECTIVES** | |
|  | **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 two objectives for our 2-hour session, today are to:   * Know when to share your stories to help connect and engage with participants. * Identify facilitation areas to practice |
|  | **AGENDA** | |
|  | **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. |
|  | **LEARNING NORMS** | |
|  | **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. |
|  | **ZOOM FUNCTIONALITY** | |
|  | **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| The Power of Telling your Story (Pre-work video) (10)** | |
|  | **Trainer 1** says: | As we are getting started, I want us all to think about the pre-work video: the power of telling your story. What do you remember from the video? Please raise your hand and share.  [PROCESS A FEW OF THE ANSWERS, PARAPHRASE THEIR TAKEAWAYS] |
|  | **Trainer 2** says: | I enjoyed the video. Some of the key takeaways I remember was:   * Sharing your story creates connection * Stories bind us together and help us make sense of our shared experiences * Your past is your greatest asset * Share things about yourself that help you connect with your audience * Sharing your story is an act of vulnerability (allowing yourself to be seen) but with vulnerability comes power   Why is it important for you, as a person with IDD, to share your story with others? |
|  | **Trainer 1** says: | One of the things we need to do when facilitating is help connect with the participants. We also show that the concepts and the ideas people might be sharing or questions they are asking can be applied to real life. But it can be difficult to tell your story and very difficult when you haven’t had time to practice. So, through this course, we want to give you some time to practice identifying and telling those stories. |
|  | **|0:20| Why stories are so important to build connections with participants? (15)** | |
|  | **Trainer 1** says: | We talked about our favorite stories at the beginning of the session. The type of stories that we love. Maybe an adventure story, a thriller, or a romance.  But why do we love these stories? Why are we drawn to them?  Can someone raise their hand and tell me what they love about stories? Why do we like them?  [after collecting a few answers, move on to lecturette]  The reasons stories are important is because:   * Stories build understanding * Stories build empathy (the ability to understand and share the feelings of another) * Stories help clarify complicated and difficult situations. * Stories are powerful. They help create connection, bind us together and help us make sense of our shared experiences. When you share stories about yourself you connect with the group, you are facilitating and creating deeper and more lasting lasting.   And you all, hopefully did the pre-work and chose three stories that you started developing. And we did this too. Let’s hear from [TRAINER TWO NAME] about a story they developed for this course. |
|  | *Trainer 2*: | Choose one of the pre-work stories from the [developing your story worksheet](https://docs.google.com/document/d/1WXjZPzD7_ulQAuSgu9kYXo0NPaFGNxDV6I53M-IAcRs/edit) prior to the course. Tell the story to the group. |
|  | **Trainer 1** says: | Thank you [TRAINER 2 NAME]. I loved that story.  What did you learn about [TRAINER 2 NAME] from their story?  And you know what I learned about you from that story? [INSERT YOUR OWN REFLECTIONS FROM THE STORY].  And now we are going to give you some time to practice telling your story. The idea is that by identifying your story, writing it down and developing it, and telling it, you will have this story in your back pocket, in a sense, that you can use when needed during a facilitation session (or whenever it is needed!). |
|  | **|0:35| Connecting My Story With Others - Individual Work (15)** | |
|  | **Trainer 1** says: | To practice this, we are going to give you some individual time to think about how you might use the story you developed in a real situation.  You will see on the slide the situation you’ve been assigned. In the chat, please click on the situation associated with your name.  Spend 15 minutes reading your assigned situation and answering the questions:   * What is the participant asking? * What advice would you give the participant? * What story would you tell the participant to help them understand?   Build on the story chosen earlier to show how that would help answer a question/situation from the participant. |
|  | **|0:55| Connecting My Story With Others – Round 1 (25)** | |
|  | **Trainer 2** says: | Now that you’ve had some time to think about it and prepare, we want you to share what you’ve discussed in your assigned breakout group.  In your breakout group, share the different ways you would handle your situation. Select one of the approaches shared to role play in the large room/when we come back together. Have a volunteer agree to role play that situation. That volunteer should practice in the breakout room with others offering them ideas for ways to make it even better.  When you come back after practicing this, one of you (from your breakout group) will be role-playing this situation with me or [SAY OTHER TRAINER’S NAME]. So, be prepared with your story. We (the trainers) will be playing the participant and will ask questions in your situation and you will be the facilitator by giving us advice and sharing a story to help us better understand that advice.  **The first task in your breakout group is to:**   * Share how your answers to the worksheet questions (what is the participant asking, what advice you would give, what story you would tell) * Select one of the people in the breakout group to ‘role play’ this situation with one of the trainers after the break. |
|  | **|1:20| Fifteen-Minute Break (15)** | |
|  | **|1:35| Connecting My Story With Others – Round 2 (25)** | |
|  | *Trainer 1* & *Trainer 2*: | Each facilitator will go into one of the breakout groups. There are three possible situations - choose two of the situations to focus on during this activity. |
|  | **Trainer 1** in Breakout room **1** & **Trainer 2** in Breakout room **2** say: | We will now practice the role play. This is a great opportunity to practice telling your story in a concise and clear way. Have each group selected someone to role play the situation?  Great. Let’s Go! I will play the first participant. Who is going to be the role player? |
|  | **ROLE PLAY 1 IN BREAKOUT ROOM 1 (10 MINUTES)** | |
|  | *Trainer 1:* | Reads the following from the [Speaking Up Situation](https://docs.google.com/document/d/11pR_4nVRu27FwTP0y9xX1fvY71ajTPJ5VK4rV1Ebhlg/edit?usp=sharing) as if they were asking the question and invites the participant to share the response they prepared.  “Thank you for telling us about the importance of speaking up and sharing our point of view. But I’m not sure that will work really well in my situation. The meetings I attend are filled with a lot of people and most of the time it is only 5 or 6 people who always talk and share their ideas. I’d like to share my ideas and think they would help us accomplish our projects in a better way. But there never seems to be time and other people are always speaking up first. How can I find the space to speak and share my ideas when everyone else speaks first?”  **Note:** the total time for each role play is five minutes. If the role player goes over this time, please cut them off. |
|  | **PROCESSING ROLE PLAY 1 (10 MINUTES)** | |
|  | *Trainer 1*: | Processes the role play by noting what was done well and what could be done differently next time.  [**NOTE:** ASK PARTICIPANTS TO SHARE THEIR REFLECTIONS] |
|  | **ROLE PLAY 2 IN BREAKOUT ROOM 2 (10 MINUTES)** | |
|  | *Trainer 2*: | Reads the following from the [Delegation Situation](https://docs.google.com/document/d/1CUwOiP9-rTIHAf5HolKr-fKhhuRJjICRHzBKJPx-rS0/edit?usp=sharing) as if they were asking the question and invites the participant to share the response they prepared.  “You know, I want more responsibility and tasks. But my supervisor doesn’t seem to want to give me more challenging tasks. He just does everything himself. How can I let him know that I can do more?”  **Note:** the total time for each role play is five minutes. If the role player goes over this time, please cut them off. |
|  | **PROCESSING ROLE PLAY 2 (10 MINUTES)** | |
|  | *Trainer 2*: | Processes the role play by noting what was done well and what could be done differently next time.  [**NOTE:** ASK PARTICIPANTS TO SHARE THEIR REFLECTIONS] |
|  | **ROLE PLAY 3 IN BREAKOUT ROOM 2 (10 MINUTES)** | |
|  | *Trainer 2*: | Reads the following from the [Mistakes Situation](https://docs.google.com/document/d/1du-P-lVf3FcgI0Xa-wR9UCiLkSwl1a1IHmTPF2f4BSQ/edit?usp=sharing) as if they were asking the question and invites the participant to share the response they prepared.  “I get that we can learn from our mistakes. But we can’t make mistakes! Our work is really important and people could really be in bad shape if we make mistakes. I’m really worried about failing and I don’t want to disappoint people. But I want to try new things. How can I get more comfortable making mistakes?”  **Note:** the total time for each role play is five minutes. If the role player goes over this time, please cut them off. |
|  | **PROCESSING ROLE PLAY 3 (10 MINUTES)** | |
|  | *Trainer 2*: | Processes the role play by noting what was done well and what could be done differently next time.  [**NOTE:** ASK PARTICIPANTS TO SHARE THEIR REFLECTIONS] |
|  | **|1:50| Bringing It All Together (10)** | |
|  | **Trainer 1** says: | During this session, we’ve talked about the importance of telling stories, practiced developing your story, and practiced telling your story. Now, you aren’t done and we want you to think about how you are going to use this moving forward.   * What other stories are going to develop? * How can you become more comfortable telling your stories? * What do you still need to work on? |
|  | **Trainer 1** says: | Go to the [action planning template](https://docs.google.com/document/d/1N3eu0sUM-vdBBUmxg61EkRMVQTjXwcqolc5chrZ8WTM/edit) to answer:   1. What are your storytelling and facilitation goals going forward? (What do you want to improve?) 2. How will you practice being a storyteller/facilitator? 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. |
|  | *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. |
|  | **|2:00| Close** | |
|  | **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. |