

INTRODUCTION TO FACILITATION

Facilitate means 'to make easy'. Facilitation is the glue that holds a group together. The role is to work with a group who are in much the same situation, to draw-out knowledge and ideas from different members within a group, and to help them learn from each other and to think and act together. Facilitation is about empowering others. The role of a skilled facilitator is to create conditions in which a group can work together effectively.

The main tasks of a facilitator are:

- Help the group set ground rules and keep them
- Build trust
- Encourage and guide participants to think critically
- Active Listening: Listen to participants' comments, questions, and feedback (listen with curiosity)
- Keep on task and keep things moving
- Help with observation and analysis
- Encourage (all) participants to contribute to the discussion
- Help identify opportunities and potentials
- Summarize the discussion or ask others to do so

TEACHER (sage on the stage)	FACILITATOR (guide by the stage)
Content Expert	Process Expert
Teaching starts from teacher's own knowledge	Facilitator starts by assessing the knowledge of the group
Present information	Guide process
Provide the right answer	Provide the right question
Add new knowledge	Connect new knowledge with past experience
Focus on subject matter	Focus on learner
One-way communication: information flows in one direction, from teacher to learner	Information flows in many different directions between the facilitator and individual group members
Passive Learners	Active Learners (use participatory methods/ techniques)
Teacher is in control	Learners are in control
Learner is required to adapt	Learners share
Teachers have a formal relationship with students, based on the status of being a teacher	Facilitators are considered as an equal, and develop relationships based on trust, respect and a desire to serve

LEARNING OBJECTIVES

1. By the end of this activity, learners will be able to produce an effective persuasive essay which takes a stand for/ against a given topic.
 2. By the end of this activity learners will be able to demonstrate their understanding of jazz by responding to a musical piece.
 3. By the end of this activity learners will be able to explain the liars' paradox in their own words.
 4. By the end of this activity learners will be able to discuss the differences and similarities between the two main characters of the story.
 5. By the end of this activity learners will be able to draw a portrait that looks identical to the model.
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6. By the end of this activity learners will be able to construct an argument for utilitarianism in groups of four.
 7. By the end of this activity learners will be able to reassess their understand of causes for obesity.
 8. By the end of this activity learners will be able to distinguish between potential and kinetic energy and demonstrate examples of each.
 9. By the end of this activity learners will be able to integrate a collection of concepts into topic level understanding.
 10. By the end of this activity learners will be able to collaboratively create a list of the characteristics features of impressionist paintings.

DESIGNING A WORKSHOP/ ACTIVITY

OBJECTIVES	
MOTIVATION	
PRE-ASSESSMENT	
ACTIVE ENGAGEMENT	
POST- ASSESSMENT	
WRAP-UP	