



PHASE 2 — DEVELOPMENT

Week 14 of 36

Teaching and Facilitation Skills

Sessions 40–42

Tuesday • Wednesday • Thursday

FORGE — Facilitating Opportunities for Reentry, Growth & Empowerment

Dooly State Prison

FORGE Curriculum

Phase 2: Development — "Build Others"

Week 14: Teaching and Facilitation Skills

Week 14 Overview

Purpose: Week 13 established the mentor identity — who you are as a mentor. Week 14 builds the practical skills — how you actually teach and lead a session. By the end of this week, every participant will understand how adults learn, know the difference between facilitating and lecturing, and have written a complete lesson plan that they'll deliver next week. This is where the shift from "I know this material" to "I can help someone else learn it" becomes real.

Sessions This Week: - Session 40 (Tuesday): How Adults Learn - Session 41 (Wednesday): Facilitation vs. Lecturing - Session 42 (Thursday): Lesson Planning

Materials Needed: - Journals/notebooks - Pens/pencils (1 per participant) - Talking piece for circle process - Easel paper or whiteboard (if available) - Handout: "4 Adult Learning Principles" summary (1 per participant) - Handout: "Lesson Plan Template" — Hook / Content / Practice / Debrief (1 per participant) - Handout: "Observation Rubric" for teaching practicum (1 per participant — will be used in Week 15) - List of Phase 1 topics available for practicum lessons (1 per participant) - Timer or watch for timed exercises

SESSION 40: How Adults Learn

Day: Tuesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (if available)

Learning Objectives

By the end of this session, participants will be able to: 1. Explain Knowles' 4 principles of adult learning in their own words 2. Identify 4 learning styles and describe how each one takes in information 3. Design a simple activity that addresses at least 2 different learning styles 4. Explain why understanding your audience matters more than knowing your content

Session Plan

Opening Circle (10 minutes)

Facilitator:

"Check-in round. How are you doing today? And: think back to Phase 1 — what was the most effective session? Not your favorite topic. The session where you actually learned the most. What made it work?"

Send the talking piece. Listen carefully — their answers will foreshadow the principles you're about to teach. Reference them later.

Bridge from Week 13 (5 minutes)

Facilitator:

"Last week we focused on who you are as a mentor. This week is about what you do as a mentor — specifically, how you teach and how you run a session.

Here's what I've seen happen in every mentoring program that doesn't train this: a man who's done incredible personal work, who genuinely understands the material, stands in front of a group and lectures for an hour straight. Eyes glaze over. People check out. The mentor walks away frustrated: 'They just don't care.'

The problem isn't the audience. The problem is the delivery. Knowing something and being able to teach it are two completely different skills. This week, you learn the second one."

Knowles' 4 Principles of Adult Learning (30 minutes)

Purpose: Give participants a framework for understanding how the men they'll mentor actually learn. This isn't academic — it's practical.

Facilitator:

"In the 1970s, a researcher named Malcolm Knowles studied how adults learn differently from children. He found four key principles. I'm going to give you each one, and then we're going to connect it to your own experience."

Principle 1: Adults need to know WHY they're learning something.

"Children will learn something just because the teacher says so. Adults won't. If a grown man doesn't understand why this matters — why learning emotional regulation or conflict resolution is going to help him — he checks out. He might sit in the chair, but his mind is gone.

What this means for you as a facilitator: before you teach anything, answer the question 'Why should I care?' If you can't answer that in one sentence, you're not ready to teach it."

Facilitator:

"Think about Phase 1. Week 2 — thinking errors. Did that lesson start with 'Here are the 8 thinking errors, memorize them'? No. It started with 'How thinking controls behavior.' It gave you the WHY before the WHAT. How many of you would have cared about a list of 8 thinking errors without understanding why they matter?"

Allow 2-3 responses.

Principle 2: Adults learn best from experience, not lectures.

"Adults don't learn by sitting and listening. They learn by doing. Think about every skill you've actually retained from Phase 1 — was it because I told you about it, or because you practiced it? The paired listening exercises. The role-play de-escalations. The thinking reports you wrote about YOUR situations.

What this means for you: every session you facilitate needs to include practice. Not 'talk about it.' DO it. If you're teaching conflict resolution, don't just explain the steps — put people in a scenario and let them try. If you're teaching emotional regulation, don't just describe breathing techniques — have them practice in the moment. Experience is the teacher. You're just the guide."

Principle 3: Adults approach learning as problem-solving.

"Adults aren't interested in theory for its own sake. They want to solve a problem they're facing RIGHT NOW. If you're teaching communication skills, don't start with 'The four communication styles are...'. Start with 'Have you ever tried to tell someone something important and it went completely wrong? That's what we're going to fix today.'

What this means for you: frame every lesson around a problem your audience actually has. Not a textbook problem. A dorm problem. A life problem. A relationship problem. The content is the solution — but the problem has to come first."

Principle 4: Adults learn best when the topic has immediate application.

"If someone thinks 'I'll need this someday,' they'll forget it by tomorrow. If they think 'I can use this tonight,' they'll remember it. That's why homework in FORGE isn't busy work — it's application. 'Use an I-statement in a conversation this week.' 'Practice the STOP technique twice.' 'Complete 3 acts of service.'

What this means for you: at the end of every session, give people something to DO with what they just learned. Not 'think about it.' DO it. Today. This week. Immediate application cements learning. Everything else evaporates."

Quick review:

"Let me hear them back. Four principles. Who can give me one?"

Call on 4 different participants to repeat each principle in their own words. Correct gently if needed, affirm when they nail it.

Learning Styles (20 minutes)

Purpose: Not everyone takes in information the same way. A good facilitator reaches the whole room.

Facilitator:

"Now that you know how adults learn in general, let's talk about how individuals differ. There are four main learning styles. Most people have a dominant one, but everyone uses a mix."

Visual learners — They learn by seeing. Diagrams, charts, written lists, demonstrations. When you put something on the board, these are the guys who get it immediately. When you only talk, they struggle.

"In here, what does this look like? The visual learner is the guy who asks 'Can you write that down?' or who draws out the conflict resolution steps so he can see them. If you're facilitating and you only talk, you're losing this guy."

Auditory learners — They learn by hearing. Discussion, verbal explanation, stories. They process information by talking it through. They remember what you said better than what you wrote.

"This is the guy who gets it during the group discussion but can't remember what was on the handout. When you tell a story or share an example, he lights up. He learns by hearing AND by talking — so discussion is his best tool."

Kinesthetic learners — They learn by doing. Role-play, hands-on activities, movement. They can't sit still for a lecture — not because they're disrespectful, but because their brain needs their body to be involved.

"In here? This is the guy who was bored during the lecture but came alive during the role-play. The guy who learns conflict resolution by doing it, not by hearing about it. If your session is all talk, you've lost him."

Reading/writing learners — They learn by reading and writing. Handouts, journal exercises, written reflections. They process information by putting it on paper.

"This is the guy who takes notes during every session. The guy whose journal is full. He learns by writing things down and reading them back. The journaling practice in FORGE was designed for this learner."

Facilitator:

*"Here's the point: **when you facilitate a session, you will have all four types in the room.** If you only lecture, you reach the auditory learners and lose everyone else. If you only do role-plays, you reach the kinesthetic learners and overwhelm the reading/writing learners."*

A good facilitator uses variety. Every session should include something to see, something to hear, something to do, and something to write. You don't have to be perfect at this — you just have to be intentional."

Quick self-assessment:

"What's YOUR dominant learning style? Think about it. When did you learn best in Phase 1? When you were listening? When you were doing role-plays? When you were writing in your journal? When something was drawn out on the board?"

Go-around (brief — just a word or two from each person). This builds self-awareness and also shows the diversity of learning styles in the room.

Exercise: Teach One Concept Three Ways (20 minutes)

Purpose: Apply adult learning principles and learning styles immediately.

Facilitator:

"Pair up. Each pair picks ONE FORGE concept from Phase 1 — any concept. Thinking errors. The escalation curve. Active listening. I-statements. The conflict resolution steps. Whatever you want.

Your task: design a 10-minute mini-lesson on that concept. But here's the requirement — your lesson has to use at least 3 different approaches to reach different learners. Maybe you explain it verbally (auditory), draw a diagram (visual), and have them practice it (kinesthetic). Maybe you tell a story, hand out a written summary, and do a role-play.

You have 10 minutes to plan. Then 2 pairs will demonstrate their approach."

Pairs work for 10 minutes. Facilitator circulates, asks questions, pushes for creativity:

"How are you reaching the kinesthetic learner? What's the visual element? Where does the practice come in?"

2 pairs demonstrate (3-4 min each). After each demonstration:

"What learning styles did they hit? What would you add to reach the ones they missed?"

Debrief (3 min):

Facilitator:

"Notice what just happened. When I asked you to teach a concept three ways, you had to understand it at a deeper level than when you just knew it for yourself. That's the paradox we talked about last week — teaching forces deeper learning. You're going to experience this again and again."

Closing Circle (10 minutes)

Facilitator:

"Closing round: What's one thing about how YOU learn that you wish your teachers had known when you were younger?"

Talking piece goes around. This question often surfaces powerful stories about educational failure and missed potential.

Facilitator (closing):

"What I'm hearing is that most of you were failed by people who didn't know how to teach you — not because you couldn't learn. You can be the person who doesn't make that mistake for someone else.

*Homework: 1. Journal entry: **Pick a Phase 1 concept you want to teach. Write down how you'd explain it to three different types of learners.** This is pre-work for your lesson plan on Thursday. 2. Start thinking about which Phase 1 topic you want to use for your teaching practicum next week. You'll deliver a 30-minute lesson. Pick something you know well and care about.*

Tomorrow we talk about the difference between facilitating and lecturing — and how to manage a room when things get complicated. See you Wednesday."

Session 40 Checklist

- Room in circle formation
- Opening circle completed
- Bridge from Week 13 delivered
- Knowles' 4 adult learning principles taught with examples
- Participants repeated principles in own words
- 4 learning styles explained with prison-relevant examples
- Quick self-assessment on personal learning style completed
- "Teach One Concept Three Ways" exercise completed in pairs
- 2 pairs demonstrated their mini-lessons
- Closing circle completed
- Homework assigned (journal on multi-style teaching + choose practicum topic)

SESSION 41: Facilitation vs. Lecturing

Day: Wednesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (if available)

Learning Objectives

By the end of this session, participants will be able to: 1. Explain the difference between a facilitator and a lecturer 2. Formulate open-ended, powerful questions that draw out group thinking 3. Identify and respond to 4 common group dynamic challenges (the quiet one, the dominator, the disruptor, the skeptic) 4. Conduct a brief debrief that draws learning out of an exercise 5. Facilitate a 5-minute group discussion with feedback

Session Plan

Opening Circle (10 minutes)

Facilitator:

"Check-in round. What Phase 1 topic did you choose for your practicum lesson next week? And on a scale of 1-10, how confident are you about teaching it?"

Talking piece. Note topics and confidence levels. If duplicates arise, that's fine — different facilitators will teach the same topic differently.

The Facilitator's Role: Guide, Not Expert (15 minutes)

Purpose: Shift participants' mental model of what leading a session looks like.

Facilitator:

"Here's the biggest mistake new facilitators make: they think their job is to be the smartest person in the room. They think they need to have every answer, fill every silence, and deliver a perfect performance.

That's a lecturer. And lecturers are usually the only person in the room who thinks the session went well.

A facilitator is different. The word 'facilitate' comes from a Latin word that means 'to make easy.' Your job is not to pour knowledge into people's heads. Your job is to create conditions where people discover knowledge for themselves.

Think about the best sessions in Phase 1. Were they the ones where I talked for two hours straight? Or were they the ones where you practiced, discussed, argued, and figured things out together? The facilitator's skill is in the setup, the questions, and the debrief — not in the lecture.

Here's how I think about it:"

A lecturer says: "Here's what you need to know." A facilitator says: "What do you already know about this? Where are the gaps? Let's explore."

A lecturer fills silence with more talking. A facilitator uses silence as a tool — letting people think, process, and find their own words.

A lecturer gets uncomfortable when someone disagrees. A facilitator gets curious: "Tell me more about that. What makes you see it that way?"

A lecturer measures success by how much content was covered. A facilitator measures success by how much the group learned and applied.

Facilitator:

"I want to be honest with you — this is hard. When you know the material, the temptation to just tell people the answer is almost overwhelming. You'll watch someone struggle and every instinct will say 'Just explain it!' But if you explain it, they hear your answer. If you guide them to find it themselves, they own it. And ownership is what creates change."

Asking Powerful Questions (20 minutes)

Purpose: The facilitator's most important tool is the question, not the answer.

Facilitator:

"The single most important skill you'll develop as a facilitator is asking good questions. Not any question — the right question at the right time. Let me show you the difference."

Closed questions (avoid these most of the time): - "Does that make sense?" (Everyone nods, nobody learned anything.) - "Do you agree?" (Gets a yes/no. Conversation stops.) - "Did you do the homework?" (Yes or no. No depth.)

Open questions (use these): - "What stood out to you about that?" - "How does this connect to something you've experienced?" - "What would you do differently if you could replay that situation?" - "What's the hardest part of what we just discussed?" - "Who sees it differently? Why?"

Powerful questions (these change the room): - "What are you afraid would happen if you actually did this?" - "What's the cost of NOT changing this pattern?" - "If your mentee were watching you right now, what would he learn?" - "What would it take for you to believe this is possible?" - "What are you not saying that needs to be said?"

Facilitator:

"Notice the pattern. Closed questions get information. Open questions get thinking. Powerful questions get transformation."

Your goal as a facilitator is to spend most of your time in the open and powerful zones. You ask the question, then you shut up and let the room work."

Practice:

"I'm going to give you a statement. Your job is to turn it into a powerful question. Don't explain the concept — ask a question that would make someone discover it themselves."

Read each statement. Give pairs 30 seconds to formulate a question. Then hear 2-3 responses.

Statement: "Anger is usually a secondary emotion covering something else." **Good questions:** "Think about the last time you were really angry. What was underneath it?" / "Why do you think anger feels safer than sadness or fear?"

Statement: "Thinking errors lead to bad decisions." **Good questions:** "Can anyone share a time when what you were telling yourself turned out to be completely wrong — and it cost you something?" / "What story were you believing in that moment?"

Statement: "Active listening means reflecting back what you heard." **Good questions:** "What's it like when someone actually listens to you — really listens? How do you know they heard you?" / "What happens in a conversation when the other person is planning their response instead of listening?"

Facilitator:

"See what happened? The statement gives information. The question creates experience. When someone answers a powerful question, they're not just learning your concept — they're connecting it to their life. That's where change happens."

Managing Group Dynamics (25 minutes)

Purpose: Every group has challenging dynamics. A skilled facilitator manages them without losing the room.

Facilitator:

"Let's talk about the four people you'll meet in every group you ever facilitate. I guarantee you'll recognize them from this cohort — and if you're being honest, you'll recognize yourself."

The Quiet One

"He's in every group. He sits, he listens, he never volunteers. Some facilitators ignore him. Others put him on the spot. Both are wrong."

The quiet one might be quiet because he's processing internally. He might be quiet because he doesn't trust the group yet. He might be quiet because he's been taught that speaking up is dangerous.

What to do: - Don't force him to talk. That builds resentment, not engagement. - Create safe entry points: pair work, written exercises, small group before large group. It's easier to talk to one person than twelve. - Check in privately after the session: 'I noticed you were quiet today. I want to make sure you're getting what you need. Is there anything I can do differently?' - Use the go-around format when you want everyone's voice. It gives the quiet one a structured moment to speak without having to interrupt. - Affirm when he does speak: 'Thank you for that — that's an important point.'"

The Dominator

"He has something to say about everything. He answers first, talks longest, and doesn't realize he's sucking the oxygen out of the room. He might be enthusiastic. He might be insecure. He might just love the sound of his own voice."

What to do: - Set group expectations early: 'I want to hear from people who haven't spoken yet.' - Redirect with respect: 'I appreciate your input — let's hear from someone else on this.' - Use structured formats: 'Everyone gets 60 seconds. That's it.' - Talk to him privately: 'I can tell you're engaged, and that's great. I need your help drawing others in. Can you hold back sometimes and let others find their voice first?' - Channel his energy: give him a role — timekeeper, note-taker, observer who reports back."

The Disruptor

"Side conversations, jokes at the wrong moment, eye-rolling, checking out, going to the bathroom every 20 minutes. The disruptor might be bored. He might be uncomfortable with the material. He might be testing you."

What to do: - Address the behavior, not the character: 'I need everyone's attention here — this is important' not 'You're being disrespectful.' - Use proximity: move closer to the disruptor. Physical presence often settles behavior without a word. - If it's a side conversation: pause, look at them, wait. Silence is loud. The group will self-correct. - If it continues, address it privately at break: 'What's going on? You seem checked out today. Is something up?' - If it's persistent and affecting the group: this becomes an accountability conversation using the SBI model from Phase 1."

The Skeptic

"Arms crossed. 'This doesn't work.' 'This is stupid.' 'You don't know what you're talking about.' The skeptic is the one most facilitators fear — and the one who, handled well, can actually make your session better."

What to do: - Don't fight skepticism. Welcome it: 'That's a fair challenge. Tell me more about why you see it that way.' - Ask the group: 'Who agrees? Who disagrees? Let's talk about it.' - Use the skeptic's resistance as a teaching moment: 'Resistance to change is natural. What are you protecting by holding onto that belief?' - Be honest when the skeptic has a point. If something you said was off, own it: 'You're right — that didn't land the way

I intended. Let me try again.' - Never make a skeptic the enemy. The moment you argue with a skeptic in front of the group, you've lost the room. Stay curious, stay calm, stay open."

The Art of the Debrief (15 minutes)

Purpose: The debrief is where learning is cemented. An exercise without a debrief is just an activity — it becomes a lesson when you process it.

Facilitator:

"Every exercise you run as a facilitator needs to end with a debrief. The exercise is the experience. The debrief is where the learning happens. Without a debrief, people had an experience but they didn't extract the lesson from it. Here's a simple debrief structure — three questions, in order:"

- 1. What happened?** (Get the facts and observations on the table.) - "What did you notice during that exercise?" - "What stood out to you?" - "What was surprising?"
- 2. So what?** (Draw out the meaning.) - "Why does that matter?" - "How does this connect to what we're learning?" - "What did this teach you about yourself?"
- 3. Now what?** (Connect to action.) - "How will you use this?" - "What will you do differently based on what you just experienced?" - "What's your takeaway?"

Facilitator:

"Three questions: What happened? So what? Now what? You can debrief any exercise, any simulation, any discussion with these three questions. Memorize them. They'll become second nature."

Quick practice:

"Think back to any exercise we've done in FORGE. In 2 sentences, give me a 'What happened, So what, Now what' debrief of that exercise."

Call on 3 participants. Coach their debrief responses:

"Good 'what happened.' Push the 'so what' deeper — why does that matter to them, not just in general? The 'now what' needs to be specific — what exactly will they do?"

Exercise: 5-Minute Facilitation (20 minutes)

Purpose: Every participant facilitates a short discussion RIGHT NOW. This is the first real practice.

Facilitator:

"Time to do it. Each of you is going to facilitate a 5-minute group discussion on any topic you choose. It can be a FORGE topic, a life question, a debatable issue — anything appropriate.

Here are the rules: 1. You have to start with an open or powerful question — no lecture 2. You have to get at least 3 people to participate 3. You have to close with a brief debrief — What happened? So what? Now what? 4. You have 5 minutes. I'll time you.

We'll do 4 people today. The rest of you are observers. After each facilitator, we give 2 minutes of feedback: one thing that worked well, one thing to improve."

4 volunteers or assigned participants facilitate. After each:

Feedback round (2 min each): - Facilitator gives one specific strength and one specific area for improvement - 1-2 peers give feedback

Common feedback to offer: - "You talked too much — let the group do more work" - "Great opening question — it got people talking immediately" - "You answered your own question. Next time, hold the silence" - "Good eye contact — you were connected to the room" - "Your debrief was surface-level. Push deeper: "Why does that matter?""

Facilitator (after all 4):

"How did that feel? For those who facilitated — what surprised you? For those observing — what did you learn from watching?"

Allow 3-4 responses.

"The gap between knowing how to facilitate and actually facilitating is enormous. You just crossed it for the first time. Tomorrow we put it all together with lesson planning. Thursday you'll build the lesson you'll deliver next week."

Closing Circle (5 minutes)

Facilitator:

*"Quick closing round: **One word** — how do you feel about facilitating right now?"*

Talking piece.

Facilitator (closing):

"Whatever you feel — nervous, excited, terrified, ready — is exactly right. The only wrong answer would be 'indifferent.'

*Homework: 1. Journal entry: **Write 5 powerful questions you could use to facilitate a discussion on your practicum topic.** Don't use closed questions. Make them open or powerful. 2. Observe a conversation or interaction tomorrow — not as a participant, but as a facilitator would. Notice the dynamics. Who talks? Who's quiet? Who dominates? Who disrupts? Write down what you see.*

Tomorrow you build your lesson plan. Come ready to work. See you Thursday."

Session 41 Checklist

- Room in circle formation
- Opening circle completed — practicum topics and confidence levels noted
- Facilitator vs. lecturer distinction taught
- Powerful questions framework taught (closed → open → powerful)
- Question practice completed with 3 statements
- 4 group dynamics archetypes taught (quiet one, dominator, disruptor, skeptic)
- Strategies for each archetype discussed
- Debrief structure taught (What happened? So what? Now what?)
- 5-minute facilitation exercise completed (4 participants)
- Feedback given after each facilitation
- Closing circle completed
- Homework assigned (5 powerful questions + observation journal)

SESSION 42: Lesson Planning

Day: Thursday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (if available)

Learning Objectives

By the end of this session, participants will be able to: 1. Describe the 4-part lesson structure: Hook, Content, Practice, Debrief 2. Write clear learning objectives using the format "By the end of this session, participants will be able to..." 3. Create a complete 30-minute lesson plan for their practicum topic 4. Identify strategies for adapting a lesson when the plan isn't working

Session Plan

Opening Circle (10 minutes)

Facilitator:

"Check-in round. What did you notice when you observed a conversation or interaction through a facilitator's lens yesterday? What dynamics did you see?"

Talking piece. Affirm good observations. Connect them to the group dynamics content from Session 41.

The 4-Part Lesson Structure (25 minutes)

Purpose: Give participants a simple, repeatable framework for building any session.

Facilitator:

"Every effective lesson — whether it's 30 minutes or 2 hours — follows the same basic structure. Four parts. Learn these and you can build a session on any topic.

Think of it like a meal. You need each course or the experience is incomplete."

Part 1: The HOOK (10-15% of your time)

"The hook is the first 3-5 minutes. Its job is to grab attention and answer the question 'Why should I care?' before anyone has a chance to check out.

A good hook connects the topic to the learner's life. It creates curiosity or urgency. It makes people lean in.

Examples of hooks: - **A question:** 'How many of you have been in a conversation where you could tell the other person wasn't listening? What did that feel like?' (for an active listening lesson) - **A scenario:** 'Imagine you're in the dorm and two men are arguing about a missing item. It's getting loud. Other guys are circling. What do you do?' (for a conflict resolution lesson) - **A statistic:** '75 to 90 percent of incarcerated men have experienced significant trauma. That's nearly everyone in this room.' (for a trauma awareness lesson) - **A personal story:** 'Let me tell you about the time I completely lost my composure and what it cost me.' (for an emotional regulation lesson)

What does NOT work as a hook: - 'Today we're going to learn about...' (That's a syllabus, not a hook.) - Reading from a page - Starting with definitions

Your hook should make someone think, 'I need to hear this.'"

Part 2: The CONTENT (25-30% of your time)

"This is where you teach the concept. But remember — you're a facilitator, not a lecturer. Content delivery should be interactive. You present the idea, but you involve the group as you go.

Rules for content delivery: - Break it into chunks. Don't dump everything at once. Teach one piece, check understanding, move to the next. - Use examples from real life — not textbook examples. Examples from the dorm, from the yard, from relationships. - Ask questions as you go: 'Has anyone experienced this?' 'What do you think happens next?' - Use visuals if possible — write key points on the board, draw a diagram, use a list. - Watch the room. If eyes are glazing, you've been talking too long. Shift to interaction."

Part 3: The PRACTICE (35-40% of your time)

"This is the most important part. This is where learning actually happens. Practice means the participants DO something with the content you just taught.

Types of practice: - **Paired exercise:** Partners practice a skill with each other (active listening, I-statements, conflict resolution steps) - **Role-play:** Act out a scenario using the skills taught - **Written exercise:** Journal prompt, thinking report, reflection - **Group discussion:** Structured conversation with a specific question - **Case study:** 'Here's a situation — what would you do and why?'

The practice portion is where you as a facilitator do the least talking. Set up the exercise clearly, then step back. Walk the room. Listen. Coach quietly. But don't take over.

Remember: adults learn from experience. The practice IS the lesson. Everything else is setup."

Part 4: The DEBRIEF (15-20% of your time)

"You learned this yesterday. The debrief is where you help the group extract meaning from the practice. Without it, they had an experience. With it, they have a lesson.

The three debrief questions: 1. What happened? (observations) 2. So what? (meaning) 3. Now what? (application)

End with a clear takeaway and an action step. 'Here's the one thing I want you to walk out of here with today.'
Then give them something to DO before the next session."

Put the full structure on the board:

HOOK (10-15%) → Grab attention, answer "Why should I care?"
CONTENT (25-30%) → Teach the concept interactively
PRACTICE (35-40%) → Participants DO something with it
DEBRIEF (15-20%) → What happened? So what? Now what? + Action step

Facilitator:

"For your 30-minute practicum lesson next week, that breaks down roughly like this: - Hook: 3-4 minutes - Content: 8-10 minutes - Practice: 10-12 minutes - Debrief: 5-6 minutes

Most new facilitators spend too much time on content and not enough on practice. Fight that instinct. If you have to cut something, cut content, never practice."

Writing Learning Objectives (10 minutes)

Purpose: Teach participants to start with the end in mind.

Facilitator:

"Before you build your lesson, you need to answer one question: **What will participants be able to do after this session that they couldn't do before?**

That's a learning objective. And it starts with these words every time: 'By the end of this session, participants will be able to...'

The key word is 'DO.' Not 'understand.' Not 'know about.' Not 'be aware of.' Those are invisible. You can't observe whether someone 'understands.' You CAN observe whether they can DO something."

Weak objectives: - "Participants will understand conflict resolution." (How do you know? You can't see 'understanding.') - "Participants will learn about thinking errors." (What does 'learn about' look like?)

Strong objectives: - "Participants will be able to identify at least 3 thinking errors in a written scenario." - "Participants will be able to demonstrate the 5-step conflict resolution model in a role-play." - "Participants will be able to use an I-statement instead of a You-statement in a practice conversation."

Facilitator:

"Use action words: identify, describe, demonstrate, practice, explain, apply, create, compare, role-play. These are observable. You can actually see whether someone did them."

Quick practice:

"Turn to the person next to you. In 2 minutes, write one strong learning objective for your practicum topic. Use the format: 'By the end of this session, participants will be able to...' with an action word."

2 minutes. Then hear 4-5 objectives. Coach each one:

"Is that observable? Can you see whether they did it? If so, good. If not, tighten it up."

Preparing Materials with Limited Resources (10 minutes)

Purpose: Be realistic about the environment. Participants won't have PowerPoint, printers, or supplies.

Facilitator:

"Let's be real about resources. You're going to facilitate in an environment where you might not have a whiteboard, you probably don't have a printer, and handouts are a luxury. So how do you prepare materials?"

Use what you have: - Write key points on paper and hold them up, or tape them to the wall - Use your voice and body — demonstrate, act out, tell stories - Leverage the participants themselves — 'I need 3 volunteers to role-play this scenario' - Use everyday objects as props — a book can represent a talking piece, chairs can be rearranged for a fishbowl exercise, standing up and moving creates energy

Prepare what you can: - Write out your lesson plan in your journal — know your flow cold - Write key questions in advance — don't wing the questions - If you can get paper, write the learning objectives and key concepts so participants can see them - Prepare your scenarios, case studies, or role-play setups in writing so you don't forget details under pressure

The most important material is YOU: - Your energy, your preparation, your presence — that's what makes or breaks a session - A well-prepared facilitator with no materials beats an unprepared facilitator with a full supply closet every time"

Exercise: Build Your Lesson Plan (35 minutes)

Purpose: This is the main work of the session. Participants create the lesson plan they'll deliver next week.

Facilitator:

"This is it. You've got 25 minutes to build your 30-minute lesson plan. Use the template. Fill in every section. Be specific — don't write 'do an exercise.' Write exactly what the exercise is, how you'll set it up, what instructions you'll give, and how you'll debrief it."

Distribute or display the template:

LESSON PLAN TEMPLATE

Topic: **Duration:** 30 minutes

Learning Objectives: (1-2 objectives — "By the end of this session, participants will be able to...")

HOOK (3-4 min): - What question, scenario, story, or activity will you use to grab attention? - Write out exactly what you'll say or do.

CONTENT (8-10 min): - What are the key points you'll teach? - How will you make this interactive (not a lecture)? - What questions will you ask along the way? - What visual aids will you use (if any)?

PRACTICE (10-12 min): - What will participants DO? - Write the exact instructions you'll give. - What learning styles does this activity reach? - What will you do while they practice? (circulate, observe, coach)

DEBRIEF (5-6 min): - What are your debrief questions? (What happened? So what? Now what?) - What's the key takeaway? - What action step or homework will you give?

BACKUP PLAN: - If your exercise falls flat, what will you do instead? - If you run out of time, what can you cut? - If you have extra time, what can you add?

25 minutes of working time. Facilitator circulates actively:

- Check that hooks are engaging, not just introductions
- Check that content sections are interactive, not lecture scripts
- Check that practice sections are specific and detailed
- Push on debrief questions: "Are these open questions? Will they draw out real learning?"
- Make sure backup plans exist

Pair review (10 min):

Facilitator:

"Find a partner — preferably someone teaching a different topic. Exchange lesson plans. Read it and give feedback on 3 things: 1. Is the hook engaging? Would it grab your attention? 2. Is the practice section clear enough that you could follow the instructions? 3. Is there a backup plan?"

Be honest. This is a service — helping someone improve their plan before they deliver it."

5 minutes of reading and 5 minutes of verbal feedback between partners.

Adapting on the Fly (10 minutes)

Facilitator:

"Last thing. No plan survives first contact with a real group. You'll prepare a beautiful lesson, and then someone asks a question that takes the conversation somewhere completely different. Or an exercise bombs. Or the group is energized and you want to ride the wave instead of cutting it short.

Here's how you adapt:

Read the room constantly. *Are people engaged? Bored? Confused? Emotional? Let what you see guide your decisions.*

Hold loosely. *Your plan is a guide, not a script. If the group needs something different, adjust.*

Protect the practice. *If you need to cut something, cut content. Never cut the practice or the debrief. The practice is where learning happens. The debrief is where learning sticks.*

Name what's happening. *If you're going off-plan, say so: 'This conversation is too important to cut short. I'm going to adjust our plan because what you're saying matters.' That's transparency, and it builds trust.*

Don't panic. *You'll lose your place. You'll forget something. You'll ask a question and get silence. That's normal. Take a breath, check your notes, and keep going. No one expects perfection. They expect presence."*

Closing Circle (5 minutes)

Facilitator:

*"Closing round: **In one sentence** — what's the strongest part of your lesson plan, and what still needs work?"*

Talking piece.

Facilitator (closing):

*"Homework: 1. **Finalize your lesson plan.** It needs to be complete and ready to deliver by Tuesday. Don't wing it. 2. **Practice your lesson at least twice before Tuesday.** Out loud. Not in your head — out loud. Time yourself. If it runs over 30 minutes, cut. If it's under 25, add. 3. Review the observation rubric — that's what your peers and I will use to give you feedback next week.*

Next week is your teaching practicum. Half of you deliver Tuesday, the other half Wednesday. Thursday we deal with what happens when things go wrong — group dynamics and difficult moments.

This is where it gets real. Prepare like it matters — because it does. See you Tuesday."

Session 42 Checklist

- Room in circle formation
- Opening circle completed — observation homework discussed
- 4-part lesson structure taught (Hook → Content → Practice → Debrief)
- Time breakdowns for 30-minute lesson explained
- Learning objectives format taught (action verbs, observable outcomes)
- Learning objectives practiced and coached
- Limited-resource preparation strategies discussed
- Lesson plan building exercise completed (25 min of working time)
- Pair review of lesson plans completed
- Adapting on the fly — key strategies taught
- Observation rubric distributed or reviewed
- Closing circle completed
- Homework assigned (finalize plan + practice twice out loud + review rubric)

FACILITATOR NOTES FOR WEEK 14

What to Watch For

Content experts who can't teach: Some participants will know Phase 1 material cold but have no idea how to teach it. They'll write lesson plans that are essentially scripts for them to read aloud. Push these participants toward more practice and less content. Ask them: "Where in your plan do participants actually DO something? That needs to be the biggest section."

Overplanners and underplanners: Some participants will write a 3-page lesson plan for a 30-minute session. Others will jot a few bullet points and think they're ready. Both need coaching. The overplanner needs to simplify: "You can't cover all of this in 30 minutes. Pick the 2 most important things and go deep." The underplanner needs to detail: "Walk me through your practice section step by step. What exactly will you say? What exactly will they do?"

Fear of facilitation: Several participants will be genuinely terrified of standing in front of the group. Normalize this. Every facilitator was nervous the first time. The 5-minute exercise in Session 41 was designed to break the ice, but some participants will still struggle. Privately encourage them: "You know this material. You've lived it. Trust yourself."

Peer dynamics during the 5-minute facilitation: Watch for how participants respond when a peer facilitates. Are they supportive? Dismissive? Do they engage or check out? This is a preview of the practicum dynamics next week. If you see disrespect or disengagement, address it directly: "When one of you is facilitating, the rest of you are his group. If you won't give him your respect and attention, what makes you think anyone will give it to you when it's your turn?"

Lesson plan topic overlap: If multiple participants choose the same topic, that's fine — different facilitators will handle the same material differently, which is actually a great learning opportunity. Point this out: "Watch how two people teach the same topic. Same content, different approach. That's the art of facilitation."

Common Week 14 Challenges

"I'm not a teacher." Response: "You're right — you're not a teacher. You're a facilitator. A teacher needs a degree. A facilitator needs experience, empathy, and preparation. You have the first two. This week gives you the third."

"What if nobody participates?" Response: "That's a question about your questions, not about your group. If you ask closed questions — 'Does this make sense?' — you'll get silence. If you ask real questions — 'Who's been in a

situation like this?' — you'll get participation. People want to talk about their own experiences. Give them permission."

"**What if I mess up?**" Response: "You will. And that's fine. The lesson for your group when you mess up and recover gracefully is just as powerful as the lesson you planned. Nobody learns from a perfect facilitator. They learn from an honest one."

"**I don't think I can plan a whole lesson.**" Response: "You just did. You wrote a lesson plan in 25 minutes. It might not be perfect yet, but it exists. Now refine it. Practice it. Get feedback. That's how every session you've ever attended was built — one revision at a time."

Preparation for Week 15

- Determine the practicum schedule: which participants present Tuesday (Session 43) and which present Wednesday (Session 44). Try to split evenly. If you have 12 participants, 6 per day.
- Print or prepare the observation rubric for every participant (they'll each fill one out for every peer who presents)
- Set up the room for presentations — chairs facing front, space for the facilitator to stand and move
- Prepare feedback forms or ensure participants know the feedback format: 1 strength, 1 area for improvement, 1 question
- Have a timer visible for presenters
- Prepare the difficult scenarios for Session 45 (group dynamics role-plays): someone shuts down, goes off track, gets emotional, challenges you, conflict erupts
- Write out the 5 role-play scenarios on separate papers for Session 45
- Review the simulation format: scenario → response → freeze → coach → replay