



Purpose Prep Facilitation Guide

How to facilitate students through a life-changing classroom experience

ESTIMATED TIME TO COMPLETE: 60-90 MINUTES

This guide provides a framework on how to use effective teaching practices and strategies to facilitate and coach students through the Purpose Prep Social Emotional Learning curriculum. You will learn how to empower students to discover their purpose, identify areas of improvement, and unleash their limitless potential.

Every student has a unique perspective and should be encouraged to participate in classroom discussions. As a facilitator, your job is to bring out the best in every student and to help guide classroom discussions to a meaningful conclusion. It is through these interactive experiences that students achieve an awareness and understanding that can lead to lasting change in their lives.

Facilitation Overview

When students know their purpose and are aware of themselves, they are more capable and equipped to succeed in life. When an adult believes in them and sees their potential, it has the potential to change the outcome of their life forever.

WHAT DOES FACILITATION LOOK LIKE?

- It's visual learning experience with a strong focus on compelling storytelling. It's high-energy, sometimes loud, and often filled with emotion.
- It's a group experience where ideas and opinions are openly shared.
- It's engaging and interactive. No one should just be sitting and listening.
- It's not based on a traditional classroom model geared towards lecture and a few open-ended questions. This is an opportunity to engage your students and get them excited about sharing their opinion and learning from their peers.

As a facilitator, you will be responsible for creating a fun-filled, super-charged, and open atmosphere for students. In this guide, you will learn:

- The Facilitator's Role
- Tips & Techniques on How To Create A Powerful Learning Experience
- The Differences Between Teaching & Facilitating
- The 7 Practices You Need To Know As A Facilitator
- 9 Questions That will Impact Your Students
- Establishing The Ground Rules
- Types Of Participants
- Five Experiences That Require Five Minutes Or Less

THE FACILITATOR'S ROLE

The facilitator sets the tone for how students will experience a class. It's the heart, energy, and passion of the facilitator that brings out an openness in others and establishes a freedom for students to share and be themselves. A facilitator's thought-provoking questions can truly open the eyes of students to a new way of thinking about themselves and others.

You are a guide. In this moment, you're not a teacher, parent, or know-it-all; you're a friend, mentor, and coach. The best facilitators find fulfillment in helping students come to conclusions all on their own, and they can make a significant difference in the lives of their students.

As a facilitator, your central responsibility is to:

- Keep the group focused on discussion topics and experiences
- Ask thought-provoking questions that help students draw conclusions and create awareness
- Manage class time
- Capitalize on moments of awareness for students
- Encourage and engage all students to participate openly

Tips & Techniques on How to Create a Powerful Learning Experience

TIPS

Tip 1

Review everything you're going to cover for the upcoming discussion, and reflect on how your personal story fits into the framework of the content. Write down a few story ideas or a way you can engage students with an activity.

Tip 2

Practice stories and personal challenges out loud to help prepare yourself for discussions. Get yourself in the frame of mind to be ready to act and capitalize on every moment with your group.

Tip 3

Welcome students with enthusiasm and look for ways to make a personal connection with each student. Show them you're human and that you really care. Be open with your stories and advice, but allow students to drive most of the discussion.

Tip 4

Remember to share why each topic is important and how this experience will help students grow individually and help out their peers. Establish clear expectations for classroom behavior, time allotted for discussion, and how to interact with one another.



TECHNIQUES

Technique 1

Turn the room from a classroom setting (all the seats facing forward) into an oval or U shape. This will change the way students view the facilitator and encourage more open dialogue.

Technique 2

Always engage students as people, and use their names frequently. If it's a small enough group, you can have them practice a Lightning Share activity (explained below) by doing an ice-breaker and sharing their name, hobbies, and other interesting facts.

Technique 3

Ask for volunteers or helpers. Ask them for their opinion and constantly engage them in the experience. Don't give answers, but focus on asking questions that allow students to arrive at their own conclusions.



DO'S AND DONT'S

DO'S	DON'T
Celebrate progress	Punish
Focus on potential	Focus on problems
Speak purposefully	Speak on autopilot
Ask questions	Give the answers
Relax and have fun	Be stuffy or stiff
Give options	Overshare your own opinions
Create an energetic environment	Quench the energy
Draw out people's emotions	Crush people's emotions
Maintain the focus of the group	Let some students dominate the conversation
Give feedback	Give unwanted advice
Be sensitive to non-verbal cues	Draw conclusions

The Differences between Teaching and Facilitating

TRADITIONAL TEACHING	FACILITATING
Teacher controls classroom experience	Students ask questions and drive discussion
Lecture-oriented	Facilitators capitalize on moments
Low student engagement	Discussion is often raw and real
Teacher is the subject-matter expert	Innovation is key
Students respond only when engaged	Discussion is student-led
Participants seldom ask questions	Based on personal experiences
Displays of emotion aren't encouraged	Emotions are drawn out and encouraged
Answers are either right or wrong	No right or wrong answers
Classes are predictable	Classes are unpredictable
Classes are often dry or boring	Room for spontaneity and silliness
Focus on academic achievement only	Classes are fun and exciting

The 7 Practices You Need to Know as a Facilitator



1. Be Open and Kind

Why? Be open and prepared for both the best and worst to come out of students, and be ready to create meaningful learning moments when either response happens. Every student will experience discussions differently, so each time you facilitate should be unique and exciting because the interaction is always different.

2. Don't Give Answers or Solutions

Why? When we draw conclusions or provide solutions, we stop the discovery process for the student. Allow students to seek and find out new things about themselves. When we ask questions, we can more easily draw the class into a journey of self-discovery.

3. Exude Energy and Passion

Why? Some of your students may show a lack of passion and energy. Remind them that life is a privilege, and it's not about being 100% where we want to be; it's about being 100% who we want to be. People are naturally drawn to passion. They are naturally drawn to energy and excitement. Passion is contagious and it immediately creates an environment for others to learn and engage.

4. Be Loving and Uplifting

Why? Some of your students are not treated with love at home and receive little affirmation on a daily basis. Identify ways that you can be an uplifting voice. Create a safe and inviting environment for students to be 100% themselves. When students have the freedom to be themselves, they will open up and engage more with their peers.

5. Be Thought Provoking and Purposeful

Why? Students can often become confused when we stop providing all the answers. They are used to adults telling them what to do, and they may even like it because it requires no brain power or energy from them. When you are consistent in asking questions and building discussion, you will see how thoughtful and forthcoming students become.

6. Create Moments of Reflection

Why? When we create opportunity for students to reflect on their lives, they can internalize what's being experienced. They have a chance to internalize the wisdom within each lesson and apply it in that moment. It's often helpful for students to close their eyes and visualize how the lesson applies to their life.

7. Be Fun, Engaging, and Interactive

Why? When you create fun, interactive learning moments you're able to grab your class's attention and you empower them to engage. People often remember what they do over what they hear or memorize. Place a strong focus on applying the lessons to real life, and keep the energy and excitement in the class as high as possible.

9 Questions that will Impact your Students

The role of the facilitator is to create awareness and expose what's possible for each student. You don't have to have all the answers, because facilitating isn't about creating cookie-cutter-like responses. Often the best answer or response that you can give a student is to ask them a question that forces them to dig deeper within themselves.



Below are a few examples:

- What can you do to make this better?
- How's that working out for you?
- What would you do if you were me?
- What would you like to do about that?
- If you knew the answer, what would it be?
- If your friend asked you for advice about that, what would you tell them?
- How does that make you feel?
- What's a possible solution for that?
- If you did that, what do you think would happen?

Establishing the Ground Rules

In order to effectively manage a classroom, you must establish clear ground rules to guide conversation and create an open and safe environment. It's important to use clear language when outlining the rules and to introduce them in a lighthearted and engaging way. You may wish to give all the ground rules at once, or you may wish to roll some out as they're needed.



Create a classroom experience that plays to your strengths as a facilitator. Below are a few examples that you can choose to incorporate into your class:

1. Lightning Shares

Tell participants that they are encouraged to share but it has to be quick and as fast as lightning so everyone else doesn't get bored and to keep students from "rambling on." Students often lose focus and end up telling the entire life story of their brother, mother, sister, grandma, or cousin. Encourage students to take their five-minute or one-hour story and make it 30-60 seconds long. Someone might ask them an additional question, but discussion will flow much better if initial comments and stories are kept as short as possible.

2. The Honor Agreement

This is important because participants can often become vulnerable and share sensitive details about their lives. When someone is sharing, it's important that everyone is respectful to them and gives them their undivided attention. The honor agreement is rooted in respect and creates a safe environment to share and become vulnerable.

3. Cell Phones and Distractions

When everyone is focused, the entire experience is different. Tell your students to put their cell phones away for the duration of the lesson. Focus is key to getting the most you can out of each interaction.

4. Confidentiality

Encourage students to take confidentiality very seriously. Have them, in a fun way, put their hand in the air and take the "100% Confidentiality Pledge." It can be as simple as: "Today I will keep everything that is said and done in confidence so those around me can feel safe to be themselves and speak their mind!"

5. The Microphone/Whose Turn

It's important to establish ground rule for whose turn it is to talk. Tell everyone that if they want to share they must raise their hand and be called upon from the facilitator to talk. There can definitely be room for open discussion but feel free to establish clear talking rules if this gets to be a problem in your classroom. If you think your students are ready for it, let the current speaker call on the next speaker—as opposed to your calling on them.

6. Explain the Facilitator and Participant Roles

Emphasize that your role as a facilitator is to help students get the most out of their experience. You are someone who will keep the conversation on track as they learn and go through the interactive learning experience. Let students know that their role is to be open and honest, to attempt to grow as individuals, and support each other's growth.

Types of Participants



No two lesson experiences will be alike, but one thing you can count on is that there will be all different types of personalities in the classroom. Your goal as a facilitator is to be understanding and compassionate toward everyone and create meaningful discussions between students that might be shy, aggressive, frustrating, or rude.

Play off the different personalities types in order to keep unwanted behavior at bay and to keep the energy level high. Below is a list of just a few types of personalities you might run into and how to get the best out of them.

THE TALKER

This person over-talks about everything. You ask them for an opinion and they'll start talking about their vacation next week. They feel the need to fill the air with as many words as possible. If you are in need of someone to get a tough discussion started, though, they will be the one. They spur others on and keep the momentum going if the discussion falls flat. Be mindful of who is sharing and not sharing and keep everyone involved.

THE SILENT ONE

Hiding behind other people's faces and voices, these are the students who think a lot but don't say a lot. They often feel shy or intimidated when sharing and act like they have nothing to say whenever called upon. Don't be fooled! They do, but it just takes time to get it out. Be patient and call on them. They will open up slowly but when trust is earned these students will often have some of the most impacting things to say.

THE ANGRY ONE

These students usually have an attitude, have everyone pegged already, and have a giant chip on their shoulder. Sometimes they can be a distraction to others and need to be given extra attention to prevent them from ruining the experience for others. There's often an emotionally rooted reason for their behavior. It's important to watch these students closely and engage them with support and enthusiasm when they show interest in contributing to the group.

THE INTELLECT

These students usually have a hard time finding their inner self. They use their mind and logic instead of what only their heart can tell them. They use reason and common sense to arrive at correct answers even if it doesn't match up to what they personally believe. Use these students to find a voice of reason when tensions get high or students get sidetracked.

THE EMOTIONAL ONE

This is the person bursting with tears, anger, frustration, or aggression. They are overly emotional about what they're going through and are not afraid to express and show it openly. Don't be afraid to let this person share. They often have a unique gift to get others to open up as well! Be aware of overly emotional or exaggerated individuals just looking for attention. Give them a chance, but be ready to rein them in.

THE COOL ONE

They are always the leaders or "cool" ones in the group who act like they don't care (but really do). They are born leaders. They have wisdom and answers beyond their years. Build relational equity and really believe in these students. Push them to find solutions and answers to questions, and they'll help their classmates do the same.

Five Experiences that Require Five Minutes or Less

These are great classroom experiences you can do any time to keep the attention and energy in a room and get people's emotional intelligence growing.



1. Participant Eye Contact

Pair students and have students face their partners. With their hands by their side, have them make soft eye contact with each other for 60 seconds and connect. Then have them take turns sharing encouraging things about the other person. Tell them to be open, honest, and thoughtful. Be creative, and facilitate the interaction. Have students close their eyes and reflect on what they are hearing and speaking.

2. Say It, Repeat It

Whenever you hear (or say) something of significance in a class discussion, have everyone repeat it. Have students share it with the person next to them. Tell them to look behind them and repeat the phrase. Be fun and goofy. Maybe exclaim, "Man, that's good stuff!" right after a student drops a nugget or piece of wisdom. Have them repeat a word or phrase a few times in unique ways with unique voice tones and fluctuations. Students will have a tendency to remember that moment.

3. If You Can Hear My Voice

To gain your class's attention without raising your voice, try softly saying, "If you can hear my voice, clap your hands once." The students around you will clap their hands, and others will look to see what's happening. Then say, "If you can hear my voice, clap your hands twice." More students will clap. Repeat until you have the attention of everyone.

4. Organize the Room

Give everyone a 60-second challenge: tell your students to place their backpacks on one side of the room. Next, have them reorganize their chairs into an oval. Challenge them to have this done within 60 seconds. Start the timer and see how they react. Take note of who the leaders and bystanders are. Who is helpful, and who is frustrated? Once the students are settled, ask them: "If you were graded on this, would you have passed or failed? What did you guys do well? What can you do better next time? How can we make this more challenging next time?" Try again another day or right then and there!

5. What Does...

At the start of an experience, simply ask the participants what a word means to them. Choose a word like purpose, self-esteem, power, integrity, principles, or success. Choose something that's applicable to the lesson that day. Create discussion around their answers, and play off some of the different perspectives as an introduction to the lesson. Have some students write answers on the board, and engage them in a discussion about what their definition means to them. Have the class come to consensus on what the word means, or if they can't decide, have them align themselves into groups based on their definition. Just remember to keep the excitement level as high as possible and have a little fun along with them!



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