

Script

Opening Prayer/Evocation

Introductions

Name / Occupation & One Career Goal (OR – One Educational Goal, One Spiritual Goal, One Hobby or Interest, etc.) / One Thing You Would Like Us To Know About You / Any Expectation You Have For Today *(You can learn a lot about the participants from the introductions and the questions you ask them to answer. Acknowledge all expectations and address unrealistic expectations from the beginning. You may want to ask the class to work in pairs then have each participant introduce their partner as it is sometimes easier to talk about someone else than oneself.)*

(As the facilitator, you open the door for discussion and then get out of the way. With facilitation, the emphasis is not on the facilitator as the “expert,” but rather the emphasis is on the information. It does not matter who gives the information, what is important is that everyone “gets” it and walks away from the class/discussion having learned and/or experienced something beneficial.

Keep in mind the importance of building community, trust, participation, and the willingness for each participant to share their personal story honestly. Create this atmosphere with your own attitude of calm, loving-kindness and acceptance.

Provide encouragement and support for all to succeed – create a team environment, not a competition.

As much as possible, use a multi-sensory approach so that everyone can receive the information in a style that works well for them. For example, speak clearly, encourage questions, repeat information if necessary, emphasize key points, write key points and phrases on a whiteboard or flip chart, have handouts available, encourage participants to take notes and/or keep a journal, encourage participants to help each other and encourage appropriate interaction during activities.

Remember to talk about logistics, such as when the breaks are, where the restrooms are, that it is okay to step outside of the classroom if necessary, that it is

okay to ask questions, if it is okay to eat in class, etc., so that participants can relax and feel comfortable.

A general format could be for the facilitator to do an opening and share a brief story or anecdote to set the tone of the class/workshop, speak for a bit on the topic of the class/workshop, have a large group discussion, have a small group activity, go over any handouts or homework assignments, summarize all key points, do a closing.)

Story *(Could be any story, anecdote, personal experience, etc. used to create the atmosphere and set the tone for the class.)*

Excerpt from “They’re Playing Your Song” by Alan Cohen

When a woman in a certain African tribe knows she is pregnant, she goes out into the wilderness with a few friends and together they pray and meditate until they hear the song of the child. They recognize that every soul has its own vibration that expresses its unique flavor and purpose. When the women attune to the song, they sing it out loud. Then they return to the tribe to teach it to everyone else.

When the child is born, the community gathers and sings the child’s song to him or her. Later, when the child enters education, the village gathers and chants the child’s song. When the child passes through the initiation to adulthood, the people again come together and sing. At the time of marriage, the person hears his or her song.

Finally, when the soul is about to pass from this world, the family and friends gather at the person’s bed, just as they did at their birth, and they sing the person to the next life.

In the tribe, there is one other occasion upon which the villagers sing to the child. If at any time during his or her life, the person commits a crime or aberrant social act, the individual is called to the center of the village and the people in the community form a circle around them. Then they sing their song to them.

The tribe recognizes that the correction for antisocial behavior is not punishment; it is love and the remembrance of identity. When you recognize your own song, you have no desire or need to do anything that would hurt another.

A friend is someone who knows your song and sings it to you when you have forgotten it. Those who love you are not fooled by mistakes you have made or dark images you hold about yourself. They remember your beauty when you felt ugly; your wholeness when you are broken; your innocence when you feel guilty; and your purpose when you are confused.

We attract people on a similar wavelength so we can support each other to sing aloud. Sometimes we attract people who challenge us by telling us that we cannot or should not sing

our song in public. Yet these people help us too, for they stimulate us to find greater courage to sing it.

You may not have grown up in an African tribe that sings your song to you at crucial life transitions, but life is always reminding you when you are in tune with yourself and when you are not. When you feel good, what you are doing matches your song, and when you feel awful, it doesn't. In the end, we shall all recognize our song and sing it well. ☺

(After reading the story, allow a moment of silence for the class to reflect. Ask if anyone would like to share their thoughts and/or feelings about the story. Let the participants know that this class/workshop will be a space for them to discover and nurture their "song," what makes them happy, what is most important to them, their ability to make good choices, or whatever the theme of the story is, as well as to support and encourage their classmates.)

Rules for Every Class & Activity *(It is important that each participant understands and agrees to all of the rules. They can raise their hand or nod their head in agreement or give a verbal agreement.)*

- Good Listening
- Confidentiality
- No Judgment

Activity *(The activity could be something relevant to the class/workshop material that is fun and will engage the participants in conversation. It is important to note that with every activity, lesson, discussion, etc. we will be learning together and supporting each other.)*

Teaching vs. Facilitating Quiz *(Handout – have each participant jot down their answers to the quiz questions, then go over each question as a group. Have fun with the questions while at the same time making sure that everyone understands the answers.)*

Discussion Topics

Different Scenarios in a Class/Workshop *(Remember, things are only a problem if you make them one. As the facilitator, you set the tone for the class. Elicit responses for each of the scenarios and write them on the white board/flip chart.*

Share any of the following information that is not brought up by one of the participants.)

- How to draw out people (*Call participants by name to answer questions, share their experience, read from handouts/books, or comment on a topic. Go around the room so that everyone has a chance to speak. Ask the class to work in pairs then have each participant present their partner's point, comment, etc., as it is sometimes easier to talk about someone else than oneself.*)
- How to ensure full participation (*Use small group and pair interactions as much as possible. Go over homework assignments in class, both before and after the assignment, so that everyone understands. Encourage questions as well as suggestions, comments and tips.*)
- How to redirect individuals who dominate the conversation (*Set a time limit for responses. Call for someone to speak who has not yet spoken in class. Ask what others think about the topic being discussed.*)
- How to manage questions (*Redirect questions back to the class so there is interaction among the participants. For example, you could say, "Interesting question, what does everyone think about that?" or "Would anyone like to comment or share their experience in relation to this question?" When appropriate, such as if there is potential for heated debate or if the subject is very sensitive, answer the question directly.*)

Large Group, Small Group, and Pair Activities –

What's the Difference? (*Elicit responses for each of the scenarios and write them on the white board/flip chart. Share any of the following information that is not brought up by one of the participants.*)

- Pair (*Personal and/or Confidential Information / Sensitive Topics / Creative Exercises / Role Playing*)
- Small Group (*Brainstorming / Ideas / Solutions – share with the class / Giving Positive, Constructive Feedback*)
- Large Group (*When it is really important that everyone participates together and understands exactly / Any "Lecturing" / Homework Assignments / Important Dates, Times, etc.*)

Fillers, Fillers, Fillers!! (*Fillers are useful when there is extra time between discussions or activities as well as to help the participants relax and/or focus.*)

- Relaxation exercises
- Meditation exercises
- Journaling on a specific topic
- If Questions, such as “If you were a color, what would it be, and why?”
- Writing and using affirmations

Handout (*Review the handout with the class and answer any questions. You could have participants take turns reading the information and commenting on each topic.*)

- The ABC’s of Successful Facilitation

Activity (*This activity could be meditative/introspective and can be used to center the participants on the important points of the class/workshop. Participants can share their experience after the activity.*)

My Gifts as a Facilitator (*Handout – read the instructions to the participants as they sit quietly and relax.*)

Questions & Summary (*Answer any questions and summarize key points for the class.*)

Closing Prayer/Benediction