



Facilitator Training



FACILITATOR GUIDELINES, ROLES, AND RESPONSIBILITIES

As a **G UW** facilitator, you are trained to conduct educator workshops for your staff and others who are interested in the **G UW** program. Resource specialists and educators will work together as teams for more effective workshops. Encourage, promote, schedule and conduct the use of **G UW** workshops in your area. Assist with exhibits and promotional opportunities, and ideas for workshops are always welcome.

WHY BE A FACILITATOR?

Workshop facilitators are the lifeblood of any program. Without the time and energy provided by facilitators, programs would not attain any status within environmental education circles.

You may already know that you can schedule, plan and conduct educators' workshops. This handout is the result of experience: what works, what does not work and what can be done better to conduct a workshop. Add to this handout your own experience, things you want to try next time and ideas you pick up along the way.

ROLE OF THE GROWING UP WILD FACILITATOR:

The facilitator will:

- Aid participants in developing their own observations, interpretations and conclusions about **G UW**.
- Demonstrate how to use **G UW** activities as a tool to connect young children with nature.
- Assist educators in finding ways to utilize **G UW** activities in a specific subject area or interdisciplinary manner.
- Demonstrate to non-formal educators how to utilize **G UW** activities to enhance or compliment their work with students.
- Model effective teaching strategies and encourage educators to explore new ways of teaching.
- Use hands-on instructional methods to aid participants in solving any problems they may foresee using new methods with their students.



DEFINITION OF A GOOD WORKSHOP FACILITATOR

A good workshop facilitator promotes participation during the course of a **GUW** workshop by:

- Being friendly.
- Greet participants as they arrive and make them feel welcome. It helps you remember their names and faces when you meet them on an individual basis.
- Smiling a lot.
- Calling participants by name.
- Have nametags for participants and yourself.
- Engaging eye contact with participants.
- Listening to and understanding participants' needs.
- Allow time for participants to express themselves; listen to what they have to say and do not feel like you must provide an answer for everything.
- Appearing relaxed.
- Being enthusiastic.
- Using gestures, body language, and movement to convey meaning.
- Try to keep hands free rather than only at your side - this will enable you to naturally emphasize key points.
- Preparing and using high quality visuals.
- Take time to prepare your charts and other visuals before the workshop.
- Being organized, but flexible.
- Plan carefully the details of the workshop, but be flexible so you can spend more time on a particular area participants are interested in.
- Conveying key concepts, but not overwhelming participants.
- Clearly state the objective and purpose of each workshop activity.
- Encouraging feedback from workshop participants.
- Remember that your audience has a rich background - draw on their experience wherever possible. Also remember that their questions indicate interest - welcome questions.
- Varying participant group sizes throughout the workshop.

ACCEPTABLE AND NON-ACCEPTABLE TRAITS FOR FACILITATORS

ACCEPTABLE	NOT ACCEPTABLE
Never puts people down, but is firm when necessary.	Arrogant, superior.
Not boxed-in by own preconceived notions.	Trivial, cute expressions.
Positive verbal and nonverbal mannerisms.	Negative verbal and nonverbal mannerisms.
Consistent in furthering participation and communication.	Not prepared.

WORKSHOPS

Growing Up WILD EDUCATOR WORKSHOP

Workshop Description

A **G UW** Educator workshop is a 3 hour training session presented by a **G UW** facilitator. **G UW** workshops vary depending on each presenter's style and audience needs. The main workshop goals remain the same:

- Introduce educators to **Growing Up WILD** materials and concepts.
- Demonstrate how educators from all disciplines can incorporate **G UW** activities into their curricula to help meet the needs of their educational goals and objectives.
- Provide a sampling of teaching strategies and at least 3 **G UW** activities.
- Create an atmosphere in which educators, resource personnel and others can meet and share information and encourage continued communication and support for environmental education.

Date

Pick a date that will work with your audience. As a first step, obtain the school calendars of the school districts in your area. You can usually download these from the Internet. After school, evenings and Saturdays are common workshop days.

Getting Help

Co-facilitation. Highly recommended. An additional set of hands and team teaching helps out immensely.

Check List. With your co-facilitator, please consider the following:

- Which parts of the workshops will you handle and which will your co-facilitator handle?
- What else do you want to include because it worked well in the past?
- What signals will you and your partner use to interrupt the presentation?
- How will you handle staying on task?
- How will you make the transition between presentations?
- How will you field participant questions?
- How will you assure participants will return promptly from breaks?

Publicity. Pre-workshop publicity announcements should give potential participants advance information about what to expect. The announcement should include:

- A brief summary about **Growing Up WILD**
- Workshop goals and key concepts to be covered

- Workshop Facilitator
- Workshop sponsor(s)
- Date, time and location – include a map if necessary
- Registration fee if any. If it's free, make sure to mention it!
- What participant will receive—a **G UW** activity guide (and more)
- Contact person's name, address and telephone number
- Suggested appropriate clothing
- Lunch details, i.e., bring a sack lunch or lunch will be provided, etc.

Announcements may be flyers, posters or letters. Utilize existing communication channels for ease. You may also want to notify the county or district calendar.

Word-of-mouth is another form of advertising. Ask an educator from each school site to spread the word.

Announce the workshop through various local newsletters such as local science, social science or math councils or environmental education or outdoor education organizations.

Hints for flyers

General rules

- Define your audience and gear flyer to that audience.
- Keep the flyer simple by just listing the pertinent information.
- Verify the consistency between the style of the flyer and the information.

Flyer contents

- Who is the audience and what do they need to know?
- Use an eye-catching heading.
- What is the right amount of information and how will you present it?

Include

- WHO to contact
- WHERE the workshop is being held
- WHEN to come
- WHAT to bring
- HOW to get there

Registration

Pre-registration is important for planning and will aid in the structure of the workshop. Include with your publicity that enrollment is limited or that registration will be accepted on a first come, first serviced basis in order to make the experience as positive as possible for the attendees. Verify pre-registration with participants.

Planning for Food and Beverages

Snacks and beverages are always appreciated. Remember, many people depend upon coffee to start their day and keep going. If the workshop will be an all-day session, you should also consider how much time to allow for the lunch break. If there are restaurants nearby, you will need to allow enough time for participants to get there and back. If there are no restaurants nearby, ask participants to bring a bag lunch or consider providing a simple catered lunch. You may prefer to buy groceries and provide a spread of sandwiches, fruit, chips and beverages. Whatever you decide, make sure to tell participants what to expect.

Be sure to recoup your costs for these expenses as part of the registration fee.

Know Your Audience

It is helpful if you know some of the needs and interests of your participants before you plan the specifics of your workshop. If you have enough lead-time, you could prepare a pre-workshop questionnaire to determine:

- Expectations for the workshop
- What grade level and types of students participants work with
- Any special needs they may have

With special needs identified, you can plan your workshop agenda to fit those special interests of the audience.

Agenda Items

Once you have thought about how you will present the different workshop elements, you will need to decide how much time to allow for each element and on the order of the elements. Remember to bring in the character of your organization and tie in other resources at your disposal. Plan on having fun!

When planning the agenda, remember that the pacing of workshop activities is important. Offering a variety of activities will help participants stay interested in the materials and ideas you present.

Keep in mind that certain modes work better at certain times of the day. For example, after lunch (when many of us tend to get sleepy) you might consider physical movement

or visual activities that can be more stimulating than making lists or watching a film. If possible, include “alone time,” when individuals can reflect on the ideas or events of the workshop as well as small group time when they can share ideas with each other.

Be sure to include time for breaks. Short, frequent breaks can do wonders for reviving everyone’s energy level.

Planning Your Delivery

The following items are things to consider when planning each of the above workshop elements. Also see the “Group Methods” in the following section for more ideas about ways to present information.

Welcome and Overview. Plan how to welcome the participants, introduce yourself and other presenters and give a brief overview of the agenda. No matter how clearly you have stated the workshop purposes and time frame in your pre-workshop publicity, it is a good idea to restate them when you begin the session. People are more comfortable if they know what to expect and when.

Getting Acquainted. Plan how you have participants introduce themselves. They are coming together as learners and, if they do not know each other beforehand, creating a friendly and informal atmosphere at the beginning of the workshop can enhance the learning environment. (See Appendix L for some ice breaker ideas using bird themes.)

Needs Assessment. If appropriate, you may do a quick needs assessment to pinpoint the specific needs and expectations of each participant. If you would prefer something lighter, you might plan an icebreaker activity.

PLANNING CHECK LIST

Before the Workshop

3–6 months prior

- Find a sponsor and identify your audience. Confirm nature of sponsorship (covers cost of room rental, provides meals and/or refreshments, assists with promotion and publicity, etc.).
- Get approval from school system, organization, etc. (from where you're drawing your audience), if needed.
- Decide on workshop format/time frame.
- Set the date and time
- Find a location and reserve date and time.
- Determine non-guide costs associated with workshop and whether the workshop sponsor will cover them or if they'll need to be included in the workshop fee.
- Identify and confirm co-facilitators and guest speakers

1–2 months prior

- Develop and distribute promotional materials—to acquire participants (flyers, pre-registration forms, posters, announcements—including PSAs, listservs, etc.).
- Accept pre-registrations (ongoing).
- Develop press materials (to publicize the workshop to the community and general public).
- Develop workshop design and agenda with co-facilitators.
 - Know your audience
 - Select G UW activities
 - Set the agenda
 - Plan Your Delivery
- Develop/gather materials needed for activities, support materials, and determine equipment and audio-visual needs and make arrangements for having them on-site for the workshop.
- Prepare your visuals and handouts.

During the month prior

- Disseminate press releases, PSAs, and other materials to publicize the workshop to the community and general public.
- Confirm location, date and time with facility and sponsor.
- Confirm speakers.
- Confirm arrangements or acquire equipment, including audio-visual equipment.
- Acquire/arrange for meals and/or snacks, if planned.
- Send workshop confirmation and maps to registrants.

At the Workshop Site

- Set-up workshop space. If possible, set up the afternoon or evening before.
 - Arrange seating.

- ___ Set up a facilitator's table.
- ___ Set up a registration table with a sign-in sheet, nametags, and agendas (if distributing).
- ___ Set up a resource table.
- ___ Post an agenda (if not distributing)
- ___ Check to be sure that equipment is working.
- ___ Locate restrooms, light switches, plugs and easiest accesses to the outdoors.
- ___ Select appropriate areas in which to conduct activities.
- ___ During the workshop, orient participants to the restrooms and refreshments.
- ___ Provide a brief overview of the agenda, including times for breaks and lunch.
- ___ At the end of the workshop, be sure each participant fills out the Participant Information Form and the Workshop Evaluation.
- ___ Distribute G UW Certificates in exchange for the Participant Survey Forms.

Sign In Sheet



Welcome! Please Sign in

Workshop Title: _____

Workshop Facilitator(s): _____

Date: _____ Location: _____

- | | |
|-----------|-----------|
| 1. _____ | 21. _____ |
| 2. _____ | 22. _____ |
| 3. _____ | 23. _____ |
| 4. _____ | 24. _____ |
| 5. _____ | 25. _____ |
| 6. _____ | 26. _____ |
| 7. _____ | 27. _____ |
| 8. _____ | 28. _____ |
| 9. _____ | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |



Photo Permission Forms



CONSENT AND RELEASE

I agree and consent that the Council for Environmental Education, as well as any of its principles, agents, employees, and clients, have the right to photograph or videotape me and use such videos, photographs, and related materials containing my picture or other physical reproductions of my likeness for any purpose in any medium of communication including, but not limited to, television, newspaper, magazines, newsletters, and brochures. I further give the above persons and entities the right to take and use any interviews and recordings of my voice, in such format and with such editing as the above persons deem appropriate, without compensation to me.

I hereby release the Council for Environmental Education and any of its principles, agents, employees, and clients from all liability and claims, known or unknown, that might arise by reason of the taking, use, and utilization of any such photographs, videotapes, interviews, and other recordings.

Print Name

Signature

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City

State

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Phone Number (Day)

Phone Number (Night)

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