



GROUP FACILITATION

CONSIDERATIONS

RESPONSIBILITIES OF FACILITATORS

Administrative

Develop learning environment

Time keeping

Listening

Informative

Ground rules

Respect of individuals needs

Encourage peer support/vicarious learning



FACILITATOR' S ROLE

Making sure all members contribute

Encouraging quiet members and stopping talkative ones

Allowing emotions to be expressed

Encouraging members to experiment with new ideas and behaviour

Support conditions to enable change



FACILITATOR' S ROLE

Promote ways to enhance

- *Trust*
- Acceptance
- *Mutual support*
- Challenge
- *Empowerment*

CONVEYING RESPECT

Find out interests and preferences of individuals

Keep promises or agreements

Active listening

Interest in whole person

Valuing all effort and contributions

Positive emphasis



CONVEYING RESPECT

Avoid devaluing person

Warmth in words and behaviour

Not patronising or condescending

Appropriate language not jargon

Using people's names

Accepting people's own decision



CONVEYING UNDERSTANDING

Focus on feelings not just words

Asking for peoples opinion

Sharing own experiences

Not making assumptions

Asking about feelings and experiences

Extra time and attention for significant experiences



TYPES OF PARTICIPANTS

Initiator	-	breaks silences
<i>Jester</i>	-	<i>diffuses tension</i>
Patient	-	always presents problems
<i>Parent</i>	-	<i>respond to others with</i> <i>advice</i>
Challenger	-	expresses discontent
<i>Harmonizer</i>	-	<i>brings group together</i>
Mystery	-	takes part but no disclosure

HOW WOULD YOU DEAL WITH MEMBERS WHO ARE

Silent

Too talkative

Bored, withdrawn

Aggressive


Less articulate

Shy

Distractor



PARTICIPATION

- Who was included/excluded or involved/not involved? Why?
 - Does this participation vary according to methods used?
 - Who talks to who? Is anyone excluded?
 - Did members listen to each other/support each other?
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INDIVIDUAL MEMBERS

Do they

Give information to group?

Ask questions?

Respond to what other members say?

Agree/disagree with others?

Praise, support or encourage others?

Criticize others?

Interrupt?



SUCCESSFUL GROUP TEACHING

Preparation

Teaching materials

Consideration of environment

Documentation

Assessment of learners

- Readiness to learn
- Stage of change
- Learning style

Facilitate peer support and group learning

