

***The Learn Together Approach***  
***Facilitated Group Discussion***  
***Train-the-Trainer Guide***

Michigan Department of Community Health

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## A word about these training materials....

These materials were designed to make it easy for you (a training participant) to become a trainer! We have essentially created a "training-to-go" so that you can take any or all of the materials and resources and offer this training for various audiences.

There are three goals for this training:

1. This training will introduce the concepts, skills and applications of facilitated group discussion in various settings.
2. By participating in the training, each trainee will gain the confidence and experience to incorporate the *Learn Together Approach* in their programs.
3. Trainees will receive the knowledge and skills to train others who would like to implement the *Learn Together Approach*.

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# *The Learn Together Approach*

## *Facilitated Group Discussion*

This training program is designed to introduce important techniques that can help you plan, deliver and evaluate an effective group discussion.

### **Training Objectives**

After participating in this training, you will be able to:

1. Describe the benefits of using the facilitated group discussion approach compared to the lecture-style approach.
2. Describe facilitated group discussion.
3. Identify six essential skills of a group discussion leader in a small group setting.
4. Plan one facilitated group discussion session.
5. Demonstrate the process of facilitated group discussion.
6. Develop one strategy for incorporating facilitated group discussion sessions in their program services.

# *The Learn Together Approach*

## AGENDA

- 9:00 Welcome, Introductions, Review Training
- 9:15 Overview of the *Learn Together Approach*
- 9:45 Key Concepts for Facilitators
- 10:00 Demonstration of Facilitated Group Discussion
- 10:20 Large Group Discussion of Observations
- 10:30 Break
- 10:45 Planning a Facilitated Group Discussion
- 11:00 Facilitated Group Discussion Practice
- 11:45 Facilitated Group Discussion Debriefing
- 12:00 Lunch
- 1:00 Facilitated Group Discussion Practice
- 2:00 Facilitated Group Discussion Debriefing
- 2:15 Break
- 2:30 Strategies for Implementation
- 3:00 Training Others in the *Learn Together Approach*
- 3:30 Next Steps, Wrap-up and Evaluations
- 4:00 Adjourn

# Welcome, Introductions, Review Training Objectives

1. Prepare a brief opening statement welcoming the training participants to this exciting training. Include any of the following specific points on why the training will be relevant to their work -
  - make their nutrition education efforts more successful
  - increase variety for your clients and staff
  - provide better outcomes for behavior change
  - expand their communication, group facilitation and trainer skills
  - enable them to contribute to the transformation/revitalization of nutrition education/counseling services
  
2. Introduce yourself and say a few words about your training experience, for instance...
  - Let the training participants know that you have participated in a "train-the-trainer" program on the Learn Together Approach and that you are excited about sharing what you've learned.
  - Tell them about your own experiences in using the "Learn Together Approach" with clients/program participants.
  - Share a humorous or insightful experience from a recent group discussion with clients/participants.
  - Let them know that you are just starting to implement the *Learn Together Approach* and that you are very excited about your initial efforts.
  
3. Choose a quick and easy way for the training participants to introduce themselves to the larger group. Keep it light and upbeat.
  - Have each training participant share their name, the agency/program they work for and one nutrition-related problem/issue that comes up frequently when working with their community, clients, or participants.

- Use a flipchart and marker to record the nutrition-related problems that come up frequently in their work. You will use this list later in the training to help trainees generate topics.
4. Use the Training Objectives Overhead and briefly review each objective with participants. Questions to ask include:
- Which objectives are the most interesting/applicable to your particular program/professional needs?
  - Are there any objectives that are unclear?
  - Would you like to cover anything else that you do not see in one of these objectives?

## Overview of *The Learn Together Approach*

### What is *The Learn Together Approach*?

- The Learn Together Approach is an adaptation of facilitated group discussion.
- Facilitated Group Discussion provides an alternative method to lecture and one-on-one approaches for education and counseling.
- Learners generate the focus and share their knowledge and experiences with other group members through informal discussion.
- Facilitated Group Discussion is used as an innovative education technique in many programs that provide nutrition education and counseling.

## Challenges of Nutrition Education

- Client/consumer has great deal of experience and knowledge about food and nutrition.
- Dietary behavior is complex.
- Food and eating choices are made by all people of all ages – habit, history, culture, access, preferences, health status, choice, status, taste, marketing, time, convenience...all contribute to food and eating decisions.
- “Healthy eating” is not a motivating factor for most humans. Universal “hot buttons” like control, choice, status, nurturing, novelty, excitement, re-inventing yourself, getting away from the routine, feeling young and energized...these often play a role in our decisions, actions, and behaviors.

  


### Discussion Question:

- From your experience, what are some of the influential factors affecting eating behaviors?

## **Adult Learning Theory**

Adults Learn Best When:

- They receive information in manageable amounts
- There are clear expectations
- They can see immediate results
- They participate
- There is repetition
- They can see a "model"
- They anticipate follow-up
- They relate the information to previous experiences

## **Continuum of Educational Approaches**

1. Structured lecture, no questions and answers
2. Lecture with questions and answers at the end
3. Lecture with questions and answers throughout
4. Mix
5. Questions and answers – facilitator initiated
6. Questions and answers – client initiated
7. Facilitated Group Discussion

## Facilitated Group Discussion means...

- Client-centered versus teacher-centered
- Interactive versus lecture style
- Learners share problems, knowledge and experiences versus teacher providing information and facts
- Supportive group leader style versus directive educator style

## Facilitated Group Discussion works because it:

- Supports a positive learning environment
- Respects and incorporates culture, prior experience & personal concerns

## Behavior Change

- To bring about behavior change, we need to focus efforts on developing innovative methods of interaction that target client/consumers needs.
- Passive forms of learning, such as lectures, have been shown to be insufficient to produce changes in behavior.
- Facilitated group discussions offer a viable alternative to traditional didactic approaches to education.
- Facilitated Group Discussion is likely to be a more meaningful experience for the adult consumer – allows them to access nutrition information in a supportive environment where their culture, prior experience, and personal concerns are RESPECTED and VALUED.

# Key Concepts for Facilitators

- **Build the Group from Within**
  - Assure members that this is their group, and that it will be structured to fit their needs and concerns.
  - Always sit with the group members. Don't stand up in "lecture" style.
- **Establish "Ground Rules"**
  - Set/share the time, agenda, and length of session.
  - Establish rules on confidentiality and sharing group responsibility.
  - Share importance of listening to others and respecting ideas or comments of others.
  - Allow the group to establish its own norms, which need to be acceptable to all members.
- **Begin with an Ice Breaker or a "Check-In"**
  - Main objective is to help participants feel comfortable and safe expressing their concerns.
  - Ask a question that allows participants to share something about themselves in a non-threatening, enjoyable way.
  - Avoid asking factual questions that may have a "right" or "wrong" answer.
- **Delivering the Opening Question**
  - Silence and hesitancy are normal in the early stages of a discussion.
  - Before or after delivering your first open-ended question, let the group know that silence is OK and it's okay to take a moment to think of their response.
  - If silence continues, you can ask or guess aloud what it might mean.
  - You can voice the fact that "it's sometimes hard to be the first to respond," or pick someone you know will be comfortable answering the question.
- **Ask Open-Ended Questions**
  - This is a skill that gets people involved in describing their own experiences as they relate to the session objectives.
  - Aim is to get a conversation started.
  - Asking open-ended questions is the most direct way to find out what it is that group members need to talk about.
  - There are no right or wrong answers to open-ended questions.
  - Start an open-ended question with Who, What, When, Where, Why, How, How Much, How Often.

# Key Concepts for Facilitators - CONTINUED

- **Guide Conversation**

- Facilitate means – allow things to happen and make them easy.
- The facilitator is a moderator, allowing others to speak and then gently bringing topics to a conclusion.
- Need to be sure all members have an opportunity to participate.
- Actively encourage participants to give more information and better define their situations.
- Recognize fears, prejudices, and disagreements and bring them out into the open.
- Look for feedback – yawns, stretching to indicate whether or not people are listening.
- Avoid letting group members monopolize “air time”. Use techniques like: “your points are really interesting, but lets move on and discuss....” or “maybe we can talk about this a little more after our group today.”
- Avoid strong agreement or disagreement over a subject – this leaves the impression that there’s no sense discussing it. Use question like: “What do others think or feel about this issue?” or “Who has another (or different) idea for solving this problem?”

- **Encourage Participation**

- Reinforce the importance of each participant’s contribution and encourage him or her to take part.
- Focus on the person who is speaking and pay attention to them.
- If someone speaks too softly, repeat their questions and/or comments to the group.
- Give positive reinforcement and feedback to every person who speaks; a nod or a word of praise will encourage him or her to speak again.
- Watch for non-verbal signs that may indicate someone else’s desire to respond or ask a question.
- Use words everyone is familiar with; avoid technical or medical terms.
- Check seating arrangements to make sure the circle includes everyone.

- **Focus on Topic**

- Focus on a particular subject that you think would be helpful to the group to explore.
- Commonly, a specific topic repeatedly surfaces in the flow of conversation, in which case it may seem natural to further discuss and clarify.
- The conversation may happen spontaneously or the facilitator may need to ask more open-ended questions relating to the specific issue.

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## Key Concepts for Facilitators - CONTINUED

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→ To get back in focus, select one point to repeat or condense a number of points into a selective summary to concentrate on how the participants are feeling.

→

- **Focus on Feelings**

→ Place primary emphasis on the feelings and experiences of each group member. Avoid debating ideas; this is a place for support and information sharing.

- **Practice Active Listening (nonverbal, eye contact, silence)**

→ Listen and allow participants to talk.

→ Avoid the temptation to intervene with your own thoughts and interests.

→ Encourage group members to listen to and understand what other group members are saying.

- **Clarify (make points clear, probe)**

→ Use your listening skills to gather enough information about what a person has said to clearly understand their message then restate what you heard.

→ Encourage people to respond to your interpretation of their statement and then show acceptance for what they have said.

- **Accept and Respect the Feelings of Others**

→ Learn to accept and respect someone's feelings without necessarily agreeing with their point of view.

→ Respond to the feelings that are behind the comments being made.

→ Realize that you will be spending more time listening and talk with participants about their experiences.

# Key Concepts for Facilitators – CONTINUED

- **Deal with Misinformation**

- You can make a statement that emphasizes the worth of their experience and your respect for their decision, whether you agree with it or not.

- Some possible responses which avoid embarrassing the person are:

- “You’ve brought up an interesting issue. Has anyone had a different experience or different information?”

- “I’m glad you brought that up. It “used” to be what was generally recommended, but now new research has found that ...”

- “I’m sorry you had that experience. What could you have done differently if you had the information we have talked about today?”

- **Summarize the Discussion (i.e. what have you learned)**

- Bring ideas together; highlight certain points made in conversation.

- Have members share one thing new they learned or something they may do differently.

## Demonstration of a Facilitated Group Discussion

- 1) Trainer demonstrates a group discussion with 6 group members (volunteers) and the remainder of trainees observing the group.
- 2) For the observers, use the Facilitator Skills Cue Cards during the demonstration to assess the session and record your observations and comments.

## Large Group Discussion of Observations

1. How did the group participants feel about being in this session? What kinds of behaviors on the part of the facilitator made you feel more comfortable/less comfortable about participating?
2. What were the facilitator's strengths during this discussion session? What kinds of facilitation skills did you observe?
3. What were some areas for improvement and practice?

*REMEMBER...facilitation skills are developed over time. The more you do it, the better you get – especially when you have someone observe and provide feedback and suggestions.*

**Review Common Difficulties and Strategies to Address:**

- Silence – no one wants to talk
- Getting off topic
- Someone monopolizes the conversation
- Misinformation

## Learn Together Approach – Evaluation Guide

Facilitator:	Group Session:				
Observer:	Date:				
C=Commendable    A=Adequate    NI =Needs Improvement    NO=Not Observed					
	C	A	NI	NO	Comments
1. Prepared for session, chairs & materials arranged for maximum participation					
2. Sits with the group members – not “lecture” style.					
3. Sets/shares the time, agenda, and length of session					
4. Shares importance of listening to others and respecting ideas or comments of others.					
5. Asks a question that allows participants to share something about themselves in a non-threatening, enjoyable way.					
6. Avoids asking questions with “right” or “wrong” answer.					
7. Lets the group know that silence is OK and it’s okay to take a moment to think of their response.					
8. Asks open-ended questions with Who, What, When, Why, How, How Much, How Often.					
9. Makes sure all members have an opportunity to participate.					
10. Reinforces importance of each participant’s contribution and encourages group involvement.					
11. Uses words everyone is familiar with; avoids technical or medical terms.					
12. Deals with misinformation in a positive and constructive way.					
13. Has members share one thing new they learned or something they may do differently.					
Suggestions to Strengthen Skills:					

## Planning a Facilitated Group Discussion

1. Randomly set-up small groups of approximately 5 members.
2. As a team, select a topic for discussion (5 minutes). You can use the templates provided. Plan a group discussion for this topic.
3. Here are some areas to review for your session:

Who is your target audience?

How will the facilitator introduce him/herself?

What are your first three open-ended questions to lead the discussion?

What are three simple, behavior-based, factual messages that you might use during the discussion?

How will you summarize the key points at the end of the session?

How will you find out what the participants are willing to try or do differently?

# The Learn Together Approach Planning Template

Qualified Staff:

Topic:

Module Code:

Target Group:

Objective for the session:

Icebreaker:

Discussion Questions (3):

- 

- 

- 

Factual Messages (3):

- 

- 

- 

Summarize Key Discussion Points/Suggestions:

Evaluation Question:

Materials Needed (if any):

Reference(s):

# Learn Together Approach Planning Template *EXAMPLE*

**Qualified Staff:** *WIC Nutrition Educator*

**Topic:** *Picky Eaters*

**Module Code:** 426

**Target Group:** *Caretakers/Parents of young children/toddlers*

**Objective for the session:** *Session participants will be able to state 2 ways to help their children try new foods.*

**Icebreaker:** *Ask each participant to say their first name and share any problems they have in getting their kids to eat new foods, or one method that has worked for them in getting their kids to eat healthy foods.*

## **Discussion Questions (3):**

*First, offer seaweed to parents as a snack (new food most have not tried).*

*Encourage them to try a piece then ask:*

- *Why do you think you might not be willing to sample the seaweed?*
- *What would encourage you to try it?*
- *What ideas do you have for encouraging kids to try new foods? (Write ideas down on flipchart or board so that everyone can see)*

## **Factual Messages (3):**

- *Adults may not be open to trying new foods, but expect kids to be willing.*
- *You can do many things to help kids try new foods.*
- *There are many things we do (and say) that don't help kids try new foods.*

## **Summarize Key Discussion Points/Suggestions:**

*Ask participants what they have learned from this discussion?*

## **Evaluation Question:**

*What two new ideas will you try within the next couple of days to help your picky eater?*

**Materials Needed (if any):** *seaweed, plate, napkins, flipchart paper and markers*

**Reference(s):** Story M, Holt K, Sofka D, eds. 2000. *Bright Futures in Practice: Nutrition*. Arlington, VA: National Center for Education in Maternal and Child Health.

## Facilitated Group Discussion Practice

1. One person from each small group will volunteer to be the group facilitator and practice their skills.
2. One member will be the “observer” and the other members will be “participants”.
3. The “participants” may need to assume some different roles depending upon the target audience and topic for the discussion.
4. The observers will use the *Learn Together Approach* evaluation guide to record their observations and suggestions for each group leader.
5. You will have about 5 minutes to prepare for the group discussion and 15 minutes to actually facilitate the group discussion.
6. Take a few minutes after the group discussion is over and talk about what it was like to facilitate, to participate and to observe the group session.
7. Be prepared to share your thoughts with the larger group.

## Facilitated Group Discussion Debriefing

1. The trainer brings everyone together to discuss and share experiences from the discussion groups.
2. Ask some of these questions:
  - Let's hear from the facilitators first. How did it feel to be in the role of the facilitator? What did you find easy? What was most difficult?
  - Now, for the group participants. What was going through your minds as you were participating in the group? How were you feeling as a group participant? How did you feel at the end of the group when you needed to make a decision about what to do/something to change?
  - Observers, how did your facilitators do? What were some of their challenges with the group? What behaviors and skills were strong? What are a couple of things you learned that you will use when you facilitate a session?

## Facilitated Group Discussion Practice

1. Members of each small group will rotate roles as facilitators, group participants and observers. Each small group member should facilitate the group once and be a group observer at least twice.
2. Using the discussion plans developed and conduct several short groups. Each group should be about 15 minutes with about 5 minutes for group evaluation/feedback. You may want to have one of the observers be a timekeeper for the session.

## Facilitated Group Discussion Practice Debriefing

1. Trainer brings large group together. "Now that everyone has had a chance to "be" a facilitator, lets talk about your experiences."
2. Ask a few questions to generate discussion and comments on the process. Here are some suggestions:
  - What does it feel like to be in the facilitator role?
  - What is the most difficult skill or behavior to practice during a session?
  - What are some of the challenges of facilitating a group?
  - What do you think of the scaled-down planning process for these groups?
  - What did you learn from observing other group members in the facilitator role?
  - What kind of advantages does the Learn Together Approach have over some of your other methods of nutrition education?
  - How did it feel to be part of the group discussion?

## Strategies for Implementation

1. For many of us, the *Learn Together Approach* is a different way to offer education and counseling. There may be many barriers to applying this approach in your programs. Lets think through some of the barriers or challenges.
2. In small groups, brainstorm as many barriers and challenges to the *Learn Together Approach* as possible. Pick a recorder to write your thoughts on a flipchart. Don't evaluate or critique the thoughts while you are brainstorming just focus on getting all of your thoughts and concerns on paper.
3. Now, brainstorm all the advantages of the *Learn Together Approach* for your work environment, your clients/participants, your co-workers, your funders, and you. Write these thoughts on the flipchart.
4. Have each small group share one barrier and then work with large group to address the barrier, make suggestions, and strategize solutions. Have each small group share a challenge or barrier in this way until you have addressed the most frequently mentioned issues.
5. End with small groups sharing their most important advantages of using the *Learn Together Approach* and talk about incorporating these advantages into marketing messages to decision-makers, supervisors, co-workers, and participants.

## Training Others in the *Learn Together Approach*

1. Ways to use this training model and materials to train and/or mentor others in the *Learn Together Approach*.
2. Adapting the model, using practice/observation sessions, mock discussion groups, facilitator performance evaluations, on-the-job observation of sessions, mentoring new discussion leaders.
3. Review Trainer Tips & Resources

## Next Steps, Wrap-up & Workshop Evaluation

1. State staff will share the plan/next steps for implementing the *Learn Together Approach*.
2. Have trainees complete their evaluation forms.
3. Have each participant verbally share one thing they will do to implement *the Learn Together Approach*.
4. Provide certificates of completion.
5. ADJOURN

# Trainer Tips

## *Planning and Logistics*

### **Training Site**

- Centrally located and as convenient as possible for all participants
- Adequate and low cost or free parking
- If some participants must travel, you may need to plan the training days accordingly

### **Number of Participants**

- A good size group averages between 20-25 - especially if you want an interactive training with lots of discussion and activities.
- Recommend two trainers for every 25-50, more than 50 and it is nice to have 3 trainers. See the *Trainer Tips on "Working with Co-Trainers"* for more information.

### **Training Room**

- Light, bright, airy - especially if the training is more than one day.
- Should have room for table of 6-8 participants at each table.
- Should have extra space for ease of movement between tables.
- There should be room for a easel and flipchart at each table.
- Ask if it is OK to use masking tape to post paper on the walls.

### **Breaks/Lunch**

- At least one morning break and one afternoon break of 15 minutes each.
- No matter what we've tried (and whatever size group) lunch is tough to do in less than 45 minutes.

### **Registration**

- Give adequate notice of when the training will take place.
- You can use a training needs assessment questionnaire to market your training and get useful planning information. See the *Trainer Tips on "Training Needs Assessment"* for more information.

# ***Audio Visual/Training Equipment and Supplies***

## **Audio-Visual Equipment Checklist**

**KEEP IT SIMPLE!** We have found that you can do a lot with an overhead projector and a few easels with flipcharts. If you have a laptop computer and an LCD projector available (fairly expensive to rent but many agencies and programs are now purchasing these for training and presentations) you can use the Power Point slide show instead of producing overhead transparencies.

- Overhead projector
- Screen
- Easels & flipcharts (one per table works well)
- Wireless microphone if you have a soft voice, a larger group or if the room size is odd (this same wireless microphone can be used by participants at their tables to report out on activities, ask/respond to questions so that the whole group can hear).

## **Supplies Checklist**

Here is a basic list of supplies for almost any training program.

- Flipchart markers (the thicker kind) in assorted colors (enough to give each table 2 colors and a few extras).
- ½" masking tape for taping up sheets of flipchart paper
- 2 dozen blank overhead transparencies ("Write-on" variety)
- Overhead markers (one per table and a couple for trainers)
- 3 packets of 3"x 5" Post-It Notes in different colors
- Name tags or "Hello my name is..." labels

## **Training Materials**

- Copy of training program and materials for each trainee and trainers
- Pocket folders or three-ring binders to hold training program and materials

# *Training Needs Assessment*

## **Assessing the Training Group**

Gather as much information about your participants (actual or potential) BEFORE you begin to think about what material to include.

Your opportunity to assess the training group is often limited by time constraints and availability of data. Even in less than ideal circumstances, however, some assessment is necessary before finalizing the design.

**At the very least, you should try to answer as best you can the following questions about your proposed training group:**

1. How many participants will there be?
2. What roles and tasks do the participants perform?
3. How familiar are the participants with the subject matter of the training program?
4. What are the backgrounds, professional experiences and other descriptive factors of the participants?
5. What are their attitudes and beliefs (relevant to the training topic)?
6. What successes and problems have the participants encountered?
7. What is the skill level of the participants?
8. Is the training voluntary or mandatory?
9. How well do the participants know one another?
10. What, if any, expectations do the participants' supervisors have with regard to the training program?

# ***Training Needs Assessment***

## **Assessing the Training Group - continued**

### **Techniques for Collecting Needs Assessment Information**

1. Observation
2. Questionnaires (hard-copy, email, fax)
3. Key Consultants
4. Print Media (professional journals, legislative news, list serves, in-house publications)
5. Interviews (phone or in person)
6. Group Discussion
7. Records, Reports
8. Work Samples
9. Managers/Supervisors

### **What if there is little or no time to do a proper assessment?**

1. Phone contact with person who may have some familiarity with the participants and ask the basic questions listed above.
2. Phone a few participants, introduce yourself, and ask them some key questions. Hope that their responses are representative and treat them as a sample of the larger group. Or ask a contact person to set up a phone interview schedule for you.
3. Have any relevant materials (e.g. surveys, meeting notes, records) faxed, emailed or express mailed to you.
4. Contact other trainers who have worked with your training group to get their impressions.
5. Talk to participants who arrive early and obtain whatever information you can.
6. Design some activities to enable you to make some assessments of the group at the beginning of the program.

# *Getting the Training Group “Warmed Up”*

## **Climate Setting/Icebreakers**

### **Icebreakers:**

- Allow all participants to get involved right away.
- Include activities that allow everyone to feel like they have something to contribute (no knowledge questions, quizzes involved). The focus is on sharing information about yourself with others in the group. Here are some examples of activities you might use depending upon your audience:
  - a. Have each training participant share their name, agency/program and one thing they hope to get out of the training.
  - b. Have each training participant share their name and their “area of expertise” with nutrition, health or breastfeeding education/counseling.
  - c. Have each training participant share their name and their favorite food.
  - d. Have each training participant share their name and one innovative strategy they have used to provide nutrition, health or breastfeeding information with clients/participants.
- Help group members feel more comfortable with one another.
- Help set a friendly, fun, sharing tone for the training.
- Use a variety of icebreakers depending on the audience and the focus of the training. Sometimes an icebreaker that is totally unrelated to content can work well.

## **Trainer Tips for Setting Group Norms**

1. Encourage participants to express themselves honestly.
2. Ask that confidentiality be respected.
3. Urge risk taking.
4. Expect participation from everyone.
5. Promote the value of performance feedback.
6. Require participants to sit in different spots.
7. Reassure participants that their questions are welcomed.
8. Insist on punctuality.

# Working with Co-Trainers

Working as a team of 2-3 trainers is an excellent way to design and deliver a training program. The most effective approach to co-training is when the trainers work together to design, plan and share the training responsibilities. Effective co-trainers need a great deal of openness and honesty.

Keep these things in mind:

- Co-training works best when both trainers are in the room providing input to trainees.
- While one trainer delivers the *content*, the other trainer focuses on the *process* (*watching the trainees for reactions and undercurrents*).
- If the *process trainer* notices some body language indicating that something is wrong, he or she should speak up – “Excuse me, I think we’ve got a question here.”
- The *process trainer* should also pay attention to the content through the eyes and ears of the trainees and address this with the content trainer. This gives the trainees the assurance that you are listening and you are with them.
- Who’s In Charge?  
Someone has to make decisions like when to move on to the next topic or dropping a segment of the training when time is tight. Whoever is delivering the *content* is “in charge” for that segment. The role of *content trainer* and *process trainer* should shift between trainers throughout a training program. Plan this out ahead of time so that each trainer knows their responsibilities and there are no gaps or power struggles. The result is a smoother, well-organized training that provides variety for the trainees and the trainers.
- What should the process person do if the content person leaves something out?  
The most effective trainers will pause for a minute in case the content trainer is approaching the item from a different direction. If it is apparent that something was skipped, you can raise a question; for example, “Helen, are you going to cover item number 7 now or in the next segment?” This provides a cue without being a putdown.

It is also useful for the content trainer to occasionally ask the other trainers if they have additional comments or thoughts to add to the content or any examples to share.

# ***Evaluating Your Training***

## **Before -**

- Use your needs assessment and draft review process to make sure you are on track.
- This formative evaluation is important as you work through the task of designing and delivering a training.

## **During -**

- Regularly ask participants if you are on track
- Keep an eye on your timing and the material covered. If it looks like you are in a time crunch or you have extra time in your agenda, ask the participants what is most important for them and adjust the schedule accordingly.
- Mini-evaluations after a morning session or at the end of the day can be fun, risk-free activities. Provide brightly colored post-it notes and have the participants answer a couple of quick questions like:
  - How will you use what you have learned this morning?
  - What is one thing you learned that you will be able to use immediately?
  - What else would you like to focus on in the training?
  - "During the rest of the training I hope we....."

Have participants "post" their notes up on a blank piece of flipchart paper as they leave the room for lunch or a break. You can read over the comments and suggestions and when the participants come back for the next session, you can discuss any issues and come to agreement on any changes for the afternoon.

## **After-**

In addition to an evaluation form at the end of the session, you may want to consider other options to find out the training has had an impact on participants' work, decision-making and behaviors.

- Send 4-5 short evaluation questions by email, summarize the responses and share back with the group. These questions should focus on application of the training materials rather than knowledge-based questions.
- Set-up a web-based "resource chat room" for training participants to share their successes and challenges with implementing change.
- A short follow-up survey can be administered by mail or by phone. One advantage of a phone call would be an opportunity to provide technical assistance and support to the training participant.

A follow-up survey (no matter how it is administered) can get at the application of the information and skills gained through training. A follow-up can also help identify barriers, like lack of agency or supervisory support or lack of an important resource that is making it difficult to follow-through on intended plans.

# Evaluation

## The Learn Together Approach!

1. What two specific steps will you take to start sharing these resources and training in your work environment/area?



## References - Resources

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## OBSERVATION CUE CARDS

Copy the following pages, cut pages in half and distribute randomly to group observers. When observers notice these behaviors, skills or strategies during a demonstration group discussion, they should record their observations and thoughts.



- **Asks Open-Ended Question**

- **Guides Conversation**

- **Encourages Participation**

- **Focuses on the Topic**



- Deals with Misinformation

- Summarizes the Discussion (i.e. what have you learned)