



### Training of Trainers - Facilitation Techniques

Term	Our Definition & Purpose	When to Use	Example(s)
Modeling	Demonstrating the techniques or concepts that one is trying to teach	Throughout the training	<ul style="list-style-type: none"> <li>Using signals and attention-getters</li> <li>Introducing safe tags</li> </ul>
Stacking	Creating an order and flow to the participant responses	When participants are raising hands to respond to a prompt	<ul style="list-style-type: none"> <li>“a, b, c, d, and e... for now.”</li> <li>“I’m looking for Cookies and Cream...” (i.e. two volunteers)</li> <li>“I’ll call on people as soon as I see two hands.”</li> </ul>
Validating	Communicating to the participants that they bring experience and knowledge from their own history to the training; helps to build rapport throughout training	During share-outs	<ul style="list-style-type: none"> <li>“Thank you so much for sharing about your experience with X. That’s really valuable for us all to hear.”</li> <li>“Thank you for contributing your ideas and thoughts to the discussion.”</li> </ul>
Small Groups	Break out groups for similar or different conversations that will come back to the whole group; groups allow for more people to have ideas heard, even if not by everyone	To have groups process following a teaching section, to facilitate peer-to-peer learning, to brainstorm, or to plan in groups	<ul style="list-style-type: none"> <li>Small groups, each discussing the same thing.</li> <li>Each group has a different topic and reports back.</li> </ul>
Think, Pair, Share	Participants respond to a prompt individually, next in partners and then in a whole group format	During an activity debrief or preparation for a section, typically	<ol style="list-style-type: none"> <li>1. Think about (question) on your own. When you have an idea, wave at me.</li> <li>2. Share with your partner for 71 seconds.</li> <li>3. Who would like to share an idea you or your partner had?”</li> </ol>
Tracking	Communicating to participants the agenda of a training and following throughout the training, or preparing participants with an understanding of the flow of a section within the training	At the beginning of a training or beginning of a section of the training	“First you’re going to do an activity on proactive group management strategies. Then, I’ll explain them more and you’ll have an opportunity to ask questions. At the end, we’ll have time to think about how you can incorporate these tools into your program.”
Mirroring	Stating what a participant has said exactly in order to show the participant that they have been heard and understood	Following a participant share-out	<p>Trainer: “Why did we do this activity?”</p> <p>Participant: “To remember what made us feel respected as a child.”</p> <p>Trainer: “That’s great - ‘to remember what made us feel respected as a child.’”</p>