



3.3

Guidance for Facilitating a Program Session



3.3 GUIDANCE FOR FACILITATING A PROGRAM SESSION

The following guidelines tell facilitators what they should do:

1. Before a session so they are well prepared
2. During a session so that it is well run
3. Once the session is completed to document it, organize session materials, and prepare for future sessions, if there will be any

Adapt the tables below to create a resource for your staff.

NOTE TO FACILITATOR: *If you have any unexpected issues before, during, or after a session, tell your technical assistance provider, coach, or supervisor.*

Before the Session

Activity	Purpose	Strategies
Reminders to the father	Reminds the father two days before the next session	<ul style="list-style-type: none">▪ Know the father's preferred means of communication (phone, text message, or in person).▪ Use a digital (online) calendar to keep track of reminders.
Curriculum review	Allows the facilitator to be prepared to run the session accurately and in a natural manner	<ul style="list-style-type: none">▪ Read through the curriculum and make sure you know what questions you are asking.▪ Make sure you know the goals of the session.▪ Review your notes from the last session.▪ Make notes about where you want to focus.▪ Think of examples to illustrate material.
Room and materials setup	Ensures the session room and play place are set up and comfortable for the father and child	<ul style="list-style-type: none">▪ Confirm that all rooms are available.▪ Cue up videos.▪ Set up the area and tidy the space.▪ Pull out all materials.
Confirm childcare if necessary	Provides a safe space for the child while the father focuses on the session	<ul style="list-style-type: none">▪ Determine whether the father needs childcare.▪ Communicate the time to the childcare provider.

During the Session

Activity	Purpose	Strategies
Part 1: LEARN	Allows the father to learn new information, watch a videotape, and plan for the hands-on session	<ul style="list-style-type: none"> ▪ Make eye contact as you convey information. ▪ If you ask a question, pause and wait for the father to respond. ▪ Invite questions from the father. ▪ When viewing the video, pause the video clip to illustrate a point, or go back to a place in the clip if you want to emphasize a point. ▪ Try to connect the video clip content to something that is personal to the father or that you have seen in a play session. ▪ Ask the father to think about a situation where he has interacted in a similar way. ▪ Provide examples from your own experience. Prepare the father for the play session by connecting the session concept to how he may practice it.
Part 2: DO	Gives the father an opportunity to role-play or try out new skills	<ul style="list-style-type: none"> ▪ Give the father an opportunity to practice the skills. ▪ If he asks a question, answer. ▪ Remind him that this time is his to practice. ▪ Encourage the father if he looks up after practicing a skill by smiling. ▪ Wait for the reflection to give detailed reactions and discuss what went well in the session. ▪ Make notes on your worksheet of things he does well. ▪ Take those notes unobtrusively and assure the father that your notes are solely to remember the positive things that he is doing.
Part 3: REFLECT	Allows the father to reflect on how the role-play or practice session went with support from the facilitator	<ul style="list-style-type: none"> ▪ Use your list of examples that you wrote down during the practice session. ▪ Be specific about what the father did that was successful. ▪ Ask him to think about how he felt and how his child responded. ▪ Discuss and empathize if there were challenges, but focus on problem-solving and new strategies he could use next time. ▪ Focus on the positive, not on what the father failed to do.
Plan for the week ahead	Allows father to extend his learning and cements plans for the next session	<ul style="list-style-type: none"> ▪ Give the father an appointment card confirming the time and location for the next session. ▪ Discuss how he can try out the day's new skills at home and share information with others.

After the Session

Activity	Purpose	Strategies
Clean up materials	Keeps materials organized and ensures nothing is missing	<ul style="list-style-type: none"> ▪ Have a list of materials handy so it is easier to keep track of everything. ▪ Always leave the room exactly as you found it.
Complete data entry in program database	Provides accurate documentation of what occurred for the technical assistance provider, coach, or supervisor	<ul style="list-style-type: none"> ▪ Complete soon after the session is done. ▪ Use the data manual for guidance.
Personal notes	Captures reflections and notes for future sessions and technical assistance meetings	<ul style="list-style-type: none"> ▪ Jot down notes and reminders for the next session. ▪ Document questions or issues you have for your technical assistance provider, coach, or supervisor. ▪ Take time to write down your personal reflections.
Note the date and time of the next session	Ensures the facilitator is keeping track of all sessions	<ul style="list-style-type: none"> ▪ Immediately note the date and time of the next session in a calendar. ▪ Note the date and time for a pre-session reminder. Include the father's contact information. ▪ Add any other relevant reminders.