

MODULE 2:

Exploring the Role of Adult Facilitators



TOOLS

- 1** Ideal Adult Facilitator Body Map
- 2** Good/Bad Adult Facilitator Drama

This module helps adults reflect on their role as a facilitator and a supporter of children's groups. It encourages adults to consider how their position of power can be used well or poorly when engaging with *children's groups*. This module can also be used by youth facilitators.

Ideal Adult Facilitator Body Map

OBJECTIVE

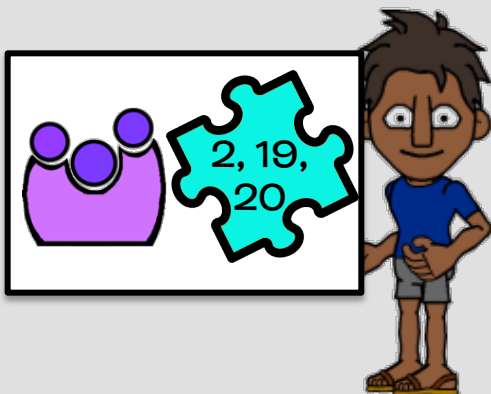
Explore the values, attitudes, knowledge and behavior of an ideal facilitator supporting children's groups.

MATERIALS

Larger flip chart paper and markers

TIME

45 Minutes

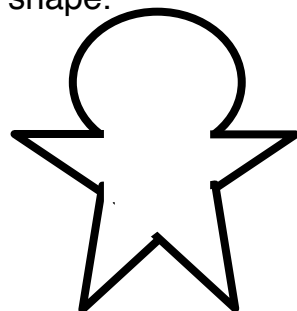


Key Questions

- What are the qualities of an ideal adult facilitator?
- What should a good facilitator do and not do?
- How can adults support *children's groups* to be more inclusive, fair and safe?

Steps 123

1. **PREPARE:** Explain how the **Body Map** will be used to discuss the values, attitudes, knowledge and skills of an ideal adult facilitator who effectively supports *children's groups*.
2. **DRAW:** Ask for an adult volunteer to lie down on large sheets of flipchart to draw around their body shape.



3. **DISCUSS:** Have a conversation to discuss the qualities and characteristics of an ideal adult facilitator. Think about the following and discuss:
 - Values / attitudes needed in the heart
 - Knowledge needed in the brain
 - Skills needed in the hands and feet
 - Practical materials and resources for supporting “good” *children's groups*.

4. **RECORD**: Identify and record practices and behaviors that good adult facilitators: a) SHOULD DO, and b) SHOULD NOT DO

5. **ACTION**: Use the body shape drawn in Step 2 to draw all of the qualities and characteristics of a good adult facilitator.

Shares information in clear and creative ways

Listens to children and encourages them to make decisions

Makes activities fun!

Is non-discriminatory and encourages ALL children to express themselves

6. **REFLECT**: Reflect and discuss obstacles to being an ideal adult facilitator and ideas to strengthen their role as good facilitators supporting *children's groups*.

This tool may also be used to discuss ideal youth facilitators.



Good/Bad Adult Facilitator Drama

OBJECTIVE

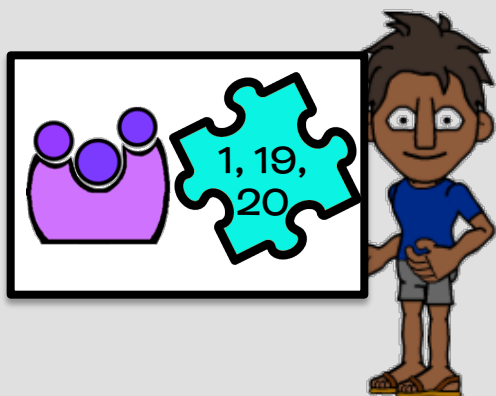
Explore good and bad practices by adults when facilitating and supporting children's groups.

MATERIALS

None

TIME

45 Minutes



Key Questions

- What are the qualities of an ideal adult facilitator to support *children's groups*?
- What should a “good” adult facilitator do and not do?
- How can we support participation that is inclusive, meaningful and safe?

Steps 123

1. DEVELOP: Divide the group into two smaller groups. Assign one group to perform a drama or skit that reflects their qualities as a ‘good’ adult facilitator, and another to perform a drama that reflects ‘bad’ facilitation by adults. Each group should meet for a brief period of time (about 10 minutes) to create a 5-minute drama or skit. The goal is for each person to be creative in the moment, even if the drama or skit is not fully prepared.
2. PERFORM: Each group performs their drama.
3. REFLECT: After each drama, discuss and reflect on the performance as a large group. Ask members to keep track of ideas of what makes a good adult facilitator and a bad adult facilitator on large poster paper for all to agree to at the end of the activity.

4. **SUMMARIZE:** Discuss the main obstacles to being a “good” adult facilitator and discuss strategies to ensure all adults take on roles of good adult facilitators when supporting Child Groups. Update the ‘ideal facilitator’ list based on the discussions.
5. **APPLY:** Discuss if the role of a “good” adult facilitator also applies to a “good” child facilitator.

This tool may be used among adults, or among adults and young people working together IF the adults are prepared for some critical feedback and constructive criticisms.



The **Article 15** Project

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