# Tips for Great Teaching – Key Facilitation Skills

**Circle any areas you particularly want to work on and add your own ideas!**

| Facilitation Skill | What It Looks Like |
|---|---|
| **Invite, Include** | • Strive to make everyone feel comfortable, welcome, valued, and respected.<br>• Make eye contact and smile at each child!<br>• Learn and use their names!<br>**My ideas:** |
| **Energize** | • Show enthusiasm for the topic and the participants!<br>• Change your voice.<br>• Smile!<br>• Provide activities that encourage learners to move about.<br>**My ideas:** |
| **Encourage** | • Be positive, supporting and encouraging.<br>• Say "Thank you," or "I'm glad you said that because…"<br>• Nobody likes being put on the spot, so ask for volunteers rather than calling on individuals.<br>• Respect and value kids' previous experiences and knowledge.<br>• React positively to child responses even if incorrect or off-topic such as "Thanks for sharing."<br>**My ideas:** |
| **Engage & Keep It Moving** | • Keep kids engaged by keeping the lesson fast-paced.<br>• Apply the 30/50/70/90 Rule by keeping the talking brief and moving quickly to the Apply, where kids get to do something with the new information!<br>• Speak loudly and clearly, putting the lesson in your own words.<br>• Give clear, concise directions for activities.<br>**My ideas:** |
| **Wait, 3 Before Me** | • When you ask a question, give kids time to think and respond by counting to five in your head before you say anything else.<br>• Allow 2 or 3 children to speak before you jump in.<br>**My ideas:** |

Excerpted from Choose Health Action Teens (CHAT) Facilitator Guide, 6/11

# Tips for Great Teaching – A Snapshot

| Facilitation Skill | What It Looks Like | Did I See It? | Could I do this? 1=easy for me 5=will take some work | | | | |
|---|---|---|---|---|---|---|---|
| **Invite, Include** | • Make sure everyone feels comfortable, welcome, valued, and respected. | Yes<br>No | 1 | 2 | 3 | 4 | 5 |
| **Energize** | • Show enthusiasm! | Yes<br>No | 1 | 2 | 3 | 4 | 5 |
| **Encourage** | • Be positive, supportive and encouraging. | Yes<br>No | 1 | 2 | 3 | 4 | 5 |
| **Engage & Keep It Moving** | • Speak loudly and clearly, and spend more time "doing" than explaining. | Yes<br>No | 1 | 2 | 3 | 4 | 5 |
| **Wait, 3 Before Me** | • When you ask a question, wait five seconds and allow 2 or 3 children to speak before you jump in. | Yes<br>No | 1 | 2 | 3 | 4 | 5 |

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# Self-Observation Form for CHFFF Lessons

| ***Please check appropriate number***<br>*4 = very good and 1 = needs improvement.*<br>*Please comment (especially in areas marked 1 or 2) to help think about skills.* | | **4 very good** | **3** | **2** | **1 needs work** |
|---|---|---|---|---|---|
| **Invite, Include** | Made participants feel comfortable, respected | | | | |
| | Made eye contact, called participants by name | | | | |
| Comments: | | | | | |
| **Energize** | Showed enthusiasm for topic and participants | | | | |
| | Changed voice, smiled | | | | |
| Comments: | | | | | |
| **Encourage** | Was supportive and encouraging, did not call on individuals | | | | |
| | Reacted positively even if responses incorrect or off-topic | | | | |
| Comments: | | | | | |
| **Engage and Keep It Moving** | Spoke loudly and clearly | | | | |
| | Put lesson in own words | | | | |
| | Kept lesson fast-paced; more time doing than explaining | | | | |
| | Gave clear, concise directions | | | | |
| Comments: | | | | | |
| **Wait, 3 before me** | Waited 5 seconds after asking a question to let participants think and respond | | | | |
| | Allowed 2 or 3 participants to respond before jumping in | | | | |
| Comments: | | | | | |
| **Prepared** | Knows lesson (prepared, asks and answers questions, etc.) | | | | |
| Comments: | | | | | |

Excerpted from the Choose Health Action Teens (CHAT) Facilitator Guide, 6/11

# Evaluation: Choose Health: Food, Fun, and Fitness (CHFFF) Educator Training

I am a: ❑ 4-H Educator ❑ Nutrition Educator ❑ Adult Volunteer ❑ Other:

What did you like most about this training?

What do you wish had been different about this training?

What is one thing you will do differently as a result of this training?

What is one thing you will put into practice after today?

What do you still need to be effective in leading the CHFFF lessons?

Would you recommend this training to others?  Why or why not?

Other Comments: