

# SUPERVISOR'S GUIDE

PART III



# LAUNCH AND GROUP WORK

**TIME:** Approximately 45 minutes, depending on the size of the group

## OBJECTIVES:

### EVERYONE:

- gets familiar with the *RFP project* and links to learning
- understands what it takes to be a good facilitator
- clarifies the timeframe and deadlines

**MATERIALS:** *Celebrate Success RFP Project Style Guide*, one for each or for sharing

## INTRODUCTION

5 MINUTES

The *Celebrate Success RFP Project* is designed to help young people use and develop a range of reading, writing, and math skills. In addition, project-based learning allows youth the opportunity to develop teamwork, collaboration, leadership, information gathering, and communication skills. To support the development of all these skills together, youth need to be as much in charge of the project as possible. Many students have not had much chance to work independently in this way, so staff should help facilitate students' group work.

Review the project concept and document

### Key points

- The program will provide funding for an end-of-year Celebrate Success event.
- The amount of funding will be tied directly to the level of attendance in the program.
- Students will decide what counts as success, will calculate attendance, and will come up with a celebration idea.
- The group will write a proposal following rules and guidelines in the RFP document.
- The proposal will be submitted to Reviewers for approval.
- Funds will be given for students to carry out their event.
- This is a student-driven project.
- Links to Learning 10 minutes
- What kind of learning can come from participation in this project?  
(Refer to Content in Action in the Leader's section.)



## FACILITATION

10 MINUTES

What is the difference between facilitating a group and leading a group?

### GROUP FACILITATION IS A SKILL.

The goal of facilitation is to help a group do its own (and best) thinking.

Facilitation is different than leading in that the facilitator does not give his/her own opinion and does not influence the outcome of the group. Good facilitators give up control of the group and allow the group to lead itself.

At the same time, good facilitators keep the discussion going, on track, respectful, and inclusive of all group members.

### CAN IT WORK?

Can staff serve more as facilitators of young people's group work than as directors or leaders?

## "FACILITATING GROUP WORK"

10 MINUTES

In pairs, consider the questions:

1. How do you feel about working in a group? What makes you feel more like participating? What puts you off?
2. What helps students feel more like participating—or not?
3. What challenges do you see in young people working more independently?

## STEPS TO LAUNCH

10 MINUTES

- Time frame: What time frame works for the program? The project requires 10 to 20 sessions to do well, with anywhere from 20 to 40 minutes per session, depending on the tasks and complexity.
- Set deadlines for each part.
- How will you introduce this to get the most enthusiasm and participation?
- How can you ensure 'buy-in' for ground rules? How can you involve students themselves in establishing the ground rules?

## TAKE OFF!



# FACILITATING GROUP WORK

In pairs, consider the questions:

1. How do you feel about working in a group? What makes you feel more like participating? What puts you off?
2. What helps students feel more like participating—or not?
3. What challenges do you see in young people working more independently?



# WRITING PROCESS

**TIME:** Approximately 25 minutes, depending on the size of the group

**OBJECTIVES:** Everyone reviews and understands steps in the writing process

**MATERIALS:** *Celebrate Success RFP Project Style Guide*, one for each or for sharing

## INTRODUCTION

Adults and young people often have a hard time with writing tasks. Thinking about your own writing can help you see where anyone can stumble. Seeing writing as a series of steps helps you help the students with the project—and to become better writers.

## WRITING AND ME AND YOU

5 MINUTES

- Begin with a 'free-write.' In a free write you simply brainstorm and list all the words that come to mind. Give people 30 seconds to list words that come to mind when they hear, 'You have to write a term paper.'
- Then give another 30 seconds to list words they think of when you say, 'Write a note to a friend' or 'Write an e-mail.'
- Compare lists. What kinds of words came up on each list? Were any feelings expressed? Was there a difference between lists? If so, what, and why?



## DISCUSSION

5 MINUTES

- What emotions can get in the way of young people's writing? (For example, fear of making mistakes, fear of having ideas ridiculed.)
- What feelings can motivate writing? (For example, personal interests, exciting topics, strong desire to communicate.)

## 'FACILITATING WRITING' AND 'STEPS IN THE WRITING PROCESS'

10 MINUTES

- Are these familiar?
- Did you ever find your own mistakes by reading aloud?
- Do you go over and correct or edit your own writing?
- Can you help students see writing as a process, with steps, and recognize that they're not expected to produce a finished piece from the start? How?

## ACTIVE AND SUPPORTIVE HELPING

5 MINUTES

- Which of the steps in the writing process do you feel most comfortable helping students with?
- Which may be difficult for you?
- Who can you ask for help?
- Which can students help each other with? What can you do to help students give peer-to-peer help?



# WRITING PROCESS

1. Are these familiar?
2. Did you ever find your own mistakes by reading aloud?
3. Do you go over and correct or edit your own writing?
4. Can you help students see writing as a process with steps and that they're not expected to produce a finished piece from the start? How?



# "KNOW IT WHEN YOU SEE IT"

## CHECKLIST

### LEADER...

#### ...CREATES AN OPEN, ENGAGING LEARNING ENVIRONMENT

STRONG

OK

NEEDS WORK

Shows enthusiasm

☐
☐
☐

Generates motivation

☐
☐
☐

Maintains respectfulness

☐
☐
☐

Engages youth in establishing agreements or ground rules

☐
☐
☐

Listens

☐
☐
☐

Encourages wide participation

☐
☐
☐

Accepts 'working noise' levels

☐
☐
☐

Helps form teams as needed

☐
☐
☐

#### ...SUPPORTS ACTIVE LEARNING

Asks participants to clarify and explain ideas

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☐
☐

Asks for summaries of opinions and ideas

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☐
☐

Asks students to restate others' ideas

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☐
☐

Asks questions at appropriate times

☐
☐
☐

Listens well

☐
☐
☐

Guides students to resources

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☐
☐

Models or provides examples when needed

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☐
☐

Provides/demonstrates techniques, such as brainstorming

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☐
☐

Encourages peer support

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☐
☐

Checks for understanding

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☐
☐

Asks students to explain what they don't understand or want help with

☐
☐
☐

#### ...HELPS DEVELOP CROSS-CUTTING SKILLS

Seeks and supports youth leadership

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Helps group leaders stay on track

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Forms groupings where students can help one another

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☐
☐

Encourages peer support

☐
☐
☐

Uses reflection and self assessment

☐
☐
☐