Tips on facilitating

Dementia Training Australia

Read facilitator guide

To prepare for your training session, read the topic's facilitator guide.

The guide includes:

- what you need to run the session
- what to say
- discussion prompts for activities
- how long to spend on each topic/activity.

Prepare

Plan your session using the checklist on the following pages.

Print the facilitator guide or download it to your phone or tablet so you can refer to it during your session.

Print the other materials you need (such as handouts or a noticeboard poster).

Have a computer or tablet available so you access the DTA toolkit topic web page and play the videos to the group.

Have pens and paper available (see the facilitator guide).

Group discussions

The activities in the toolkit are meant to be brief to provide bite-sized learning opportunities.

When you have just a few minutes for the group to brainstorm or respond to a question that has multiple possible answers, you'll need to keep strictly to time and keep everyone on task.

These tips might help:

- For each activity, tell participants very clearly what you expect them to do and how much time they have. Offer reminders such as 'Just a minute to go'.
- Split the group up. Ask participants to work in pairs or split into 2 to 3 groups.
- Use the timer on your phone to time activities
- Write responses on a whiteboard or butcher's paper as participants call them out.
- Ask for one-word answers where appropriate. For example, 'What's one thing you notice about …'

Keeping participants on track

If participants are going off track, there's a few things you can do to return the group to the topic at hand. For example, remind the group of the focus of this session:

- 'That's interesting, but what did you think of the PLST framework, and can you relate to that model?'
- 'Perhaps we could look at that in a future session but if we focus on … '
- 'Perhaps we could chat about that separately after the session.'

Ending the session

At the end of the session:

- Offer to clarify ('See me if you have any questions about what we've covered.')
- Ask participants to suggest what they'd like to learn more about.
- Direct participants to related resources and how they can access them.
- Consider scheduling activities (to reinforce the learning) or a follow-up session in a week or so.

Planning checklist

Describe the learning outcome you want from your in-house education session.

Consider the point in the left column. Record your thoughts in the right column.		
	1. Desired change What aspect of dementia care of practice at your service would you like to influence?	
	2. Toolkit topic What toolkit topic have you chosen to address this?	
	3. Management support How will management support delivery of the planned in-house sessions? Have you discussed your plans with management? How can they support the in-house training (for example, emails, incentives to participate)?	

	4. Participants Who should attend? How many participants do you think should attend? How will you engage potential participants and motivate them to attend? Will any of the participants have specific requirements that you need to consider (such as cultural or language needs).	
	5. Time and location Where will you hold this session? When will you hold this session? Are there other considerations?	
	6. Equipment What equipment will you need to show participants the topic or run the session? Do you know how to use the equipment and is it ready (for example, is the battery charged)?	

	7. Preparation Have you read the facilitator guide? Do you have a copy of the facilitator guide that you can read during the session? Do you need to watch the video again? Do you feel prepared?	
	8. Engagement How will you make the session: • Respectful • Relevant and meaningful • Active • Fun	
	9. Reinforcing the learning How will you encourage participants to apply this new learning? When will they apply this new learning?	