



Facilitator Competencies

1. Surrendering the One-up Relationship	<i>Poor</i>				<i>Excellent</i>
	1	2	3	4	5

Walking the talk

- Demonstrates the basic principle of surrendering the one up (unconditional love and valuing others) at all times before during and after class
- Strives to live the principle in all aspects of their lives

Connecting

- “Teacher Attitude” - Engages with students during exercises and breaks
- Uses WhyTry’s strategies for Surrendering the One-up Relationship

Being positive and hopeful

- Smiles frequently and communicates an attitude of hope that we can truly make a difference (inspiring the students through your example and attitude)
- Looks for positive things to say about the class
- Focuses on what students are doing right, not what they are doing wrong

Being respectful

- Avoids making jokes or using sarcasm that could be perceived as negative towards students or offensive to anyone in the room
- When using humor, avoids any potentially inflammatory subjects such as race, politics, religion etc. (Self-deprecating humor is good!)

Comments:

2. Framing a lesson or concept	1	2	3	4	5
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- Creates learning readiness at the beginning of each principle; engages students by “framing” the section
- Makes connections between current and previously discussed concepts
- Makes connections between student comments and course material

Comments:

3. Activity implementation	1	2	3	4	5
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Preparation

- Is prepared with props, instructions, and processing questions
- Creates appropriate space and room setup for given activity (i.e. object lesson vs. movement activity)

- Selects appropriate activities based on needs of the group and individuals within it
- Aware of and addresses safety concerns
- Establishes different roles in cases where students don't wish to participate
- Able and prepared to coach students as needed

Framing

- Effectively frames the activity
- Provides demonstrations when activity set-up/instructions are complicated

During the activity

- Listens and observes during the activity – moves around and makes note of comments and behaviors of students to be used during processing

Comments:

4. Using video and other multimedia

1 2 3 4 5

Preparing to use video

- Watches each video before class
- Knows what to say for each video (framing), possibly writing out questions/script

Setting up a video

- When necessary, uses freeze frame to explain context, who people are, what led up to this, etc.
- Explains what to look for while watching
- Engages students with questions, e.g. "What would you guess happens here?"
- Uses strategic pauses during video to ask additional questions

Debriefing a video

- Doesn't tell students what happened in the video
- Asks questions that focus on key behaviors from the video
- Reinforces principles and concepts of lesson
- Funnels questions from general to specific
- Allows students to make points, then adds information as necessary to complete the discussion
- Keeps focus on students' impressions, not teacher's

Setting up equipment

- Makes sure before class that equipment is properly set up and ready to go
- Understands how to set up and troubleshoot equipment issues
- Practices using equipment and troubleshooting to become proficient
- For music and video, utilizes remote control effectively

Comments:

5. Using music

1 2 3 4 5

Using music for effect

- Has songs queued up and ready to play at key moments to achieve desired effect (energize, introduce concept/theme, engage with humor, etc.)
- Has playlists organized for class
- Uses relevant music (specific ties to group demographic, lesson concept, specific effect, etc.) not just personal favorite of the teacher

Use of music videos

- When there is time, incorporates WhyTry music videos into the lesson plan
- Asks discussion questions for the videos (sometimes pausing video and pointing out key lyrics, etc.)

Comments:

6. Storytelling

1 2 3 4 5

Finding

- Looks for stories in the media and everyday life that apply to WhyTry principles

Engaging

- Builds suspense without prematurely revealing the punch line or resolution
- Uses details to create the characters and paint a picture
- Involves students by asking questions
- Delivery: increased energy, dramatic pauses, varied pacing, and use of voice

Connecting

- Story placed appropriately in lesson flow to connect or make a point
- Has a moral that clearly relates to a key element (short story) or key concept (can be longer story) of the lesson

Is Appropriate

- Is not too long (doesn't make a meal out of a snack) – Keeps to a length of 3 to 5 minutes in most cases
- Is relevant to the students/class
- Avoids potentially inflammatory material such as religion, politics, race or sexual orientation, etc.
- Mix of personal and real-world stories (i.e. famous people, current events, literature, film, etc.)
- Mix of success and failure stories (Not all stories should be success examples. We can learn great things from stories of struggle or failure.)

Comments:

7. Questions and Processing

1 2 3 4 5

Effective Processing

- Utilizes the four F's
- Ability to adapt processing to time constraints
- Has a clear understanding of the tie-in to the principles being taught
- Makes processing a priority with every activity, video, etc.

Asking Questions

- Has a point in asking the question
- Doesn't answer own question; comfortable with silence and will wait for answers
- Has well thought out questions designed to help students with self-discovery
- Can ask questions "on the fly" in response to student discussion
- Questions help students relate material to their experiences
- Doesn't ask questions that have one "right" answer (open vs. closed questions)
- Ability to dig deeper when students give a general answer

Answering Questions

- Shows concern
- Clarifies questions as needed
- Ability to use questions as the basis of a good group discussion

Comments:

8. Effective instructions

1 2 3 4 5

- Gets student attention
- Gives instructions one at a time
- Utilizes four-part sequence
- Avoids unnecessary language (phrases like, "Now I would like you to..." etc.)
- Makes sure students understand and are ready to move on

Comments:

9. Schedule management

1 2 3 4 5

Managing Time

- Maintains awareness of key lesson objectives; strives to effectively use class time to achieve these objectives
- Teaches all lessons without skipping key material or rushing at the end
- Class is well-paced throughout
- Appropriate ratio of teacher talk to student activity
- Refrains from lecture; manages class discussion while still moving through the material

Manages student problems effectively

- Models the principles of surrendering the one-up when dealing with problems (especially if attacked)
- Manages problems such as:
 - tardiness
 - hostile questions
 - side conversations
 - inappropriate behavior
 - talking on cell phone, etc.

Comments:

10. Flexibility

1 2 3 4 5

- Ability to adapt and change lesson plan “on the fly” based on student response
- Ability to recognize when students have become disengaged
- Implements state changes to maintain maximum attentiveness

Comments:

11. Environment

1 2 3 4 5

- Room is set up for optimal engagement
- Space is used effectively
- Facilitator uses effective classroom management skills
- Technology is used effectively within the classroom

Comments:
