



# Facilitator Training

## Into the Fields

Please print this in order to be able to sort and separate into the pages you want.

This document contains:

1. The entire training process in detail, pages 2-7. There is an accompanying PowerPoint presentation available on the web site Training Pages.
2. An optional group facilitation skills training, pages 8-11. There is an accompanying PowerPoint presentation available on the web site.
3. A short form of the schedule to reproduce and give to the Facilitators-in-Training, pages 12
4. A handout on learning to open ourselves to God in prayer and prayers for facilitators can be downloaded from the **Training and Links** page on the web site.
5. A handout on using the Question of the Week to be used within the training can be downloaded from the **Training and Links** page on the web site.

Familiarize yourself with this entire training course. Preview the PowerPoint by watching the Show and see how it ties into and matches the materials in this document. And model good preparation by being fully ready yourself.

If you need to use a shorter version of this training, decide how to reduce it beforehand, and simply “hide” the PowerPoint slides you will not need.

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# Training Process for Facilitators

Developed by the catechetical training staff  
at Twenty-Third Publications  
in consultation with Loyola University New Orleans

Minimum time requirement: 3 hours  
Ideal time available: 5 hours

## Materials needed for each Facilitator:

As the Trainer, you are responsible to be sure all these materials are ready.

- ✚ *Into the Fields* textbooks for Years 1, 2, and 3 (at least year 1)
- ✚ *Into the Fields Facilitator Manual*
- ✚ *Growing Faith* booklets 1-48, punched and ring bound
- ✚ A subscription to RTJ, the most recent issue in-hand
- ✚ A Bible
- ✚ *Desires of the Heart* (prayer book to accompany *Growing Faith*)
- ✚ A notebook
- ✚ A handout for Exercise #1: “Opening Your Heart to God”
- ✚ A second handout, explaining how to use the “Q of the Week”
- ✚ Copies of the Schedule for this Training, without the following notes

## The ideal room set-up for the training session:

- ✚ Seats should be arranged at tables in a semi circle, opening toward the screen, or with round tables, with participants seated in groups of three or four per table, again with a good view of the screen
- ✚ Light refreshments should be available. Lunch will also be needed.
- ✚ A CD player should be available for the music, and an LCD projector for the PowerPoint; bring your own laptop if needed.

## Schedule for the 5 hour training period

Note: for a shorter session, simply reduce this whole schedule by removing aspects that may not be needed for whatever particular group you have. This is the detailed schedule. A printable one page schedule appears later in this document.

8:30 AM Gather with morning beverages

9:00 AM Open with prayer, using the Rite of Enrollment

Pages 262-263 of the Manual (available as a PDF on the web site). Exchange the word “Participants” with the word “Facilitators.” Add to the opening prayer one of the songs from Dan Schutte. If possible in a parish setting, ask the Pastor or Parish Catechetical Leader to preside. In a school setting, ask the Principal.

9:15 AM Share the mission and dream of Twenty-Third Publications

- To be your partner in this endeavor.
- To help the teachers, youth ministers, catechists, and catechumenate team members of the church to grow in their ministry.
- The Team at 23<sup>rd</sup> will walk with you on this journey, supporting you, providing resources, training, guidance, friendship, and prayer.
- We offer you as a Facilitator a toll free support line to call as you prepare for each session. If you have questions or want suggestions, call 800-321-0411. Ask for Anna Humaydan or Stephanie Baker.

9:20 AM An overview of Into the Fields

It’s important for everyone to understand the breadth and depth of this process. This would also be a good time to introduce the Facilitators-in-Training to the authors of *Into the Fields*. The full scope and sequence is available on the web site.

We’ve left 40 minutes for this process, but it’s important to cover the entire scope and sequence, and respond to all questions.

- Walk the group through the entire scope and sequence, explaining the scope and sequence of the process session by session. Invite questions as you go. As the Trainer, you will have to become very familiar and comfortable yourself with the scope and sequence of the formation process.
- You should have all three textbooks, and all of the Growing Faith booklets handy and in order.
- You should also have RTJ handy.

10:00 AM Brief break

10:15 AM The Four Exercises for preparation

As you lead the Facilitators-in-Training through this process, ask them to use their own Manuals as the text. They should write notes and do the exercises in their notebooks. If you have to remove part of the training process to shorten the time, this could be seen as optional provided you are assured the Facilitators-in-Training do this work on their own.

We’ve left one hour for this, 15 minutes per exercise. But you may need more time.

- Exercise #1: Your role as a Facilitator (15 minutes)
  - FIRST, do the “stretching” by writing the list in the notebooks.
  - Trait #1: Using the Opening to God handout, invite one or two people to slowly read aloud the sense lines of the first two pages. Pause briefly, and then read aloud the final two pages. Invite a conversation among the Facilitators-in-Training: How do they open themselves to God? Do they trust what they hear? How do they “test” what they hear with as suggested in the fourth step?
  - Trait #2: Give time for each to write the personal statement called for in the text. When all are finished, invite each to share.
  - Trait #3: Review this trait. There is no exercise - just a recommendation for prayer.
  
- Exercise #2: Leadership of your group (12 minutes)
  - FIRST, do the “stretching” by writing the list in the notebooks.
  - Review the four skills with the group, and ask everyone to do the Evaluation! in their notebooks. When all are finished, ask each to share his or her own observations about themselves.
  
- Exercise #3: How to succeed as a Facilitator (12 minutes)
  - FIRST, do the “stretching” by writing the list in the notebooks.
  - Review the four practices recommended here.
  - For practice #1, give each Facilitator-in-Training a copy of the “Q of the W guide” and direct them to the web site for the Questions of the Week (the icon leading to them can be found on the HOME page of [www.intothefields.org](http://www.intothefields.org). Take the time to explain fully how the Question of the Week works.
  - Ask the Facilitators-in-Training to discuss the Brainstorm! section in groups of 2 or 3. When all are finished, invite a general discussion about this.
  
- Exercise #4: Methods for group facilitation (12 minutes)
  - FIRST, do the “stretching” by writing the list in the notebooks.
  - Present each of these four methods, briefly. By this time in the training, conversation among the Facilitators-in-Training should flow well, so encourage them to talk together about these methods.

11:15 AM Another short break

11:30 AM Review procedures, forms and documents

Using the Manual, introduce each Facilitator-in-Training to all the various forms and procedures used with the participants. These forms are all downloadable on the web. Take the time as you demonstrate each of these to the Facilitators-in-Training to stress the importance of each. Most of these forms are available as PDF files on the web site **Training and Links** page.

- Page 16: *the list of participants in the group*: Encourage the Facilitators to use this. Remind them it is reproducible or downloadable.

- Page 17: *the schedule of sessions*. It is important for an annual calendar to be made so people can get the sessions into their own planning.
- Page 18-19: *the attendance record*. The Facilitator needs to keep a written record of attendance, both to certify at the end for Loyola, and to keep the session professional.
- Pages 262-263: *The Rite of Enrollment*: Facilitators will be responsible to organize this Rite in each parish. Work with the parish liturgical planners and pastors to find the appropriate time, and ask the pastor to celebrate the ones entering into formation as teachers, catechists, youth ministers, or catechumenate team members.
- Page 265: *the form used by the Facilitator to evaluate each participant*. It is very important that the Facilitator keep a running record of his or her observations throughout the *Into the Fields* process.
- Pages 266-267: *A form used to evaluate each session of ITF*. This will help the Facilitator keep things on course. Some Facilitators may use this form only for every other session, which is also fine. Facilitators should be open to feedback from the participants.
- Page 268: *the enrollment form for participants*, which gives the Facilitator all the contact info needed, plus some background information.
- Page 269: *the Loyola University New Orleans material*, which is self-explanatory
- Pages 270-271: *Using RTJ as a resource*. Take the time to explain the vital aspect of continuing formation with this valuable monthly resource. Use the material on these pages for your notes.
- Pages 272-279: *Notes for the various ministries involved*. Review these briefly to help the Facilitators understand how the process of *Into the Fields* flows for the various ministers. In many parishes, members of all these groups will be included in the formation.
- Pages 280-282: *The full scope and sequence of the process*. There is no need to review this with the Facilitators-in-Training since they have just studied the Chart.
- Pages 283-287: *the Personal Growth Plan for each participant*. This is a vitally important element. At the conclusion of each ITF session, each participant is asked to set personal goals for growth in ministry, using this form. It is reproducible and available on the web site.

12:30 PM Lunch

1:15 PM Planning each session

- Overview of the learning path – pages 20-21
- Overview of the pedagogy

Take the time to help the Facilitators-in-Training understand the various forms of personal and group dynamics used in each session. You may wish to give examples, but be sure they understand that the process moves quickly from one dynamic to another in each session.

In a five-hour training, this is the final piece. Using the PowerPoint, walk through the pedagogy carefully, helping them see the variety of ways the program uses for pedagogy. Following this, do the same with the preparation process recommended for each session.

- Quiet listening
  - to music in the Spiritual Exercises portion
  - to other participants when reading aloud
  - to other participants during discussion times
- Small group discussions
  - sometimes in pairs, or threes, or larger
- General discussions
  - usually, following small group discussions
- Preparing small group reports
  - using flip chart paper and markers
  - helps those who need visual expressions
- Quiet writing
  - the colloquy in the spiritual exercises
- Reading aloud
  - especially in Growing Faith
  - but also occasionally in the text itself
- Mystagogy
  - three times in each session
    - at the opening: mystagogy on life
    - after the break: mystagogy on the first half
    - at the end: gathering up what we've learned
- Facilitator presentations
  - always rather brief
  - should be well prepared ahead of time
  - in tools for teaching, always the presentation of the goals
- Resource recommendations
  - in every session
  - an opportunity to build a personal library of excellent resources to assist in your ministry
- Summing up and closing
  - a very intentional process:
    - a bit of mystagogy
    - replay the song
    - share the prayers of the colloquy
    - end with Our Father
    - do the session evaluation
    - choose goals for personal growth
- Planning for personal growth
  - an essential element
  - help participants see where they need to grow
  - extends the learning into their real lives

➤ Method for preparing each session

Here take the time to guide the Facilitators-in-Training to understand the preparation process for each session. Here is an example of how one might prepare.

- Read through all the material for this session.
- Consider the flow of the session: What are the key points? Where are the most profound messages? Where does each section (Spirituality, Content, and Tools) interact and connect?
- Pause to allow the deeper realities that we teach sink in, and allow yourself to go to God in prayer
  - simply “listen” as God forms and shapes you
- Prepare for the Spiritual Exercises
  - listen to the music
  - consider what symbols might enhance this session
  - write your own colloquy prayer
  - think ahead to questions or issue that might be raised
- Prepare for the Growing Faith segment
  - read the booklet or booklets carefully
  - review the teaching path set down in the Manual
  - prepare for any further input you feel is needed
- Prepare for the refreshments
  - ask for help if you need it from someone willing to serve as your aide
- Prepare for the tools for teaching segment
  - review and prepare the mystagogical opening
  - review the goals and skills for this session and consider how you would like to present them to the group
  - look through all the suggested resources
  - check out the suggested internet links
  - review all the small group discussions, and consider how you will divide your group up for each specific discussion
  - wherever a facilitator presentation is called for, write up some brief notes on what you wish to say to the group
    - remember to keep it all brief
  - prepare the closing activities, and be sure to time yourself so you have enough time for them all
    - never skip the personal growth planning segment

## Optional additional training: Skills for group facilitation

(Note: training for group facilitation skills is optional because we assume those chosen as Facilitators already have experience and expertise in this area. It requires an additional two hours.)

### Method Notes for Facilitators

The following skills are ones which we hope each Facilitator would have. In reviewing them, invite discussion about each as your group of Facilitators-in-Training experienced them in their past work or expects to in this new work.

Using the PowerPoint, walk through each of these and pause to allow the Facilitators-in-Training to internalize the point by discussing how they have experienced it in the past, or expect to experience it as *Into the Fields* facilitators.

**Skill 1:** Facilitators should model what it means to participate in the life of the group.

- ✚ By observing how the members of the group interact and sharing that knowledge in different ways.
- ✚ And by digging in and sharing themselves to the fullest extent possible.

**Skill 2:** Facilitators know how to prepare a brief presentation, and deliver it well.

- ✚ In the teaching suggestions contained within the Facilitator's Manual for *Into the Fields*, there are many occasions where it is recommended that you as the facilitator make a presentation to your group.
- ✚ At these times, it falls upon you as facilitator to prepare beforehand a simple and brief talk, to help lay explain the material in the text, and go beyond it if needed.
- ✚ Try to keep such presentations to a minimum, but use them when needed.
- ✚ Here are some suggestions:
  - If possible, prepare your remarks using PowerPoint to illustrate what you are saying.
  - Make sure you monitor the length of your remarks. *Into the Fields* is designed to be driven by group work and discussion more than by listening to presentations.
  - The purpose of your presentation should always be to expand a point, but never to wander off into new material unrelated to the flow of the text.

**Skill 3:** Facilitators should be continually aware of what is being discussed (content) as well as how the group is functioning (process).

- ✚ Keeping both of these in view at all times helps them lead a successful *Into the Fields* session.

**Skill 4:** Facilitating should have the skill to facilitate a group discussion.

- ✚ Stay in focus throughout the session.
- ✚ Put your own concerns and agenda on the back burner for the period of this session.
- ✚ Generally, repeat in extreme summary form what you hear.
  - Don't repeat the whole point.
  - And don't take over the conversation.
  - But use points people make to build on.
- ✚ When you have someone who talks too much

- You may have to interrupt to stop them.
- But don't do so if they have the sympathy of the group.
- Watch the group for reactions to this speaker and measure your own reaction accordingly.
- Watch for the right moment when they end a certain point, and jump in strongly to take back the floor.
- ✚ When you have someone who does not talk at all
  - Don't embarrass this person in public.
  - See them privately and find a gentle way to ask why they do not speak.
  - If they ask for help, invite them to respond, when appropriate.
- ✚ When you have a hard time getting the group started
  - It's possible no one understands your question.
  - You may have asked something which is too risky for this group.
  - Watch for body language and invite someone who looks like he or she would speak but is afraid to be the first one to do so.
  - No one responds well to questions which are vague, general, or too abstract.
- ✚ In this training, initiate discussion about this and talk about how to best work with this skill.

Skill 5: Facilitators know how to deal with difficult or disruptive people.

- ✚ Motivate and enable those who are most disagreeable to resolve their issues and move forward
  - Either by offering guidance.
  - Or by posing comments or questions that help them look at the situation from a different perspective.
  - In this training, initiate discussion about this and talk about how to best work with difficult people.

Skill 6: Facilitators know how to thank people for their contributions.

- ✚ Thank every speaker for their contribution and thank the small groups and large groups for theirs.
- ✚ Be aware that these folks are hard working and mainly underpaid for what they do. That they are here for continuing education is generous on their part.

Skill 7: Facilitators are skilled at dividing the group for small group work.

- ✚ Become aware of cliques or other groups within your large group and try to arrange things so that folks are with people they may not know well.
  - Who's in what group will become obvious by the second session at the latest.
  - You can pre-divide into small groups during your prep period for each session.
  - Try to allow everyone to work with everyone else at least once during each session.

Skill 8: Facilitators help establish a flow from one segment to the next with finesse.

- ✚ *Into the Fields* large group sessions are designed to flow according to the time allotments for each segment.
- ✚ Moving from one segment to the next requires a bit of finesse:
  - Always bring an end to each segment by thanking them for their work and observing what transpired.
  - Let the ending be clear and obvious saying something like
    - ✚ OK, that brings us to the end of this segment. Thanks so much for all you have contributed. I really felt the small group reports were excellent. Thanks again.
  - Then pause for just a moment.
  - This is a good time for humor or some other short, light story.
  - And always begin each segment with a clear start, saying something like
    - ✚ Now for the next segment, we turn to a very important aspect of this topic. Please turn your attention to page \_\_\_\_.

Skill 9: Facilitators are excellent listeners.

- ✚ You are THE listener in the room. You are the model for good listening and you are teaching them how to do this in their faith formation work as you do it for them.
- ✚ Watch and listen to the body language and all non-verbal communication. Ask yourself later, “What were they saying?”
- ✚ And listen intently to every speaker, no matter how long they prattle on or how uninterested you feel in what they are saying. See the notes above about how to stop someone from speaking too much.
- ✚ Intent listening:
  - Keep your eye on the speaker and do not distract the group by moving or writing yourself.
  - Nod your head, follow along carefully, noting what they are saying.
  - If there is a pause, and you can do so without being impolite, summarize and repeat what they said to be sure everyone understands it.
  - If they challenge the process or material, do not become defensive, but invite the rest of the group to respond.
  - If the whole group is restless or unsatisfied, take that into account when planning the next session.

Skill 10: Facilitators know how to lead group and individual evaluation.

- ✚ We do want the participants to be able to evaluate each session. This evaluation is your guide for the next session.
- ✚ Don't rush this process. During the closing period, give at least 5 minutes to this process, even if it means cutting short the closing reflection.
- ✚ But of course, use your judgment here if the closing reflection is particularly moving, or if there are mitigating circumstances.

Skill 11: Facilitators keep careful records on attendance and participation.

- ✚ We do need to keep attendance at every session. So please note on your worksheet (pages 18-19) of the manual) who is present and who is absent.
- ✚ At the end of each class, try to make some observations and notes about each learner you have.
- ✚ If you have some who appear to be resisting or having trouble, talk that over with your local pastoral leaders and decide what to do.
- ✚ If someone is absent without notice, e-mail or call them the following day to see what's happening with them.

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# Training Process for Facilitators

Developed by the catechetical training staff  
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Minimum time requirement: 3 hours  
Ideal time available: 5 hours

## **Schedule for the 5 hour training period**

- 8:30 AM Gather with morning beverages  
9:00 AM Open with prayer  
9:20 AM An overview of Into the Fields  
10:00 AM Brief break
- 10:15 AM Preparing to be Facilitators with four powerful exercises.  
11:15 AM Another short break
- 11:30 AM Review procedures, forms and documents  
12:30 PM Lunch
- 1:15 PM Planning each session
- Overview of the learning path – pages 20-21
  - Overview of the pedagogy
  - Method for preparing each session
- 2:30 PM Another short break  
2:45 PM Continue with “Planning each session” until finished

Optional additional training: Skills for group facilitation