



Teach For All
A Global Network



GoTeach

CLASSROOM FACILITATION TIPS

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Classroom facilitation tips

To get the most out of the session, we have collated some hints and tips for your convenience.

Active listening

When posing questions, create a dialogue by asking clarifying questions, asking the students to expand on their answers, and relate the answers back to your own experience.

Ensure to have full attention to the students and their input. Acknowledge what is correct and ask for clarifications / elaborations when something is not correct or not clear.

Asking questions

Probe for more answers and elaboration by using so called 'TED' question: Tell, Explain, Describe. Examples:

- Please **tell** me more about this.
- Can you **explain** this more in detail?
- Can you **describe** what happened next?

Give the students time to reflect and avoid providing the answers yourself. For questions to individual use the PPP technique: Pose the question, pause for thought, then point someone.

When appropriate, throw questions from the students back into the group. They may know more than we think and on top of that it increases interaction and engagement.

Use open questions in general. If a closed question pops in (yes or no answer), follow up with an open question to get and keep the conversation going.

If a student does not know the answer to a question, divert the attention away from that particular student by opening up the question for the larger group. Correct answers to question are followed by appropriate praise. Incorrect answers to question are followed by an acknowledgement, preferably avoiding the word 'no'. For example: 'Thanks for your answer. It is not exactly what I am looking for.' Then probe the larger group for an answer.

Praise and feedback

Be sure to comment on any insightful comments and link these to success in the workplace. Appropriate praise and feedback will motivate the students to contribute more. It will increase engagement and add value to the overall atmosphere in the (virtual) room.

No 'hand-choosing'

Choose children randomly and not just those who put their hands up. Explain this approach to the students at the start of the lesson, as it is not always common practice in schools - give the pupils a fair warning that you expect them to be listening and to contribute and participate. Silence is not an option.

Walk around the classroom

No need to stand at the front only. Stop teaching and start facilitating. Move around and be one with the group yet still in the lead of the facilitation process. It shows that you are relaxed and that you are there for them. It helps further engaging the students. Consider appropriate personal space, nevertheless. Move with a purpose towards and amongst the students.

Communicating with young people

Allow extra time for the young people to talk – they may be shy at first but leave some silence hanging and someone will always speak up. This way you use silence to your advantage. For shy students, ask simple and/or closed questions from which you know they know the answers. This builds confidence and they may feel invited to contribute more.

Facilitate, don't teach

Avoid talking too much yourself. Rather ask questions, involve the students and facilitate the learning process through interaction, discussion, activities and engagement.

Consider room setup

To avoid a 'classroom' and 'teaching' atmosphere, consider re-arranging the room into a u-shape. This enables for a more open atmosphere. If the group is very large, consider removing the desks and use chairs only. This will also make it easier to re-arrange the room for any group work.

Final tip

Be at ease and enjoy the journey.