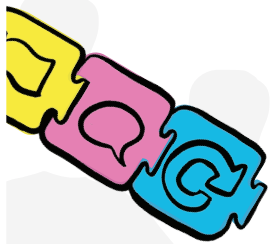


# FACILITATING FACILITATORS

An excerpt from the Facilitator's Guide to  
Family Creative Learning *ScratchJr Edition*



August 2022



# FACILITATING FACILITATORS

Facilitators play key roles in creating a welcoming and creative learning environments for youth and families to create and learn together. In these stories, we wanted to recognize the practices, questions, and growth that facilitators experience as they support children and families. The content featured here was pulled out from the Family Creative Learning Facilitator Guide, ScratchJr Edition. Go to [familycreativelearning.org](http://familycreativelearning.org) for more details.

## Who are these stories for?

We hope facilitators or organizations that support facilitators can use these stories to reflect and recognize the complex practices and roles of facilitators.

Facilitators can bring a wealth of knowledge, skills, and experiences to the learning experience. When supporting facilitators, it's important to surface their interests, strengths, and needs and identify ways they can contribute to the experience.

## How might I use these stories?

Each story features a facilitator, each with different backgrounds and key experiences in their development. With each story there are a set of questions to reflect on on your own or with your team. Page 4 has a set of questions to consider for all stories.

## How were these stories created?

The stories are based on research conducted by the Creative Communities team at the University of

Colorado Boulder and are grounded on the real reflections and experiences of facilitators who participated in the Family Creative Learning (FCL) program implementations. FCL is a series of workshops that invite entire families to create and learn together with creative technologies like ScratchJr or Makey Makey.

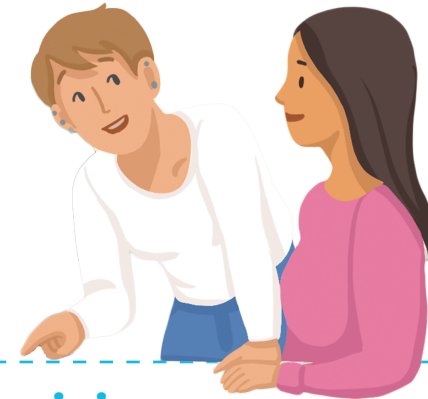


*Family Creative Learning facilitators*

# FACILITATING FUNDAMENTALS

## Build trust and relationships

Learning is a social process. Get to know your learners and help them get to know you. Learning new things requires learners to be open and vulnerable. Being around people that they know and trust can facilitate the learning process. (We believe it also retains families.)



## Hold the tools as a last resort

It's tempting to grab the mouse, but try describing the steps rather than doing it for learners. If you have to grab the tools, let them try it again for themselves after you show them and guide them along.

## Ask questions rather than giving answers

It may be tempting to give the answers to questions right away, but if it's possible, ask questions instead so that learners can arrive at their own answers. Even something as simple as "Can you explain what your program does? What do you want it to do?"

## Listen. Notice. Recognize.

You can learn so much by listening to learners, noticing what they do, and recognizing their voices, interests, and goals — and careful about making assumptions about what their interactions mean.

## Mistakes and failures are welcome!

Rather than avoiding mistakes, encourage learners to be open to them. As you support them through it, help them see what they are learning in the process.

## Use technical words cautiously

Be aware of the words you use. Avoid technical jargon. If you have to use it, use it as a learning opportunity to explain the jargon.



# FACILITATING FUNDAMENTALS



## Put yourself in their (unique) shoes

Learners are not empty vessels to be filled. All learners including facilitators have stories, skills, knowledge, and cultural resources. Create an environment that invites and builds on these resources.

## Authentic enthusiasm goes a long way

Sometimes learners, especially beginners, can feel unsure about their projects. Some encouragement or cheerleading can help them feel good about their work and their next steps.

## Encourage exploration, experimentation, and risk-taking

Not all learning is given or recieved. Encourage families, especially parents, to try things out and see what happens.

## Reflect and then reflect some more

Not everything will go according to plan or as you expected. Individual and collective reflection as a team is essential in continuing to work towards engaging families in equitable experiences.

## Be a learner not an authority

Everyone is a learner including you. You don't have to know everything. Instead learn and collaborate with the families and facilitators around you - figure things out, explore, and tinker together.

## Surface their interests

It can sometimes take time for people to know what they want to do. Create an environment that is open to many interests. Ask questions like "What do you like to do?"





# INTRODUCTION TO FACILITATOR STORIES

Facilitator stories are based on real facilitator's reflections and learning. We hope these stories can make some of the facilitating fundamentals concrete. We decided to make their experiences visual because facilitation isn't just what we say, it's also what we don't say: how we move our bodies, how we use tools, how we work with others.

## **Story 1: Michelle (pages 5-6)**


Michelle's story showcases how to connect with families, even across languages.

## **Story 2: Maria (pages 7-8)**

Maria's story captures what many new facilitators feel when they're unsure about their technology backgrounds

## **Story 3: Sam (pages 9-10)**

Sam's story highlights the balancing act that many facilitators face when trying to support families.



**How might you use these stories with your team?** We suggest reading through the stories and discussing the reflection questions together.

### **Questions to consider while you read the facilitator stories:**

*Where do you see the facilitation fundamentals in action?*

*What questions do these stories raise for you?*

*What would you do in the facilitator's situation?*

*In what ways do you relate to the facilitator's experiences?*


*How do you see facilitators using their bodies and physical spaces in their facilitation?*

Each story has its own unique set of reflection questions, but we also recommend reflecting on these questions after each story.

# FACILITATOR STORY: MICHELLE

Meet Michelle. Michelle has done coding workshops before with young women, but she doesn't have much experience working with families.

HI, I'M MICHELLE!




In her FCL, many of the parents primarily spoke Spanish.

HOLA

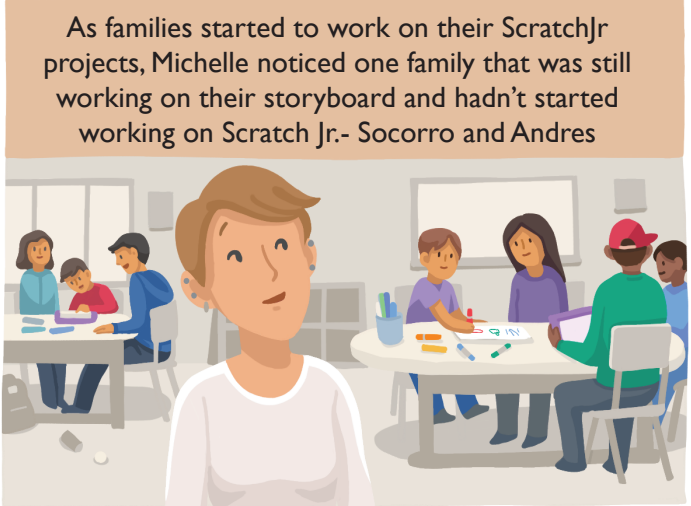
¿HABLAS ESPAÑOL?

UN POCO

On her first night, Michelle did her best trying to get to know the families around her table during Eat.



As families started to work on their ScratchJr projects, Michelle noticed one family that was still working on their storyboard and hadn't started working on Scratch Jr.- Socorro and Andres



HOLA!...

CAN YOU TELL ME ABOUT YOUR FAMILY STORY?

IT'S A STORY ABOUT LIVING IN NEW YORK CITY SOMEDAY...



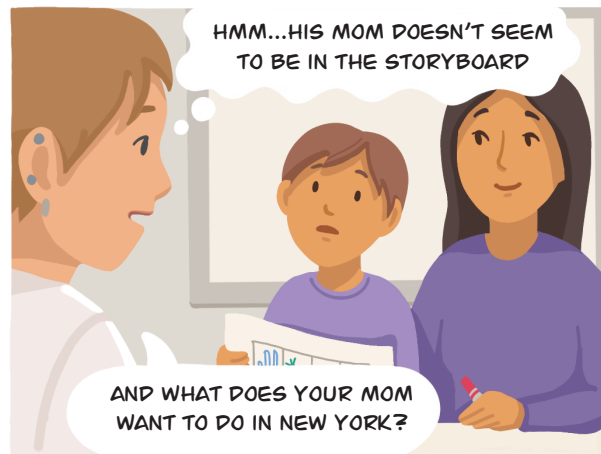
OH COOL! AND WHAT DO YOU WANT TO DO IN NEW YORK?

I DON'T KNOW...SEE THE CITY.



HMM...HIS MOM DOESN'T SEEM TO BE IN THE STORYBOARD

AND WHAT DOES YOUR MOM WANT TO DO IN NEW YORK?



...RELAJA...

OH - I THINK 'RELAJA' MEANS RELAX!



**Take a moment to reflect:**

What do you think of Michelle's facilitation moves so far?

What else might she try to support Andres and Socorro?

What supports do you think Michelle needs?

# FACILITATOR STORY: MICHELLE

Later when Michelle walked by again, she noticed that Andres had added Socorro to their storyboard.



Michelle continued to interact with the family throughout the workshops.




Socorro also shared photos of her other sons in the workshop.



At the last workshop, during the group photo,



# FACILITATOR STORY: MARIA



HI! I'M MARIA.

Maria is a former teacher. She feels unsure about new technologies, but she's interested to learn more and work with families.

Maria is the most fluent Spanish speaker on the team.

In the group, there were two parents who were most comfortable speaking in Spanish. Maria tried to pay attention to them more.



¿CÓMO BORRO AL GATO?

PRESIONA HACE ABAJO SOBRE EL GATO, Y HAZ CLIC EN LA "X" ROJA AQUÍ.

As their projects got more complex, so did their questions.




¿POR QUÉ LOS SPRITES NO EMITEN SONIDOS?



...

Unsure, she called another facilitator for help.



JACKSON, CAN YOU HELP?



...

Later in the workshop, they asked Maria how to make their sprites dance.



CARLA?

Unsure, she called another facilitator.

During reflection, Maria shared her frustration with herself, not being able to answer parents' questions.



I FELT USELESS...

**Take a moment to reflect:**

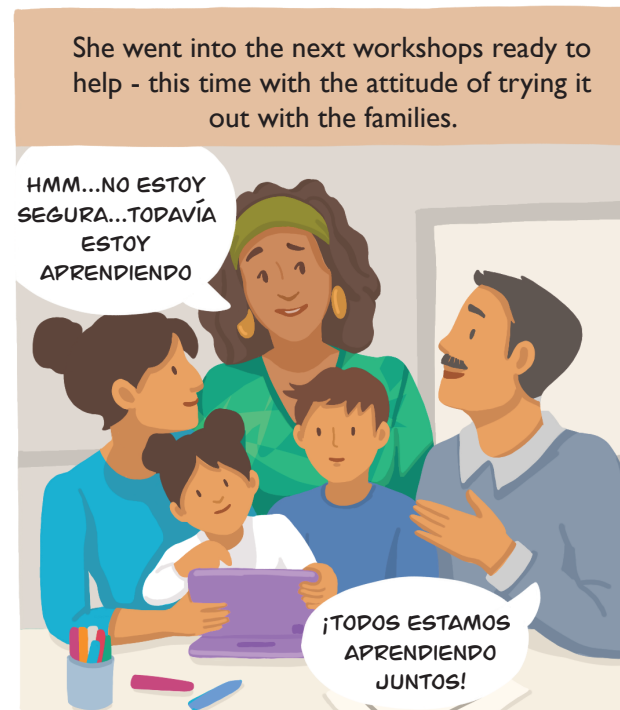
What do you think of Maria's experience so far?

What might you suggest for Maria?

What supports do you think Maria needs?



# FACILITATOR STORY: MARIA





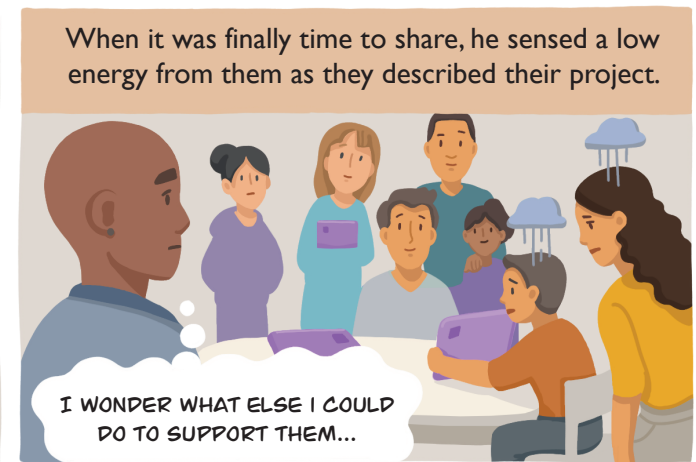
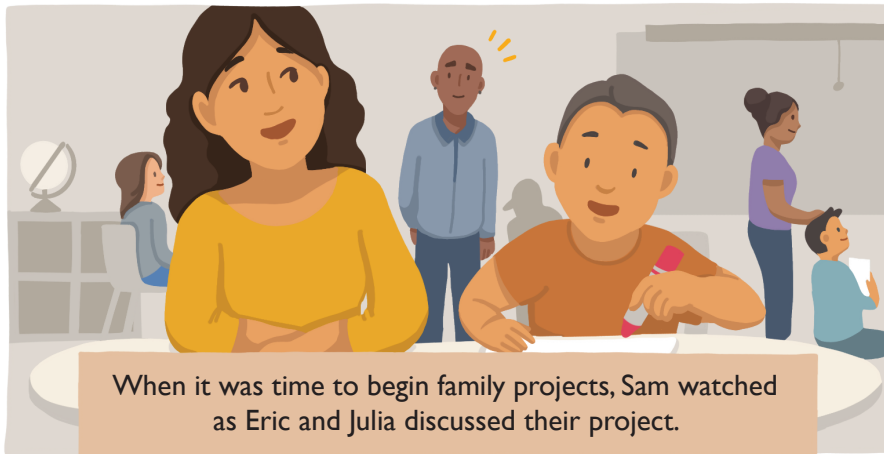
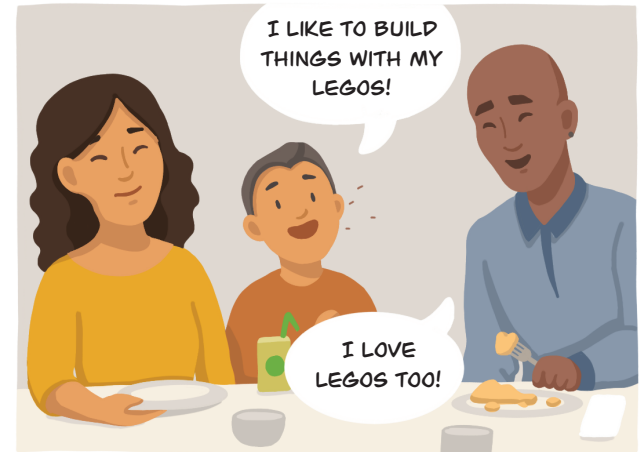
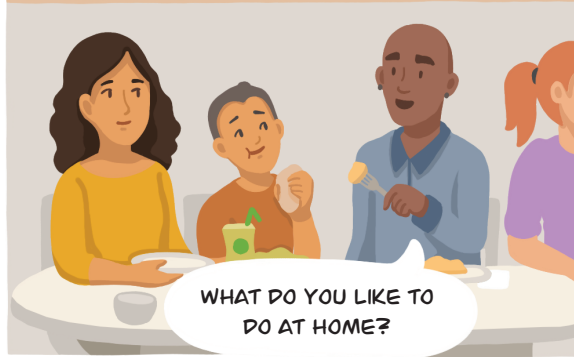
# FACILITATOR STORY: SAM

Sam is a staff member at the community center hosting FCL.

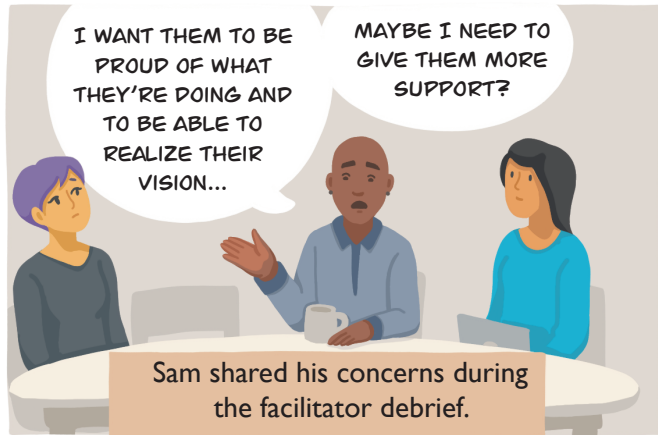
He enjoys helping kids create with new technologies like robots, but he has less experience working with families.



Sam met Julia and Eric, a mother and son. He noticed they were both quiet.



# FACILITATOR STORY: SAM

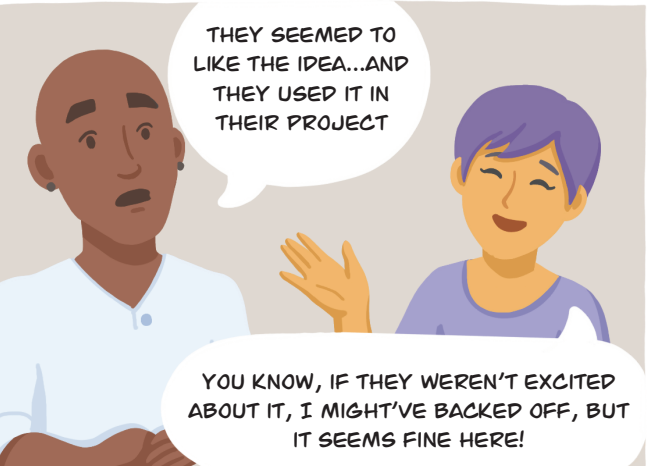
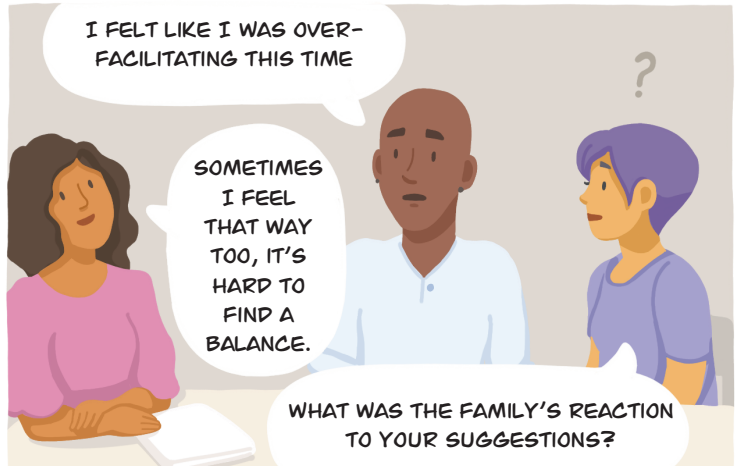
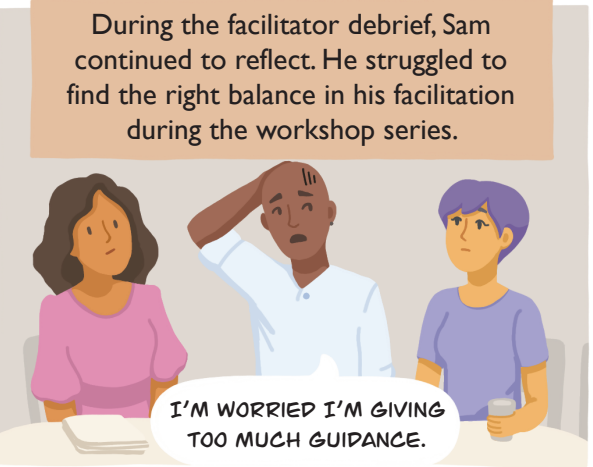


**Take a moment to reflect:**

What do you think of Sam's facilitation moves so far?

What might you suggest for Sam?

What supports do you think Sam needs?



# ACKNOWLEDGEMENTS

This Facilitating Facilitators guide was written and designed by Ricarose Roque and Celeste Moreno and reflects a section of content from the Family Creative Learning (FCL) Facilitator Guide, ScratchJr Edition.

Facilitator stories were illustrated by Fiona Herse Woo. The development of this guide was made possible with support from the Institute of Museum and Library Services (LG-96-17-0176-17), the CU Boulder Office of Outreach and Engagement, and the National Science Foundation (#1908351). Go to [familycreativelearning.org](http://familycreativelearning.org) for more details.

The research behind these facilitators stories was conducted by members of the Creative Communities research group at the University of Colorado Boulder. To learn more about our research on facilitators and their development, go to

[familycreativelearning.org/research](http://familycreativelearning.org/research).

Finally, we want to thank our many community partners, CU students, and volunteers who facilitated these workshops and, especially, the families who ate, met, made, and shared with us.

## Relevant research:

*Roque, R. and Stamatis, K. (2019). It's about relationships: Examining facilitation as a relational practice. Proceedings in the 2019 Connected Learning Summit. Irvine, CA.*

*Roque, R. and Jain, R. (2018). Becoming facilitators of creative computing in out-of-school settings. Proceedings of the 13th International Conference of the Learning Sciences. London.*

