

PASSION LED US HERE

ELEVATE ADOLESCENCE PROGRAMS

FACILITATOR *Training*



LEADERSHIP RESOURCE PACKAGE

Types of Feedback

Purpose: To equip facilitators with clear, practical guidance on the three core feedback types used in Elevate Adolescence facilitation. Each type serves a different purpose and can be applied in various moments throughout a session to support participant growth.

1 ACTION-ORIENTED FEEDBACK

Definition: Focuses on clear, specific actions the participant can take to improve or maintain performance.

Purpose: To give direct, practical guidance that moves the participant toward a desired outcome.

Example: "Next time you lead the discussion, try pausing for three seconds after asking a question so everyone has time to think before answering."

When to Use:

- After an activity where a skill can be immediately applied again.
- When a participant is ready for direct, actionable improvement steps.

2 CONSTRUCTIVE FEEDBACK

Definition: Provides supportive observations about what could be improved, framed in a way that encourages growth.

Purpose: To identify opportunities for improvement while preserving confidence and motivation.

Example: "You managed the group's energy well today. One thing to watch for is making sure every voice is heard—maybe invite two more people to share before closing the discussion."

When to Use:

- During debriefs or reflection moments.
- When the participant needs encouragement alongside suggestions for change.

3 SELF-ASSESSED FEEDBACK

Definition: Encourages the participant to reflect on their own performance, drawing out insights from their perspective.

Purpose: To build self-awareness, critical thinking, and personal responsibility for improvement.

Example: "How did you feel the activity went? If you could change one thing about how you facilitated it, what would it be?"

When to Use:

- At the end of a session or activity.
- When developing reflective practice in participants over time.

Feedback Planning Tool

Purpose: To help facilitators prepare feedback that is intentional, balanced, and aligned with Elevate Adolescence facilitation principles. Use this tool before providing feedback to ensure it is constructive, actionable, and participant-centered.

Identify the Purpose

What is the main goal of this feedback?
(e.g., reinforce strengths, address a challenge, encourage self-reflection)
Why is it important to give this feedback now?

Observe and Gather Facts

What specific behaviors, actions, or moments are you responding to?
What concrete examples will you reference? (Avoid generalizations.)

Consider the Feedback Type

Will this be Action-Oriented, Constructive, or Self-Assessed feedback?
Is the chosen type best suited to the participant's needs and readiness?

Frame Your Message

How will you phrase the feedback to keep it supportive and clear?
What language will you use to ensure it's values-aligned and non-judgmental?

Plan for Engagement

How will you involve the participant in the conversation?
What open-ended questions can you ask to encourage dialogue?

Define the Next Steps

What action or reflection should happen after the feedback?
How will you follow up or revisit progress?

STRATEGIES FOR ENCOURAGING AUTONOMY

Purpose: To equip facilitators with practical, participant-centered approaches that build self-initiative, decision-making skills, and confidence in youth. These strategies can be applied during activities, group discussions, and one-on-one interactions.

1

Offer Meaningful Choices

- Provide participants with options for how they engage (e.g., leading an activity segment, or selecting materials).
- Ensure choices are real and relevant

2

Use Guided Questions Instead of Direct Instructions

- Replace step-by-step commands with prompts that encourage problem-solving.
- Example: Instead of "Do it this way," try "How do you think we could make this work?"

3

Encourage Peer Collaboration

- Pair or group participants to brainstorm, plan, and solve challenges together.
- Assign roles that rotate to allow everyone to experience leadership.

4

Normalize Trial and Error

- Frame mistakes as opportunities for learning rather than failures.
- Share your own "learning moments" to model resilience and adaptability.

5

Recognize Effort and Process, Not Just Results

- Acknowledge persistence, creativity, and thoughtful decision-making.

6

Create Space for Reflection

- Build in moments for participants to think about what they learned and what they'd do differently next time.
- Use your Step Back Journal prompts to make this a consistent practice.

SCAFFOLDING CHEAT SHEET

Purpose: To help facilitators structure activities so participants gradually take more ownership, develop problem-solving skills, and feel confident applying what they've learned.

1

Start with Structured Choices

Offer clear, limited options during the early stages of an activity. This gives participants immediate ownership while ensuring decisions are manageable.

- Example: "Would you like to start with the discussion questions or the materials setup?"

2

Rotate Roles for Equal Participation

Build engagement by assigning and rotating roles so everyone contributes meaningfully. Rotate mid-activity to broaden skill development.

3

Guide, Don't Solve

Instead of jumping in with solutions, use reflection prompts that help participants think through challenges.

- Example: "What's one other way you might approach this?"

4

Build Visual Ownership

Encourage participants to track progress and highlight strengths through visual tools—such as charts, boards, or decorated space—so accomplishments feel tangible.

5

End with Goal-Setting

In the debrief, invite participants to set personal goals based on what they learned. This helps transfer skills beyond the activity.

6

Celebrate Small Wins

Acknowledge incremental progress, effort, and collaboration. Reinforcing growth over perfection builds confidence and motivation to try again.

DECISION ANCHOR SHEET

Purpose: To help facilitators make quick, values-aligned decisions in the moment while keeping the group's needs at the center. Use this sheet during or after a session to guide reflection and strengthen adaptive decision-making skills.

WHAT IS THE CORE PURPOSE OF THIS MOMENT?

(What were we trying to achieve emotionally, socially, or cognitively?)

WHAT DO THE YOUTH NEED RIGHT NOW?

(Connection, safety, energy, autonomy, space?)

WHAT CAN I LET GO OF TO PRESERVE GROUP FLOW?

(Agenda item, timing, control, perfection?)

Facilitator Tip: Use this anchor sheet as a mental checklist in real time—especially when things don't go as planned. The goal isn't to stick to the agenda at all costs, but to make choices that best serve the group in that moment.