

# **Facilitator Guide**

**for**

*Promoting Safety Awareness in Fishing Communities  
through Community Arts Project.*

**Neil Tilley**

Extension Community Development Cooperative  
St. John's, NL, Canada A1C 5V3

**Michael Murray**

Division of Community Health  
Memorial University of Newfoundland  
St. John's, NL, Canada A1B 3V6

July 2005

---

**© Copyright Neil Tilley and Michael Murray 2005**

Produced by the Extension Community Development Co-operative with the support and cooperation of SafetyNet and Memorial University of Newfoundland.

---

## Table of Contents

<b>Table Of Contents</b> .....	iii
<b>I. PURPOSE</b> .....	5
<b>II. PROMOTING SAFETY AWARENESS IN FISHING COMMUNITIES THROUGH COMMUNITY ARTS PROJECT</b> .....	5
II.A The Community Process.....	5
<b>III. WHAT IS POPULAR EDUCATION?</b> .....	6
<b>IV. THE ROLE OF THE FACILITATOR</b> .....	7
<b>V. FACILITATING SKILLS</b> .....	8
A. <i>The Setting</i> .....	8
1. Facilities .....	8
2. Organization .....	8
B. <i>Atmosphere &amp; Climate</i> .....	8
C. <i>Stimulating Discussion</i> .....	9
D. <i>Modeling Interpersonal Skills</i> .....	10
E. <i>Dealing With Tension, Problems, and Conflict</i> .....	11
<b>VI. THE TOOLS</b> .....	13
A. <i>Community Theatre</i> .....	13
B. <i>Song and Music</i> .....	13
C. <i>Creative Writing</i> .....	14
D. <i>Graphics</i> .....	14
E. <i>Photo Novella</i> .....	14
F. <i>Role-Play</i> .....	14
G. <i>Video</i> .....	16
Step 1: Getting Ready.....	16
Step 2: Setting the Tone .....	16
Step 3: Watching the Video, Discussing the Issues .....	17
Step 4: Developing Skills .....	17
Step 5: Ending the Session.....	17
<b>VII. SESSION EVALUATION FORMS</b> .....	18
Feelings discovered about self, changes in values or beliefs .....	19
<b>REFERENCES</b> .....	20



---

## I. PURPOSE

The purposes of this facilitator guide are to help community organizations and individuals focus on fishing safety at sea. The guide was developed as a product of a SafetyNet Project entitled *Promoting Safety Awareness in Fishing Communities through Community Arts*. The purpose of the project was to explore the potential role of different community arts activities in promoting increased safety awareness in fishing communities. This guide uses popular education methods in a facilitative process. The facilitator first needs to know something about fishing safety, popular education tools and practices, and facilitation skills.

## II. PROMOTING SAFETY AWARENESS IN FISHING COMMUNITIES THROUGH COMMUNITY ARTS PROJECT

The overall goal of the project was to create an awareness of fishing safety and what has happened in communities as a result of accidents in the fishery especially at sea. The project focused on 3 different fishing communities and their use of different community arts activities to promote increased fishing safety awareness. The process which follows can help any community begin to use their artistic assets and resources to create awareness of fishing safety in their community.

### II.A The Community Process

1. Establish a fishing safety at sea advisory committee with fishers, plant workers, FFAW union representatives, teachers, artists, residents. This committee will give guidance, advice, help organize and validate the work being done in the community.
2. Secure involvement of schools and local arts groups to help produce educational activities and secure their participation in community learning on fishing safety. The school has learning programs in language arts, drama, art, graphic arts, social studies etc. Local projects and activities can be excellent learning and hands on experience on issues of fishing and safety.
3. Garner support from community organizations and local governments. The more community involvement the more opportunities for learning and change. Involvement of local government provides more resources, support, and the opportunity to put forward a proclamation about a town or community being a safe fishing community.

- 
4. Develop a plan to address fishing safety using creative resources of the community.
  5. Develop community safety activities ie. Plays, stories, graphics, pictures, songs, music, church services, video, power point presentations. The process of creating any of these activities is designed to create fishing safety awareness and foster involvement and ownership of issues and solutions locally.
  6. Create a safety dialogue in the community by having community areas events as planned
  7. Evaluate the process, report to the community and follow-up.

### III. WHAT IS POPULAR EDUCATION?

The term 'Popular Education' does not refer to popularity, although this form of education has proved to have a wide appeal. Used in this way the word *popular* means 'of the people'. Popular education is a whole collection of educational ideas. Many of these ideas come to us from Latin America, but now have spread all over the world. Popular education is education for change.

#### **The basic ideas of popular education are:**

- The teacher doesn't know everything; we all learn from each other.
- Information doesn't only come from books; your experience counts too!
- People often have all the information they need to deal with an issue, but sometimes they need to look at the information in a new light.
- Once people have come to a new understanding, they don't just sit there; they want to do something!
- Through involvement, participants gain new insights and understandings and move to a new stage of thinking about the problem or issue.
- The learning must be meaningful and relevant, dealing with the here and now.
- Learning is maximized by active participation.
- The learner must be treated with respect and as an equal.

- 
- The learning experience should be non-threatening and enjoyable
  - The role of the popular education leader, or *facilitator* is to present material in ways that helps the learner examine his/her own feelings/ ideas/ assumptions about it.

#### IV. THE ROLE OF THE FACILITATOR

“Facilitation is the art of leading people through processes toward agreed on objectives in a manner that encourages participation, ownership and productivity from all involved”

A facilitator helps with the discussions, decisions or actions of the group. He or she explains the task and leads the group through a process. He or she makes suggestions, proposes ideas, and invites and encourages everyone to participate. The facilitator has to be concerned about:

- **TASK** (What got done? Did you get the needed results? Did problems get solved? Did things move towards a conclusion?)
- **PROCESS** (How did it get done? How did people feel and how will this affect morale and group togetherness? Did the process make good use of everyone’s talents? Was it enjoyable?)

**The facilitator shall always:**

- Behave and act in an open and democratic manner
- Make sure that the setting is good
- Build a climate for learning and help the group develop a sense of belonging
- Make sure people are clear about the task
- Make sure the group understands the process
- Keep the group on task and focused
- Protect participants from “put downs” and “personal attacks”
- Make sure everyone has a chance to speak
- Maintain a flow and keep things from becoming bogged down
- Add humor-it allows people to feel safe and loosen up bit
- Keep his or her own comments to a minimum, speaking no more than 15% of the time

---

**The facilitator should never:**

- Cut someone off, say no or put someone down
- Let one person dominate the meeting
- Take negative feedback personally
- Dominate the discussion.

## V. FACILITATING SKILLS

People learn from each other, and one of the most important methods of education is group discussion. Encouraging people to freely talk about themselves and their beliefs, offering opinions to a group, taking an active part in-group activity requires both skill and attention to details. Facilitators need to be aware of The Physical Setting, The Workshop Atmosphere, and The Quantity and Quality of Discussion.

### *A. The Setting*

#### 1. Facilities

People need to feel comfortable in order to work on the task. A good workspace is essential. An overcrowded room, too large room, too cold or too hot room can be irritating and take away from the work. There should be enough seats for everyone and, if people are expected to keep notes, it is helpful to have tables or desks. Flip charts can be used to keep a record of what is said.

#### 2. Organization

Arrange seating so that people can see each other. (No desks in rows). Eye-to-eye contact helps group members concentrate on what each speaker is saying and it allows the speaker to see the reactions of other group members. In small groups, facilitators may have people sitting in a circle or around a table. In larger groups, a U shaped seating arrangement lets people see the facilitator and other group members.

### *B. Atmosphere & Climate*

People are more likely to participate in group discussion if they feel comfortable with other members and the facilitator. In situations where people don't know



---

one another, it is useful to start off the session with an exercise that helps people feel more comfortable. Ice-breaking exercises can be used to allow participants to tell each other something about themselves-who they are, where they live, what interests they have. The main purpose of using a warm-up exercise is to set an atmosphere for learning, encourage participation and to help people get to know each other. There are also exercises for group building and participation that can be used throughout the workshop to help strengthen participation and build a spirit of cooperation. As well, exercises can be fun and revitalizing when the energy of the group is sagging.

### *C. Stimulating Discussion*

Facilitators encourage participation in discussions. **The facilitator needs to be enthusiastic and prepared.** Some participants will be reluctant to speak. There are many reasons for this such as a lack of confidence, or a belief they have nothing valuable to contribute. Sometimes a few vocal members in the group control the conversation. Facilitators should be aware of the dominant and the silent participants, and should try to encourage quiet members without putting them on the spot. Facilitators should let participants know they have a right to 'pass' on an invitation to speak, and also accept such decisions of participants. The more vocal members should be thanked for their contribution, but reminded that it is important to hear from everyone in the group.

#### **Some questions and phrases that can stimulate discussion:**

1. Let's go around the room and have each person take a turn giving his/her thoughts on (...)
2. How about if we take the next (...) minutes to do (exercise) with the goal of (task or outcome). Does this seem appropriate at this time?
3. John, what do you think about this?
4. Good suggestion, Lucy. Did everybody hear that? Thanks.
5. I don't think we have time to do everything. What should be our priorities?
6. How about if we hear everyone's ideas and suggestions before we discuss or vote on any one of them?
7. If I hear correctly you are saying that (.....)
8. Do we all agree that (.....)?
9. Say a little more about that.

- 
10. Summarize the ideas suggested so far (list them)
  11. I'm concerned about (behavior within the group). What do you think we should do?
  12. We seem to be bogged down now. Is it okay to stop for a few minutes and evaluate how we are doing?
  13. Mary, you've already spoken three times on this issue. I'd like to hear from others in our group.
  14. We have 90 minutes to do this task. Should we establish some ground rules to help us get it done?

### ***D. Modeling Interpersonal Skills***

People are more likely to take an active part if they feel they are being listened to and their ideas are respected. You should never disagree with a person, but rather only disagree with that person's idea. Facilitators need to set a good example. By demonstrating good facilitating skills, facilitators will encourage other group members to listen, empathize, accept and respect. Individuals intuitively know when they have experienced strong or weak facilitation. As a case in point, during a meeting with fishermen in Bonavista, they felt included because were not only part of the advisory committee, they organized activities and participated in them. It was their fishery, their community and their culture.

#### **The qualities of good facilitators include:**

- ***Neutrality:*** A facilitator may contribute to the discussion and make suggestions, but should not manipulate the group to bring about a particular outcome.
- ***Good listening skills:*** these include reflective listening & strategic questioning.
- ***Respect*** for the participants and confidence that the group can accomplish the task in a worthwhile and satisfying way.
- ***Genuine Interest*** in what participants have to offer.
- ***Assertiveness:*** to know when to intervene decisively and give some direction to the group, but in a way that is not overbearing.
- ***Clear thinking and observation*** of the whole group. This requires paying attention to both the content of the discussion and the process of what is happening in the group).

- 
- *An understanding of the overall task of the group.*

### ***E. Dealing with Tension, Problems, and Conflict***

Because participants are sometimes dealing with issues extremely important to their personal futures, or with sensitive or complex topics for which there are no easy answers or single solutions, **misunderstandings and confusion are normal**, and should be expected. Some effective facilitation responses for dealing with some situations follow.

**Problem 1:            Domination by a very vocal participant**

**Effective Response:** When one person is over-participating, everyone else is under-participating. So focus your efforts on the passive majority. Encourage them to participate more. Focusing on the dominant person merely gives that person all the more attention.

**Problem 2:            Goofing around during discussion**

**Effective Response:** Aim for a break as soon as possible. People have become undisciplined because they are overloaded or worn out. After a breather, refocus.

**Problem 3:            Low participation by the entire group.**

**Effective Response:** Break up into smaller groups. Idea listing can help here.

**Problem 4:            Two people locking horns.**

**Effective Response:** Ask “who else has an opinion on this issue?” or “Let’s step back for a minute, are there other issues that need to be discussed?” Remember not to focus your attention on the dominant minority, but rather focus on the passive majority.

---

Problem 5:           **One or two silent members in an otherwise actively participating group.**

Effective Response: Explain, "I'd like to get the opinions of those who haven't talked for a while" Breaking into small groups works even better. Small groups allow shy members to speak without having to compete for 'air time'.

Problem 6:           **Whispering and side jokes.**

Effective Response: With warmth and humour make an appeal for attention such as "you know, those who don't hear the joke often wonder if someone is laughing at them".

Problem 7:           **Failure to start and end on time.**

Effective Response: Start when you say you're going to start. (Waiting encourages lateness). If it seems you must go over time, ask the group's permission to do so.

Problem 8:           **Quibbling about trivial matters.**

Effective Response: Have the group step back from the content and talk about the process. Ask the group "What is really going on here?"

Problem 9:           **A member becomes loud or repetitive.**

Effective Response: People repeat themselves because they don't feel heard. Summarize the person's point of view until s/he feels understood. Ask other group members to feed back to this person what they heard, "I heard you say....."

---

## VI. THE TOOLS

### *A. Community Theatre*

Community Theatre is a good process to get many people involved in the community either as script writers, actors, production people, researchers, and audiences (community learners). Theatre can inform, entertain and involve. People who don't enjoy lectures, workshops or pamphlets may want to attend and participate in a theatrical event. Consider theatre as an alternative method of delivering information.

Theatre makes concepts concrete and real for people, involves its audience at both the intellectual and emotional levels, sensitizes the audience to issues, ideas and people portrayed and gives participants a personal connection with the events, situations and people they have watched on stage. Theatre influences our view of self and others.

When a play is directly relevant to audience members' lives and concerns, a process begins which can lead to **deeper understanding and change**. Theatre can give recognition to a group and its issues, present concrete situations, portray relevant situations which can highlight issues, challenge audiences to examine their own issues, free audience members to talk about sensitive or difficult issues and offer on-the-spot opportunities to try out new skills, new understandings, perceived solutions and new behavior.

A play was written in Bonavista and produced at the local high school. Another play was produced in Cuslett. Both plays focused on tragedies at sea and the effects these had on people and their communities. Using community theatre is a good process to engage people to share their stories, feeling and ideas on fishing safety ,and is an excellent learning tool to create awareness.

### *B. Song and Music*

Songs and music have always been a part of Newfoundland and Labrador culture. There are many songs in Newfoundland lore which talk about the sea and how it gives and how it takes away. In this project a theme song was written by Craig Pardy entitled 'Life on the Water' and was performed at a community concert in Bonavista, and in a presentation at DFO in St. Johns. The music was also used in a video on fishing safety. In communities, songs are a means of recording significant happenings and as they are sung they help people learn and understand what has happened to people and their resources. It's a way to involve all ages and develop a community dialogue on fishing safety.

---

### ***C. Creative Writing***

Involving schools is an important part of not only educating young people but also educating their parents and residents. Many schools have English and drama classes. Here students can be introduced to fishing and safety and the students can research and write about these issues. Public readings of their work can be very educational, consciousness raising and entertaining.

### ***D. Graphics***

Again the school is a good place to get young people using their creativity. Involving the graphic teacher is an excellent approach for challenging students to design posters about safety in the fishing industry. Students' graphics can be used in power point presentations and used to encourage dialogue on fishing safety at sea and in the community.

### ***E. Photo Novella***

**"Photo Novella"** is a process in which photographs are used to initiate dialogue that goes beyond simply describing the pictures to allow for a more self-reflective and critical interpretation of what is portrayed. The photographs are used as a tool to encourage participants to say how they feel about the subject and to discuss the issues portrayed. A youth or resident is encouraged to take photographs of a particular fishing safety issue. For example a plan might be to go out and take pictures that highlighted "the good, the bad the ugly" things about fishing safety in their community as seen from their perspective. But taking the photos is only half the process. After the pictures are developed, the participants are assembled into small groups and asked to give their reactions to the pictures that they and their peers had taken. They are asked such questions as "What do you see in this picture?" "What do you think of think of this picture?" and "Why?" Other groups who were not involved in taking the pictures can be asked to participate in the analysis. Through the discussions and sharing of ideas, they have had the opportunity to discover what their own role and responsibility as a group might be in addressing the issues that they have worked to bring to light.

### ***F. Role-Play***

This tool allows people to try out new behavior patterns and new skills in a non-threatening situation. It allows people to confront situations they have difficulty with and try out new approaches to these situations. A skillful facilitator can use a role-play session to build a sense of group support: strategies for change are discovered and explored as a group.

---

Role-playing refers to a process in which participants act out a ‘what if ‘situation – for example, “If I was a [role] what would I do if [event] happened?” is the premise from which a role-plays start. A participant chooses, or is given a role and a set of circumstances; s/he takes on that role, enters the situation and tries to deal with it.

Group members take on roles in a particular situation in order to analyze it and improve their actions in it. A role-play usually focuses on the attitudes, behaviors and ways of thinking of the characters. Role-playing can draw members into a discussion. Rather than talking about a situation, acting it out helps stimulate discussion and generate specific ideas for changes. People can understand a problem more easily if they can see it or pretend to be a part of it. Role-plays are usually fun and interesting and energize the group. Individuals who participate gain confidence.

### **Basic procedure for setting role-plays:**

1. Select a situation (for example, a situation that portrays either a safe fishing situation or an unsafe one. Explain the situation (briefly describe the people, the relationship and the issue(s).
2. Cast the roles.
3. Perform the role-play itself (Sometimes half a minute of silence helps participants get into their roles. The role-play is concluded when enough issues have been uncovered, when the action ends, or when participants want to stop. If participants don’t seem into it, the situation can be redefined and started again).
4. Discuss What People Saw? Why?
5. Ask For Suggestions (How could things have been done differently?)
6. Role-play Again using the group’s suggestions.
7. Discuss the Differences in the role-plays and why they occurred.
8. Group summarizes what they have learned.

---

## **G. Video**

The *Safety At Sea: The Sea Waits For No One* Video is an excellent way to prompt discussion on fishing safety at sea. To help make viewing the video a good learning event, the facilitator should try and keep the following steps in mind:

### **Step 1: Getting Ready**

- Watch the video carefully, becoming familiar with its content and how it is organized.
- Identify the group, find a good place to meet, and organize resources & supplies.
- Ask yourself whether you are confident about answering questions raised by the video, or whether you should have a resource person with you.
- Plan the session.
- Some groups might prefer to watch the video right through, and then ask questions and talk about what they have seen. Others may want to stop the video in the midst of segments to discuss issues as they arise.
- Decide this before the meeting, or alternatively negotiate this with the group.

### **Step 2: Setting the Tone**

- Explain your role. Welcome the group and explain that you are there to guide the discussion.
- Create a safe environment-develop a sense of trust and respect from the beginning.
- Establish ground rules about confidentiality (i.e. what's discussed here stays here).
- Agree that people will not interrupt or talk at once.
- Put no pressure on people who do not want to talk-people who are listening may still be involved and learning.
- Have participants introduce themselves.
- Describe the video and set goals for the session.



---

### **Step 3: Watching the Video, Discussing the Issues**

- Talk about the video-go around the room asking each person to give a reaction to the video.
- Ask for immediate responses - what struck people, was anything surprising, moving, challenging?
- Have some of your own thoughts ready to start the ball rolling if necessary.
- Use the participants' comments and opinions to guide the discussion. You can also have a set of prepared questions to make sure that the group covers all the issues.
- If the group is large enough it's a good idea to split into smaller groups for the initial discussion; people are more likely to talk in small groups.

### **Step 4: Developing Skills**

- Give participants a chance to practice or role-play some of the issues raised in the video. For example, divide participants into pairs, give them a scenario to act out, and then bring them back into the larger group -either to act out the scenario or discuss what they learned from it.
- By practicing communication and negotiation skills, young people can become more confident in talking about issues related to healthy relationships.

### **Step 5: Ending the Session**

- Check with each participant to see if the session was satisfying and worthwhile.
- Ask what they learned.
- Discuss next steps. Would follow up sessions be worthwhile?
- Distribute any information or a resource list you prepared before the session.
- Thank everyone for participating.

---

## VII. SESSION EVALUATION FORMS

Today I enjoyed...

I didn't like...

One concern I still have is...

One suggestion I would make...

**In general I feel** (please place an X on the line below)

-100                      -50                      N                      +50                      +100

\_\_\_\_\_

---

**What have I learned, how did I feel and what will I do?**

**What did I learn?**

New ideas, concepts, facts information, analysis

---

---

---

---

**How did I feel?**

Feelings discovered about self, changes in values or beliefs

---

---

---

---

**New skills, things I will do, or do differently**

What will I do after this learning event to help change things?

---

---

---

---

---

## REFERENCES

- Arnold, R., Barndt, D. & Burke, B. *A New Weave: Popular Education in Canada and Central America*. Ottawa, ON: CUSO and OISE.
- Centre for the Development of Distance Career Counseling (1993). *From Talk to Action: Guide to facilitation*. Toronto, ON: C.D.D.C.E.
- Extension Community Development Co-operative (1993). *Community Economic Development: Facilitator's guide*. St. John's, NL: E.C.D.C.
- Extension Community Development Co-operative (2001). *Enhancing Community Capacity, Research and Advocacy: Facilitator's Guide*. St. John's, NL: E.C.D.C.
- Kaner, S. et al. (1996). *Facilitator's Guide to Participatory Decision Making*. Gabriola Island, BC: New Society Publishers.